

School Leaders Involvement in Students Behavioral Transformation

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ABSTRACT

This study focuses on the School leaders' involvement in student's behavioral transformation, prospects administrator's development of programs. The object is to provide the potential contribution and prevention from school leaders in leadership development school for students behavioral transformation in Senior High school of Canossa of Saint Magdalene of Canossa Ossu-Waida Timor-Leste. Methods using quantitative in nature and utilized descriptive- comparative, the aims to investigate and analyze the school leaders' involvement in student's behavioral problems in progress to the behavioral transformation. Then analysis was done by using the statistics SPSS. And also, to determine the significant difference between the responses of student and teacher's respondent on the involvement of school leaders in addressing the behavioral problems with independent of (T-Test). Results manifested that, perception of the students and teachers, with aspects of procedures and policies (<0.05), support to staff, (<0.05) Support to students, (<0.05) awards and consequences (>0.05) and parental involvement, (<0.05) all were agree/involved. And the result of significant differences, there was only one with aspect of awards and consequences was rejected (>0.05) and accept the alternative hypothesis. The results underline the importance role of school leaders play in school effectiveness and offer valuable insight in how school leaders actually can make a difference. School leaders found to have strong influence on development orientation in schools. With shows similarities with the idea of the learning organization to the point transformational leadership.

Keywords: School leaders, transformational leadership, behavior transformation

1. Introduction

School leadership nowadays is confronted with ever-changing and fast-growing expectations of what schools should be able to achieve (Knapp & Hopmann, 2017). School leadership it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. As countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices.

Researchers assured that education has a very important role in transmitting and fostering values that determine, in turn, behaviors, attitudes, reactions specific of responsible citizens. According to Hardianto (2005), failure of education in shaping the national identity is due to the components in the education system. Additionally, researchers have shed light on the central role school leaders must play to ensure all students, especially those who have been historically marginalized, are treated inequitably. Of note, studies indicate school leaders have the greatest impact on student performance in schools with the greatest needs. In order to support all students adequately and appropriately, school leaders must dismantle inequitable systems that perpetuate "the gaps" (access, opportunity, achievement, expectations, relationships and hope) resulting in ongoing student failure, chronic absenteeism, high suspension rates, consistently low graduation rates, and systemic racism. According to the (Kaiser, 2004; Kauffman et al., 2006) children

with behavioral problems constitute a significant proportion in the educational community and require specialized treatment and education services interdisciplinary.

With all above, researcher found with the real situation the students in era globalization given impact and influence to the students to not focus on the study and indifferent. In real classroom situations, teachers come across numerous behaviour problems. The behaviour problem refers to deviation from certain pre-set rules and regulations of the schools. The various behavior problems in the classroom can be listed as follows-bullying, fighting, teasing, stealing, truancy, disobedience and insubordination, lying, cheating, lateness, rudeness, destructiveness, drug or alcohol addiction, etc. This work through bibliographical data seeks to highlight a basic framework of educational approaches with an emphasis on effective teaching within the classroom and on effective management of behavioral problems in the educational community (Gogaki, 2020).

With these behavioral problems in the world today, emphasis researchers to relate with the country East-Timor most specific in Senior high school of St. Magdalene of Canossa Ossu-waida Timor-Leste. The study will be conducting researcher to find out the best way for school leaders' involvement in helping the students' behavioral problems to the top of transformation. What kind of leaders, school need to help the students' behavioural problems? Accounting for leaders' helping behavior, this study contributes to add a new benefit of leaders' helping behavior. Empirical studies have reported that leaders' helping behavior is beneficial in increasing leader effectiveness (Asadullah et al., 2016) and relationship satisfaction (Hoption, 2016). Strong organizational management skills allow principals to align support systems so that teachers can maximize instructional best practices and enhance student achievement (Grissom & Loeb, 2011; Horng et al., 2010). In fact, instructional leadership and organizational

management are both likely components of the broader construct of leadership effectiveness (Bryk et al., 2010; Sebastian et al., 2019).

2. Literature Review and Guiding Framework

The literature and studies cited in this chapter tackle the different concept, understanding, and ideas, generalization or conclusions and different development related to study of the enrollment from the past up to the present and which serves as the researchers guide in developing the project. Those that were also included in this chapter helps in familiarizing information that are relevant and similar to the present study.

2.1. School Leaders

School leaders is considered as being inclusive of the school's principal, deputy principal, and other positions that line manage staff responsible for teaching and learning. This is because each of these roles is deemed to be accountable for providing leadership and direction in relation to the school's educational outcomes. The key functions of school leaders include shaping a vision of academic success for all students, creating a climate hospitable to learning, cultivating leadership in others, improving instruction, and managing people, data, and processes to foster school improvement (Lynch, Madden & Doe, 2015; Marzano, Waters & McNulty, 2005; Scheerens, 2013). While leadership involves steering organizations by shaping other people's attitudes, motivations and behaviors, management is more closely associated with maintenance of current operations (Bush and Glover, 2003).

In a comprehensive study the relationship between school administrator actions and student academic achievement, the Wallace Foundation (Mendels, 2012) identified five school-level factors and six teacher/student-level factors that seem to correlate strongly with effective teaching and learning across schools as a whole. According to Hargreaves et al. (2008), school leaders will increasingly need to lead "out there" beyond the school, as well as within it, in order to influence the environment that influences their own work with students.

