

## RESTORATION LEADERSHIP PRACTICES AND COLLEGIAL MODEL OF PUBLIC ELEMENTARY SCHOOL TEACHERS

---

### ABSTRACT

This study examined the restoration leadership practices and collegial model of public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. Restoration leadership practices refer to strategies aimed at fostering accountability, empathy, and open communication to address and repair conflicts or challenges within the school community. The collegial model emphasizes collaboration and shared decision-making among teachers. Using a non-experimental quantitative research design and the correlational method, this study analyzed responses from 139 public elementary school teachers selected through universal sampling. Data were analyzed using mean scores, Pearson  $r$ , and regression analysis. The findings revealed that restoration leadership practices were moderately extensive, with a mean score of 3.46, while the collegial model was also moderately extensive, with a mean score of 3.09. Moreover, restoration leadership practices were found to be significantly related to the collegial model, with a  $p$ -value of 0.01. Based on these findings, it is proposed that a professional development program be implemented to encourage teachers to participate in DepEd conferences and training focused on enhancing restoration leadership practices and promoting collegiality. This program aims to address the need for stronger interpersonal relationships, improve instructional quality, and foster a sustainable, inclusive educational environment. Schools may also consider adopting targeted interventions to further strengthen leadership practices and promote a collegial culture, thereby supporting both teacher development and student success.

**Keywords:** Restoration leadership practices, collegial model, public elementary schools, education, Philippines

### 1. INTRODUCTION

Restoration leadership practices and the collegial model are two powerful approaches that emphasize collaboration, relationship-building, and shared responsibility within organizations. Restoration leadership focuses on repairing and strengthening relationships, particularly following conflicts or challenges. It prioritizes fostering trust, accountability, and mutual respect, creating an environment where individuals feel valued and heard. This leadership style promotes open communication and empathy, facilitating a culture of reconciliation and understanding (Golson Jr., 2018).

Globally, the collegial model complements restoration leadership by promoting teamwork and shared decision-making, where leaders and members work collaboratively toward common goals. This model views leadership as a partnership rather than a hierarchy, empowering individuals to contribute their ideas and expertise. When combined, restoration leadership practices and the collegial model create a robust framework that not only resolves

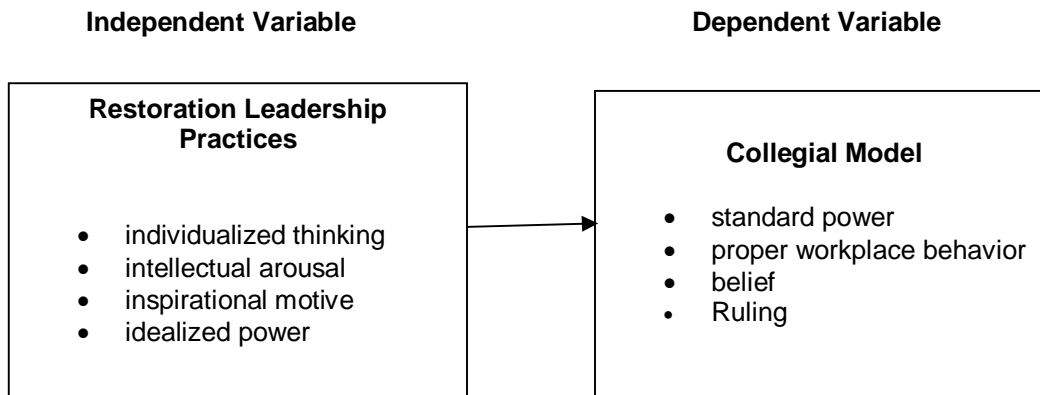
conflicts but also strengthens relationships, cultivates a culture of unity, and fosters collaboration. This approach enhances organizational effectiveness and resilience, creating a dynamic environment where trust and mutual support thrive (Holcombe et al., 2023).

The integration of restoration leadership practices with the collegial model provides an effective approach to fostering a supportive and collaborative environment in both organizational and educational settings. Restoration leadership aims to rebuild trust, repair relationships, and promote reconciliation after conflicts, while emphasizing empathy, transparency, and active listening. This leadership style helps create a culture of mutual respect and understanding. When paired with the collegial model—focused on teamwork, shared responsibility, and collective decision-making—restoration leadership enhances an organization's ability to address challenges constructively and collaboratively (Lodi et al., 2021). Together, these approaches empower individuals, improve morale, and ensure a cohesive team working toward shared goals. They also promote harmony, accountability, and sustainable growth in both professional and interpersonal dynamics (Iqbal et al., 2023).

In the Philippines, restoration leadership practices and the collegial model represent transformative approaches to leadership and organizational management. These practices prioritize relationships, collaboration, and shared purpose. Restoration leadership focuses on addressing conflicts, misunderstandings, and challenges within teams or organizations by promoting reconciliation, trust-building, and empathy (Luhtala et al., 2020). It is grounded in the belief that strong interpersonal connections and a sense of belonging are essential for organizational success. Leaders who practice restoration leadership emphasize active listening, transparency, and a commitment to fostering a positive and inclusive environment where individuals feel valued and respected (Kligman, 2020).

The collegial model complements restoration leadership by promoting teamwork and collective responsibility. Unlike traditional hierarchical models, the collegial approach views leadership as a shared responsibility, where all members contribute their skills and expertise to achieve common goals. This model fosters open dialogue, mutual support, and a sense of co-ownership in the organization's vision and mission (Holcombe et al., 2023). When combined, restoration leadership practices and the collegial model create a dynamic framework that strengthens interpersonal relationships and fosters innovation, accountability, and long-term organizational resilience. Together, they provide a pathway for addressing challenges constructively, enhancing morale, and building a culture of collaboration and mutual success (Tyagi, 2023).