The following five practices, in particular, appear central to effective school leadership in this respect:

- a. School leaders shape a vision of academic success for all students, based on high standards/expectations.
- b. School leaders create a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail.
- c. School leaders seek to cultivate leadership in others, so that teachers and other staff assume their part in realizing the school vision.
- d. School leaders' mentor instructional improvement in order to enable teachers to teach at their best and students to learn at their utmost.
- e. School leaders seek to manage people, data and processes with a view to fostering and supporting school improvement.

This work is timely because school leaders are under increasing pressure to continuously improve the performance of

their schools (Barber & Mourshed, 2007; Lynch, Madden & Doe, 2015; Hattie, 2009, 2012). Bass (2019) said, "The primary purpose and value of a leader and leadership practice is to inspire others, deemed followers, to willingly engage together to achieve a goal" (p. 1). According to the Kırıl and Başaran (2018), each person can express his view of leadership through his own lens. School leaders strongly influence the learning environment and that of the work of teachers and staff (Baptiste, 2019; Vanblaere & Devos, 2016).

For respondents regarding the involvement of the school leaders in addressing the aforementioned students behavioral problems these are:

2.1.2. Procedures and policies

According to the Scheerens (2013) identifies as among the main focus areas for ongoing school improvement research studies of unusually effective schools, studies of the effectiveness of teachers, classes and instructional procedures, and studies of the effectiveness of system level policies and institutional arrangements. The aspiration for any policy in education and schools is to enhance and improve student learning. Understanding the dynamics of the relationship between any policy domain and those factors that influence learning outcomes however, remains elusive.

Study conducted by Hilton (2017) revealed that 'engaging in practitioner research as a professional development activity has a profound effect on teachers' professional knowledge and practice' (2017, p. 92). Hilton, Dole and Goos (2015) indicated that successful school leaders promote climates that support teachers' professional growth and 'that a significant and powerful means by which to promote supportive school climates is through leaders becoming active co-participants in teachers' professional development activities' (2015, p. 121). This is supported by Robinson, Hohepa and Lloyd (2009) who identify that school leader involvement in the professional learning agendas in schools has a significant impact on student learning outcomes. The concept of school leader research is built on these understandings. The professional learning regime for school leaders is more ill-defined in the literature, but generally entails a combination of supervisor interventions and mentoring and education system sponsored professional learning sessions (Rowland, 2017). These sessions, which parallel those of teachers, are more often focused on introducing and enabling leaders to navigate the policies and procedures of the system (Lynch & Madden, 2017).

2.1.3. Support staff

Schools' support staff, as considered in this chapter, includes career guidance counsellors, psychologists and social workers; special educators and educational therapists; doctors and nurses; teaching and classroom assistants; and supervisors and school guards, amongst others. At a Governing Body meeting in 2017, one of Cherbourg Primary School's governors asked "what is our role in supporting staff wellbeing and what can we do to help?". This sparked a discussion about what governors should do in relation to staff wellbeing. The head teacher felt that the school's existing approach to staff wellbeing was strong and innovative, with good relationships among staff,

family friendly policies and the ability to earn days off in lieu of running activities out of school hours.

2.1.4. Support to Students

The purpose of higher education is to enable students to meet different challenges in a vivacious world and to make strong connections with the changing society. Knowledge is the main focus of higher education. The categories that shape the pattern of learning and services administered by the university which is organized to provide a modern world perspective. The Higher Education Institute is the "gatekeeper for student development (Hudda, 2017).

2.1.5. Awards and Consequences

Awards are generally understood as being public acknowledgements of distinction that are celebrated in public (Gallus and Frey, 2016b) and are considered one of a number of managerial tools, which include prizes (Murray et al., 2016), contests (Boudreau et al., 2016) and competitions (MacCormack et al., 2017), used to incentivize behaviors related to innovation. The assertion that awards can incentivize innovation-related behaviors is somewhat predicated on the role and effects of awards in the quality awards movement. Studies of the Baldrige Awards and other quality related awards schemes generally find a positive relationship between awards, quality ratings and firm performance (Hendricks and Singhal Lee et al., 20017). In addition to showing the linkages between awards, organizational processes, and performance, this stream of research highlights the varying effects of the nature of the award has on organizational processes and performance (Corredor and Goñi, 2017).

2.1.6. Parental Involvement

Parental involvement is as the participation of parents in the educational process and experience of their children (Wilder, 2017). More precisely, parental involvement refers to the "Proactive engagement of parents in various activities and behaviors that aim to promote learning and development of their children" (Ma et al., 2016: 773). Different studies have demonstrated the benefit of parental involvement on student achievement (e.g., Ma et al., 2016), social-emotional skills (Van Voorhis et al., 2013), well-being, and mental health (Hornby and Blackwell, 2018). Considering the vastness of the concept (Goodall, 2017), researchers have operationalized the term as a continuum between involvement in/with school, involvement in schooling, and involvement with learning of children and adolescents (Goodall and Montgomery, 2016). There are also diverse types of involvement such as parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, 2016), which can be either overt or implicit practices (Tan et al., 2020). Parental involvement can be analyzed according to spheres of involvement in which a difference has been introduced between practices at school and at home (Hornby and Blackwell, 2018).

2.2. Students Behavior

There are many things that have changed in the education setting and one that is noticeable is a child's behavior. The way

students behave in a classroom setting could potentially set the tone for the way they perform on an assessment. The influence of efficacy beliefs on teacher performance and student success: Implications for Student Support Services outlines the importance of supporting students with diverse learning needs through developmental and learning theories. "Emotive behavior therapy is very popular because of the way it promotes the instruction and fostering student teacher relationships" (Warren & Hale, 2016, p. 189). It appears that teachers who display little confidence in their ability to complete classroom tasks often experience irrational beliefs and heightened or unhealthy negative emotions. Teachers model these thoughts, emotions, and behaviors daily" (Warren & Hale, 2016, p. 189). "Teachers who exhibit unhealthy negative emotions in the classroom have difficulty building strong student relationships, delivering instruction, and managing their classroom, thus often confirming their sense of efficacy" (Warren & Hale, 2016, p. 189). Teachers become more aware of their classroom environment and teacher and student performance develops and succeeds. When teachers give the appropriate learning environment, students can make connections and the impact of their learning shines.

2.2.1 Students Behavioral Problem

According to O'Brien (2019), students' problem behavior is an act of a person who either forms significant risk to the health and/or safety to oneself or others; or who "exerts momentous negative impact on his/her own quality of life or the quality of life of others." Behavioral problems in the world and happen to students actually: Absenteeism, Bullying, Destructiveness, Dishonesty Disobedience. Disrespect Rudeness. Tardiness. Truancy Fighting, Cheating. These behavioral problems have been constant in the school environment for centuries. Recently, as the disruptiveness is impeding the learning and safety within the school environment the problem has begun to receive more attention. The lack of discipline encourages students to act out with little or no fear of consequences (Lansbury, 2019).

2.2 Theoretical Framework

2.3.1. School Leaders' Involvement

According to Fullan (2001), school leaders' involvement is playing an important role in strengthening the ties between school personnel and the communities that surround them. Each person can express his view of leadership through his own lens. Achieving high-level performance and organizational value from any department requires department members that have a combination of functional skills, knowledge, and expertise and department leadership (Kıral and Başaran, 2018). Likewise, transformational leadership must engage students in the process by positioning their needs as essential to the visions and plans created by leaders and teachers. As a result, this can encourage student involvement and, in turn, accommodate their success (Bogler et al., 2013; Watthanabut, 2019).

2.3.2. Transformational Leadership

Transformational Leadership has become increasingly popular. Bass (2012) defined transformational leadership as the most effective leadership for the success of an organization. Moreover, transformational leadership can be learned and be the subject of management training. According to Schildkamp & Kuiper (2013) current international research, transformational leadership is of particular importance in the context of data-based decision making since certain transformational leadership behaviors such as developing a vision for the school overlap with factors that promote data use. Transformational leaders accomplish this by employing the four behavioral components synonymous with transformational leadership practices. These components, often referred to the Four I's of Leithwood (2014) are as follows: (a) individual consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealized influence.

Bass & Riggio (2008) state that "transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization." However, it can be concluded that the impact of transformational leadership does not occur directly. One of the indirect impacts of transformational leadership is collaboration between school members in providing a model for students on how to work together to achieve results (Lewis et al., 2017; Rijal, 2016). Therefore, the role of the transformational leader is to transform the culture, climate, and people, and to meet the changing and complex demands within a school (Hewitt, Davis, & Lashley, 2014; McCarley, Peters, & Decman, 2016; Quin et al., 2015). A transformational leader employs leadership practices such as enabling others to act, modeling, inspiring a shared vision, challenging the process, and encouraging (Kouzes & Posner, 2009). A transformational leader's practices have a small but significant influence on the school culture, climate, and achievement (Sun & Leithwood, 2017; Wang et al., 2016).

2.3.3. Students Behavioral Transformations

The power tools of student's behavioral transformation need the Wheel of Change is a powerful tool for facilitating individual transformation—our own and those with whom we may coach, mentor or support.

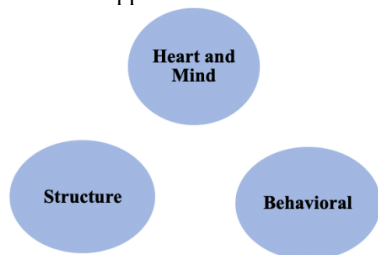


Figure 1. The Wheel of Change Framework

The Wheel of Change is a systems approach to change. We humans are a complex system, encompassing an inner life (our

thoughts and feelings), habits of behavior, and an external environment that has huge impact on us. Systems by their nature tend to resist change. Most change efforts fail because they fail to address the system as a whole. Hearts & Mind is a skillful personal change program usually begins with attending to our heart-mind. If we start by getting clear about our motivation, our desires and our concerns, we are far more likely to engage skillfully with changing our behavior and the structures of our life. Our inner work helps us bring our best to the change effort, rather than fighting the phantoms of our own ambivalence. Behavior change is an inner work is the foundation for personal change, but change usually also requires us to shift our habits of behavior—to begin making different choices about what we do and don't do. Structures change are profoundly impacted by our environment. To create sustainable change, we will almost always need to make changes in our external life. These structural changes feed our heart-mind and support our new behaviors, creating a self-reinforcing cycle of change (hence the name, The Wheel of Change). It is proved that the structure of value orientations consists of three components (Demidova, 2018).

2.3.4. Conceptual Framework

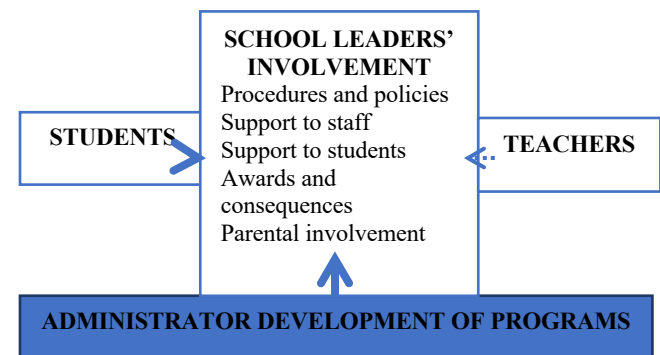


Figure 2. Conceptual Framework of School Leader's Involvement

According to Kinsler, (2017) the school leaders play a vital role in managing the behavior of the students in a school through development of policies, procedures, rules and regulations. These school leaders are also expected to be the initiator and undertaker of a safe, collegial and caring environment in the schools. In this research, common students' behavioral problems, namely: bullying, dishonesty, disobedience, disrespect, destructiveness, absenteeism, tardiness and truancy are studied in a way where school leaders involve themselves by addressing it, expecting a positive behavioral transformation. An essential role of school leadership therefore is to ensure that both students and teachers can continuously learn, develop and adapt to changing environments. This effort to discover how and why certain leadership behaviors positively influence school culture addressed a gap in the literature (Sabanci et al., 2016).

3. Methodology

3.1. Research Design

This chapter describe the methodology which guided researcher in the conduct of the study. It is included the research design, research local and research participation, sampling methods, research instrument, data gathering procedure, ethical considerations, and also statistical treatments of data.

3.2. Research Design

According to the (Creswell 2003; Williams, 2011) states, quantitative research “employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data. The study is quantitative in nature and had utilized the descriptive-comparative research design. It is aimed to investigate and analyze the school leaders’ involvement in students’ behavioural transformation. Descriptive-comparative research design this is a design where the researcher considered two variables (not manipulated) and established a formal procedure to compare and conclude that one is better than the other if significant difference exists.

3.3. Research Locale

The study was conducted at the Senior High School of Saint Magdalene of Canossa Ossu, Waida, Baucau Timor-leste. This school was founded by the Missionaries Canossian sisters in 1975 with the agreement of the government of Governador Oscar Ruas Ossu. The school offers Grades 10, 11 and 12 with a current population of 32 teachers and 314 students.

3.4. Population and Sampling Technique

This study included teachers and students in senior high school of Saint Magdalene of Canossa Ossu-Waida as respondents. Following the Slovin’s Formula, 200 student and 32 teachers’ participants were selected through random sampling. They were given a survey questionnaire that elicited vital information that led to the construction of the intended output of the study. It also included interviews of selected administrators. Subsequently, a random sample is taken from these clusters, all of which are used in the final sample (Wilson, 2010).

3.5. Research Instrument

This study utilized a researcher-made survey questionnaire created by researcher and approved with certification of validation from rectors in differences five school’s university. The first part contains the profile of the respondents of students and teachers. The second part is on the prevalence of behavioural problem from students and teachers, while the third part is about the perception of the respondents regarding the involvement of school leaders in addressing students’ behavioral problem.

3.6. Validation of Instrument

The instrument was validated by several experts which is: Arlene A. Pagar, MAEd, Rpm, Dc. Agapito Da-Costa Jeronimo, M. Ed, Fr. Manuel Pinto, M.Ed, Josephine V.Paet, Ed.D, Sr. Felician Maria Vaz, FdCC, Ph.D. Validity was demonstrated by examining results across principals of different school by employing an analysis of variance statistical test. Then the pilot

testing was done in the private school of Saint Jose Operario Dili/Balide, with 100 students and 30 teachers. The condition of the study locale for the reliability testing. It was able to obtain a Chronbach alpha score of .778 which means that tool is reliable. The purpose of establishing reliability and validity in research is essentially to ensure that data are sound and replicable, and the results are accurate. The evidence of validity and reliability are prerequisites to assure the integrity and quality of a measurement instrument (Kimberlin & Winterstein, 2008).

3.7. Data Analysis

The researcher reviewed and analyzed the data gathered through the survey questionnaire in order to determine the involvement of school leaders on students’ behavioural problems.

3.8. Data Gathering Procedure

Before the conduct of the school leaders’ involvement in students’ behavioural transformation in Senior High school Canossa Ossu Timor-Leste. The necessary consent and permissions were obtained from the Administrator of school to be consider ethical issues. After obtaining consents and permissions, the questionnaires were floated out to the selected participants and they were given 45 minutes to answer the questions. The data gathering served as a basis for further enhancing the research tool and served as to test its validity and reliability.

3.9. Statistical Treatment of the Data

The study used different statistical approach to analyze the data gathered. Percentage and Weighted Mean will be used in analyzing the result of the survey questionnaire. Will be using statistics (SPSS). Independent sample t test will be used to determine the significant difference between the responses of student and teacher’s respondent on the involvement of school leaders in addressing behavioral problems. Will used methodology of comparative descriptive to compare the differences the assessment of the teachers and students.

4. Results

Table I showed the prevalence of behavioral problems based on school Records (2020-2021) The highest was the Absenteeism with frequency 185 rank 1, secondly was Destructiveness (Property) with frequency of 147 rank 2, third was tardiness with frequency of 127 rank 3, and the lowest was cutting classes with frequency of 3 rank 10. Data denotes that the behavioral problem in school of Canossa Ossu Timor-Leste based on school records 2020-2021 the results showed that problems of students behavioral are exited and need the school leaders to involved in to implementing the rules school to attend immediately the student’s attitudes or behavioral problems. It is further supported by (for reviews, see Darling-Hammond et al., 2018; Research on the SDP shows that it helps reduce absenteeism and suspension, improves school climate and relationships among students and teachers, increases student self-competence and self-concept, and strengthens achievement.

Table I. Prevalence of Behavioral Problems Based on School Records (2020-2021)

Behavioral Problem	Frequency	Rank
1. Bullying	39	6
2. Dishonesty	45	5
3. Disobedience	121	4
4. Disrespect	8	8
5. Destructiveness (Property)	147	2
6. Tardiness	127	3
7. Absenteeism	185	1
8. Cutting classes	3	10
9. Physical conflicts among students	12	7
10. Stealing	6	9
11. Posting of Fake Contents	43	

Table II. School Leaders' Involvement in Addressing Behavioral Problems in Terms of Procedures and Policies.

Procedures and Policies	Students					Teachers				
	Mean	SD	I	D	Rank	Mean	SD	I	D	Rank
1. Supports policies that promote appropriate student behavior.	4.60	.709	SA	HI	1	4.22	.870	A	I	5
2. Enforces handbook policies on issues of student discipline.	4.21	.822	A	I	2	4.19	.535	A	I	4
3. Manifests consistency in addressing students' behavioral problems.	4.12	.863	A	I	3	4.25	.622	A	I	1
4. Makes decision after due process	4.10	.783	A	I	4	4.25	.508	A	I	1
5. Improves pedagogical techniques and also through seeking teacher input in understanding their needs, and building trust	4.06	.892	A	I	5	4.25	.568	A	I	1
Over-all	4.21	.814	A	I		4.23	.620	Agree		

4.60 – 5.00 Strongly Agree/Highly Involved; 3.60 – 4.59 Agree/Involved; 2.60 – 3.59 Not Sure/Moderately Involved; 1.60 – 2.59 Disagree/Poorly Involved; 1.00 – 1.59 Strongly Disagree/Not involved

Table II, mentioned about the school leader's involvement in addressing behavioural problems in terms of procedures and policies according to students and teachers in senior high school of Canossa Ossu Timor-Leste. In the table showed that the highest mean from students was Supports policies that promote appropriate student behavior. (mean 4.60, SD .709, I, SA D HI rank 1 then the lastly or lowest was improves pedagogical techniques and also through seeking teacher input in understanding their needs, and building trust. (mean 4.06, SD .892, I. A, D. I rank 5). Then from the teacher, the highest were three: these are, Manifests consistency in addressing students' behavioral problems, mean 4.25, SD .622, Makes decision after due process, mean 4.25, SD .508, then Improves pedagogical techniques and also through seeking teacher input in understanding their needs, and building trust, means 4.25, SD .568, I. A, D. I rank 1. The lowest was Support policies that promote appropriate student behavior. Mean 4.22, SD .870, I A, D I rank 5). Data

denotes that the average over-all mean of the students was 4.21, SD .814, with interpretation of Agree/involved. Then the average over-all mean of the teachers was 4.23, SD .620 with interpretation of Agree/involved. The Results showed that the perception between students and teachers in assessment of school leader's involvement in students' behavioral problems in terms of procedures and policies. Which is Rank 1 from the students is one only but the teachers rank 1 assumed three items. But all the indicators from students and teachers were "Agree/involved". It means that the school leaders are involved in implementing the rules and policies to help the students' behavioural problems. With support of (Kools et 2020). Learning organizations bring together professionals to learn and collaborate for advancing student learning. Further, the board has the position and influence to guide and shape institutional actions, priorities, policies, and operations and hold stakeholders accountable (Ntim et al., 2017).

Table III. School Leaders' Involvement in Addressing Behavioral Problems in Terms of Support to Staff.

Support to Staff	Students					Teachers				
	Mean	SD	I	D	Rank	Mean	SD	I	D	Rank
1. Reminds teachers of our obligations to immediate address student's behavioral problems.	4.19	.915	A	I	1	4.13	.833	A	I	3
2. Collaborates with teachers to properly help students.	3.71	1.26	A	I	4	4.16	.920	A	I	2
3. Affects teachers' use of materials in other ways, beyond the feedback that they give.	3.59	1.076	A	I	5	4.25	.718	A	I	1
4. Gives feedback on how teachers are to use their materials to provide quality instruction.	3.86	.999	A	I	3	4.00	.842	A	I	4
5. Make decisions about resource allocation, including spending on supports for curriculum implementation.	3.96	.893	A	I	2	4.16	.628	A	I	2
Over-all	3.86		A	I		4.14		A	I	

4.60 – 5.00 Strongly Agree/Highly Involved; 3.60 – 4.59 Agree/ Involved; 2.60 – 3.59 Not Sure/ Moderately Involved; 1.60 – 2.59 Disagree/ PoorlyInvolved; 1.00 – 1.59 Strongly Disagree/ Not involved.

Table IV. School leaders' Involvement in Addressing Behavioral Problems in Terms of Support to Students

Support to students	Students					Teachers				
	Mean	SD	I	D	Rank	Mean	SD	I	D	Rank
1. Is an integral part of the discipline process at my school?	4.05	.893	A	I	4	3.97	.822	A	I	4
2. Directly engages when student's behavioral problems arise.	4.09	1.53	A	I	2	4.16	.767	A	I	1
3. Actively listens when I express concerns about the student's behavioral problems.	3.98	.974	A	I	5	4.16	.574	A	I	1
4. Is available to see students when there is a problem.	4.07	.990	A	I	3	4.13	.660	A	I	2
5. Goes out his/her way to help me in responding to student's behavioral concerns.	4.13	.972	A	I	1	4.03	.695	A	I	3
Over-all	4.06		A	I		4.09		A	I	

4.60 – 5.00 Strongly Agree/Highly Involved; 3.60 – 4.59 Agree/ Involved; 2.60 – 3.59 Not Sure/ Moderately Involved; 1.60 – 2.59 Disagree/ PoorlyInvolved; 1.00 – 1.59 Strongly Disagree/ Not involved

Table III showed school leaders' involvement in addressing behavioural problems in terms of support to staff according to students and teachers in senior high school of Canossa Ossu Waida Timor-Leste. From the students the highest was, reminds teachers of our obligations to immediate address students behavioural problems, (mean 4.19, SD .915, I.A/D, I rank 1), and then lowest is affects teachers use of materials in other ways, beyond the feedback that they give from students (mean 3.59, SD 1.076, I.A/D.I Rank 5). While from the teachers the highest is affects teachers' use of materials in other ways, beyond the feedback that they give. (Mean 4.25, SD .718, I.A/D.I rank 1). The lowest was gives feedback on how teachers are to use their materials to provide quality instruction (Mean 4.00, SD .842, I.A/D.I rank 4). It can be seen that the average over-all mean of the

students is (Mean 3.86, with interpretation of Agree. And, the average over-all mean of teachers was 4.14, with interpretation of agree. The results showed that, perceptions between students and teachers in observing the school leader involvement in students behavioral transformation with item of support to staff there was having the differences in ranks. But all the indicators agree. It means that, the school leaders are involved to address the students behavioural problems. According to (Harris & Jones, 2018) have addressed the role of leaders in working with teachers and in networks focused on student outcomes.

Table IV mentioned the school leader's involvement in addressing behavioural problems in terms of support to students according to students and the teachers. From the students the highest was goes out

his/her way to help me in responding to students behavioural concerns, students (Mean 4.13, SD .972, I.A/D.I rank 1), then the lowest was actively listening when I express concerns the students behavioural problems. from students (mean 3.98, SD .974, I.A/D.I rank 5). While from the teachers the highest there were two items, first, directly engaged when students behavioural problems arise, teachers (Mean 4.16, SD .767, I.A/D.I rank 1). And the secondly is actively listen when I express concerns about the student's behavioral problems with (Mean 4.16, SD .574 I.A/D.I Rank 1). Then the lowest Is it an integral part of the discipline process at my school? With (Mean 3.97, SD .822, I.A/D.I rank 4). Data claimed the over-all mean of assessment of

students in terms of support to students is (Mean 4.06, with interpretation of Agree/involved). Then the overall mean of the teachers was (Mean 4.09 with interpretation of Agree). The result showed the perceptions of students and teachers of support to students there is contrast. But all the indicators were agreeing. It means that the school leaders are involved to support the students in implementing the rules to address the student's behavioral problems. According to (Bettini et al., 2020) evidence-based curricular resources have a substantial impact on the amount of time teachers spend curriculum planning outside of the school day, teacher feelings of adequacy, and student outcomes.

Table V. School Leaders' Involvement in Addressing behavioral Problems in Terms of Awards and Consequences

Awards and consequences	Students					Teachers				
	Mean	SD	I	D	Rank	Mean	SD	I	D	Rank
1. Enforces consequences when a student violates a discipline policy.	4.03	1.19	A	I	4	3.94	.840	A	I	4
2. Holds students accountable for their actions	4.15	.956	A	I	2	4.16	.628	A	I	2
3. Treats all students the same when assigning disciplinary actions.	4.10	.956	A	I	3	3.97	.784	A	I	3
4. Uses incentivize behaviours related to innovation.	4.26	.952	A	I	1	4.16	.628	A	I	2
5. Awards and other quality related awards schemes generally find a positive relationship between awards, quality ratings and firm performance.	4.15	.849	A	I	2	4.25	.568	A	I	1
Over-all	4.14		A			4.09		A	I	

4.60 – 5.00 Strongly Agree/Highly Involved; 3.60 – 4.59 Agree/ Involved; 2.60 – 3.59 Not Sure/ Moderately Involved; 1.60 – 2.59 Disagree/ PoorlyInvolved; 1.00 – 1.59 Strongly Disagree/ Not involved.

Table V showed the school leaders involvement in addressing behavioural problems in terms of awards and consequences according to students and the teachers. Obviously From the students the highest is used to incentivize behaviour related to innovation, with (Mean 4.26 SD .952, I.A/D.I rank 1). The lowest was enforced consequences when a student violates a discipline policy, with (Mean 4.03, SD 1.19, I. A/D.I rank 4). Then from the teacher the highest is awards and other quality related awards schemes generally find a positive relationship between awards, quality ratings and firm performance. With (Mean 4.25 SD .568, I.A/D.I rank 1). Then the lowest is Enforced consequences when a student violates a, with (Mean 3.94. SD .840, I.A D.I rank 4). Thus, the average over-all of mean score from the

students and teachers are; The students (Overall mean 4.14 with interpretation of Agree/involved). Then the teachers (Overall mean 4.09 with interpretation of agree/involved). The results manifested the perceptions of students and teachers in observing the school leader involvement with the item of awards and consequences there was equal, with indicators of agree/involved. It means that the school leaders are involved in addressing the student's behavioural problems to the top of transformation. Support by (e.g., Robinson et al., 2018; Rogers & Feller, 2018) attendance is a behavior that can be shifted through informational interventions, therefore focused the student's study on attendance awards.

Table VI. School leaders' Involvement in Addressing Behavioral Problems in Terms of Parental Involvement

Parental involvement	Students					Teachers				
	Mean	SD	I	D	Rank	Mean	SD	I	D	Rank
1. Attends to the parent conference when necessary.	4.45	.775	A	I	2	4.09	.856	A	I	4
2. Collaborates with teachers and parents to properly help students.	4.31	.766	A	I	3	4.22	.706	A	I	3
3. Proactive engagement of parents in various activities and behaviors that aim to promote learning and development of their children.	4.27	.841	A	I	4	4.22	.608	A	I	3
4. Can be analyzed according to spheres of involvement in which a difference has been introduced between practices at school and at home.	4.24	.926	A	I	5	4.25	.622	A	I	2
5. Support student learning and well-being.	4.46	.801	A	I	1	4.34	.545	A	I	1
Over-all	4.34		A			4.22		A	I	

4.60 – 5.00 Strongly Agree/Highly Involved; 3.60 – 4.59 Agree/ Involved; 2.60 – 3.59 Not Sure/ Moderately Involved; 1.60 – 2.59 Disagree/ PoorlyInvolved; 1.00 – 1.59 Strongly Disagree/ Not involved

Table VI show the school leader's involvement in addressing behavioural problems in terms of parental involvement according to students and teachers. The highest mean from the students was support student learning and well-being. With (Mean 4.46, SD .801, I.A/D.I rank 1). The lowest was Can be analyzed according to spheres of involvement in which a difference has been introduced between practices at school and at home. With (Mean 4.24, SD .926, I.A/D.I rank 5). While the highest from the teachers was to support student learning and well-being. With (Mean 4.34, SD .545 I.A/D.I rank 1). Then lowest was Attending the parent conference when necessary, with (Mean 4.09, SD .856, I.A/D.I rank 4). Data denotes that the average over-all mean of students was 4.34, SD .801, with the interpretation of Agree/involved. Then the over-all

mean of the teachers was (Mean 4.34, SD .545, with the interpretation of Agree/involved). Data affirmed the perception of students and teachers in seeing the school leader's involvement in students' behavioural problems in terms of parental involvement. Researchers explained that there are difference idea and observation. But the all the indicators are agree/involved. It means that the school leaders are involved to collaborate with the parents in addressing the student behavioural problems. The assessments of the children's behavior from the perspectives of mothers and teachers in general showed that mothers identified more behavioral problems in children than did the teachers. This finding agrees with those reported in the studies conducted by De Los Reyes et al. (2015) and Martel et al. (2017).

Table VII. Significant Difference Between the Students and Teachers' Perception on School Leaders' Involvement in Addressing Behavioral Problem.

Involvement of School Leaders	Respondents	Mean	SD	F	Sig	Inter.	Dec.
Procedures and Policies	Students	4.22	.510	.010	.922	Not Sig	Accept
	Teachers	4.23	.458				
Support to Staff	Students	3.86	.706	.545	.461	Not Sig	Accept
	Teachers	4.14	.617				
Support to Students	Students	4.06	.666	1.552	.214	Not Sig	Accept
	Teachers	4.09	.549				
Awards and Consequences	Students	4.13	.693	4.837	.029	Sig	Reject
	Teachers	4.09	.468				
Parental Involvement	Students	4.33	.630	.011	.916	Not Sig	Accept
	Teachers	4.23	.567				

Table VII illustrates responses students and teacher's perception on school leaders Involvement in addressing behavioural problem. With respondents, mean, SD. F. Significant, Interpretation and decision.

Aspect of procedures and policies Are showed in table, the respondents of the student's over-all mean 4.22 SD. 510, F.510, Sig. 922 with the interpretation of not significant with decision of Accept. And the teachers

over-all mean 4.22 SD .458, F. 010 Sig. .922, with the interpretation of not significant with decision of Accept. The table revealed that the aspect of procedures and policies there are no significant differences between perception of students and teacher with alpha (<0.05) reject the null hypothesis and accept the alternative hypothesis. Researchers concluded that the perspective of the students and then teachers in seen the implementation of style school leaders affirmed that school leaders are involved to address the students behavioural problems.

Aspect of support to staff showed the respondents from student's over-all mean 3.86, SD. 706, F.545, Sig .461 with interpretation of not significant with decision of Accept. Then teacher respondent's over-all mean 4.14, SD .617, F. 545, Sig. 461, with interpretation of not significant and decision of Accept. The results with statistical differences declare that the perception of students and teachers there are no significant difference between students and teachers with alpha (<0.05) reject the null hypothesis and accept the alternative hypothesis. In this sense, the results indicate that the school leaders are involved to addressing the students behavioural problems.

Aspect of support to students maintain the respondents from student's over-all mean 4.06, SD .666, F. 1.552, Sig. 214 with interpretation of not significant and decision of accept. And respondents from teacher's over-all mean 4.09, SD .549, F. 1.552, Sig. 214 with interpretation of not significant and decision of Accept. Data clearly mention that the perception of students and teachers there were no significant difference between students and teachers with alpha (<0.05) reject the null hypothesis and accept the alternative hypothesis. Researchers concluded that the school leaders are involved to address the students behavioural problems.

Aspect awards and consequences illustrates that, the respondents from the student's over-all mean 4.13, SD .693, F. 4.837, Sig. 029, interpretation of significant with decision of reject. Then, the respondents from the teacher's over-all mean 4.09, SD 468, F. 4.837, Sig. 029, interpretation of significant with decision of reject. Obviously, data showed that the perception of students and teachers there were significant differences between students and teachers with alpha (>0.05) then accept the alternative hypothesis and reject the null hypothesis. The aspect of awards and consequences the answers are substantially different from another's aspect by using statistical testing. The result is said to be statistically significant. The hypothesis was true with strong evidence. Researcher explained that undertaken school leader's involvement no effect on students' behavioral problems. A study by Woestman and Wasonga (2015, p. 11) found that "destructive behaviors directed at subordinates were found to be the most common and significant predictors of workplace attitude amongst professional educators." Legros and Ryan (2015). School leadership has been identified as second only to teacher quality as an influence on student learning as found by

Grissom et al. (2021) in their meta-analysis. Obviously, if this is the case, then principal quality must greatly influence the ultimate effectiveness of schools. A study by Leithwood et al. (2019).

Aspect of parental involvement showed the students respondents over-all mean 4.33, SD .630, F. 011, Sig. 916 interpretation of not significant with decision of Accept. then teachers' respondents over-all mean 4.23, SD .567, F. 011, Sig. 916 interpretation of not significant with decision of Accept. it means that the perception of students and teacher there were no significant difference between students and teachers with alpha (<0.05) then reject the null hypothesis and accept the alternative hypothesis. Based on the findings reported above, the perceptions of Significant difference between the students and teachers on school leaders' involvement in addressing behavioral problem in Senior high school of Saint Magdalene of Canossa impact and effective their take on students' behavioral problems. Thus, stakeholders need to have a good understanding of the students' behavioral issues considering teachers' demographics for effective planning and implementations to enhance pedagogical practices while students' behavioral issues are reduced. According to the (Leithwood et al., 2019, p. 10). The most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (e.g., in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic.

4. Discussion

This paper provides literature theoretical framework to respond the school leader's involvement in student's behavioral transformation "Prospect administrators development of programs" in senior high school of Saint Magdalene of Canossa. It is based on the school leader's involvement, leadership style, and student's behavioral transformation. To find out the school leaders involvement Researcher using the statistical treatment of data of SPSS to examine and determined for the investigation school leadership in school. The results manifested that, based on school records (2020-2021) the prevalence of behavioral problems of students like; Absenteeism, Bullying, Destructiveness, Dishonesty Disobedience, Disrespect Rudeness, Tardiness, Truancy Fighting, Cheating. researchers found that the highest was the Absenteeism and the next was destructiveness and third was tardiness. These three items, the school records were determined that most students in senior high school of Canossa Ossu always absenteeism, destructiveness and tardiness. The other researcher using independent sample of t-Test (0.05) to determine the significant difference between the responses of students and teachers' respondents on the involvement of school leaders in addressing behavioral

problems of students in senior high school of Saint Magdalene of Canossa Ossu-Waida Timor-Leste. With the aspects of procedure and policies, supports to staff, supports to students, awards and consequences and parental involvement, according to the students and teachers with five aspects only one item was determined there were significant differences between students and teachers with alpha (>0.05) then accept the alternative hypothesis and reject the null hypothesis. The aspect of awards and consequences the answers are substantially different from another's aspect by using statistical testing. The result is said to be statistically significant. The hypothesis was true with strong evidence. While the aspects of procedures and policies, supports to staff, supports to students, parental involvement interpretation was not significant differences between students and teacher's decision of accept with alpha (<0.05). With all finding in discussion researchers concluded that the school leaders are involved to address the students behavioral problems in processing to the top of transformation. Definitely the Effectiveness of school leaders' involvement is impacting the students' progress on -going of students behavioral transformed. More respondents and stated and current leaders had limited skills in involving and adapted to the transformational educational administrators were skillful in changing to the innovation of school development. According to the (Hitt, Meyers, Woodruff, & Zhu, 2019, p. 190) effective school leaders today are thought to have "a set of competencies manifested by behavior that relates to effective or outstanding performance in a specific job or role."

5. Conclusion and Implication

The purpose of this study was to get teachers and students' perceptions about current state of school leaders' involvement in students' behavioral transformation. Certainly, the school leader involvement affected students' problems behavior both directly and indirectly. In identifying and classifying them in weak and strong facets. With the various students' behavioral problems were students are encountered and experienced in school, school leaders or administrators to ensure are developing well and upright. Through the assessment of the students and teachers' respondents regarding the involvement of the school leaders in addressing the aforementioned behavioral problems towards behavioral transformation in terms of: procedures and policies, supports to staff, supports to students, awards and consequences and parental involvement. The school administrators need to be clearly defining the role of school leaders in progress of administrator's development of program to respond of the student's behavioral problems. The school administrators to implement the transformational of leadership to be effectiveness in developing of programs and continues to implement and supporting the team works, have good

relationship with all stakeholder with skill of communication and decision maker in addressing the students behavioral to live as a discipline person.

6. Limitation and Future Research

The limitation with respect needs to highly in this study, firstly is: limited of references in supporting the literature framework. The study was limited by aggregating student and teacher data to the school level. Literature The acquisition of individual student data, however, was outside the scope of this study. The introduction of a new student administration system in the school of Saint Magdalene of Canossa will make it possible, in the future, to build databases in which individual student performance is linked to background details. This certainly will open up interesting avenues for future research.

Findings from these studies could shed more light on the causality of the assumed relationships among leadership behavior, organizational conditions, quality of teachers' work, and school performance. Though leaders of secondary schools in the Saint Magdalene of Canossa seem to have no (quantifiable) influence on academic performance, a relationship does exist between school leader, teachers and students.

Our findings discussed above have shown that the school leader can indirectly promote teachers' work if the school culture is sufficiently development oriented. Careful decision making, teacher commitment, cooperation, professional development, and innovation are valued in the organization. Further research could focus more on schools with a strong orientation toward development. These are probably not the schools with the best academic performance. What are the exact characteristics of these schools and their leaders, and how does academic performance change over time, under their influence? Findings from these questions could help us to find more conclusive answers to the question of whether school leaders do make a difference in the lives of their students.

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