This study aims to fill this gap by examining the relationship between restoration leadership practices and the collegial model among public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. By focusing on this specific context, the research sought to provide practical insights that can inform school administrators about effective leadership strategies tailored to the needs of their schools. The findings will contribute to the development of evidence-based policies and initiatives designed to enhance collaboration, trust, and organizational resilience in educational settings. The significance of this study lies in its potential to serve as a functional blueprint for improving administrative practices in public schools. By identifying key elements of restoration leadership and collegiality, the research offers practical recommendations for fostering a supportive and inclusive environment that prioritizes both professional development and student success.



**Figure 1:** Conceptual Framework of the Study

## 2. METHODOLOGY

### 2.1 Research Design

This study utilized the descriptive correlation method, which is employed to describe the status of a phenomenon as it exists at the time of the study and to explore potential causes or relationships between variables. In correlation research, data is collected to determine the degree of association between two or more quantifiable variables (Pregoner & Baguio, 2024).

The descriptive correlation method is designed to examine the relationships between two or more variables without manipulating them. The descriptive aspect of this method focuses on summarizing the data, while the correlational analysis aims to identify the strength and nature of the relationships between variables. This approach is particularly useful for understanding patterns, making predictions, or identifying areas for further investigation. However, it is important to note that correlation does not imply causality; that is, a correlation between variables does not necessarily mean that one causes the other (Seeram, 2019; Pregoner, 2024).

This study relied on a quantitative research design, which involved the systematic collection of data using questionnaires. The data collection process was structured to ensure consistency and reliability in gathering responses from the target population. The primary focus of the study was to determine the extent of the relationship between restoration leadership practices and the collegial model among public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. This approach enabled the researcher to explore and quantify the connections between these variables, providing valuable insights into the dynamics of leadership and collaboration in the context of public elementary schools.

### 2.2 Research Respondents

The respondents of this study consisted of 139 elementary school teachers from public schools in the Sta. Maria District, Division of Davao Occidental. To be eligible, the teachers had to have served at least three years in a public elementary school. The study was conducted during the 2021-2022 school year. The researcher employed a universal sampling technique, selecting all eligible teachers from the participating schools as respondents. This approach ensured that every teacher within the district had the opportunity to contribute to the study. The required sample size for each public elementary school was determined based on the total number of teachers in each institution, ensuring a comprehensive representation of the teacher population across the district.

### **2.3 Research Instrument**

The research instruments used in gathering data were adopted from various authors, with modifications to contextualize them for the local setting. The questionnaire was refined with the assistance of the thesis adviser and three other validators who evaluated its content for relevance and clarity. The finalized questionnaire consists of 40 items, covering 8 indicators, with each indicator containing 5 item questions. To assess the extent of restoration leadership practices and the collegial model among public elementary school teachers in Sta. Maria District, Division of Davao Occidental, adopted a Likert scale.

The study utilized two self-made questionnaires: Part 1 focused on Restoration Leadership Practices, while Part 2 focused on the Collegial Model. Each part was designed to specifically measure the respective variables, ensuring a comprehensive evaluation of the leadership practices and organizational dynamics within the schools. The self-made nature of the questionnaires allowed for a more tailored approach to the local context of the study.

### **2.4 Data Gathering Procedure**

The data for this study were gathered through a series of procedures. A letter of permission was first secured to conduct the study on the relationship between restoration leadership practices and the collegial model among public elementary school teachers in Sta. Maria District, Division of Davao Occidental. The letter of permission was signed and granted by the Dean of Graduate Studies at Rizal Memorial Colleges, the adviser, and the school principals, moderators, or teachers in charge of the public elementary schools in the district. To ensure smooth administration, clear and adequate copies of the questionnaires were printed. The researcher personally administered the questionnaires to the respondents and requested that they answer the questions honestly to ensure valid and reliable data. Aiming for full participation, the researcher ensured that 100% of the questionnaires were retrieved. Once the data was collected, it was collated, tabulated, and subjected to statistical treatment for analysis and interpretation based on the study's objectives.

### **2.5 Data Analysis**

The gathered data were classified, analyzed, and interpreted using various statistical tools. The Mean was employed to determine the extent of restoration leadership practices and the collegial model among public elementary school teachers. The Pearson Product Moment Correlation was used to assess the significant relationship between restoration leadership practices and the collegial model. This statistical method helped identify the strength and direction of the relationship between the two variables, with the results being treated at a 0.05 level of significance.

### 3. RESULTS AND DISCUSSION

#### 3.1 Extent of Restoration Leadership Practices of Teachers

Table 1. *Extent of Restoration Leadership Practices of Teachers*

No	Indicators	Mean (x)	Descriptive Level
1.	Individualized Thinking	3.47	Moderately Extensive
2.	Intellectual arousal	3.46	Moderately Extensive
3.	Inspirational motive	3.45	Moderately Extensive
4.	Idealized Power	3.46	Moderately Extensive
<b>Overall</b>		<b>3.46</b>	<b>Moderately Extensive</b>

Table 1 presents the extent of restoration leadership practices among teachers. The highest mean score of 3.47 was observed for Individualized Thinking, indicating that teachers moderately extensively focus on addressing individual needs and fostering personal growth. This was followed by Intellectual Arousal and Idealized Power, both with a mean of 3.46, suggesting that teachers moderately engage in stimulating intellectual growth and fostering trust. The lowest score of 3.45 was recorded for Inspirational Motive, reflecting a moderately extensive level of motivation among teachers. Overall, the mean score of 3.46 suggests that restoration leadership practices are moderately extensive, indicating that the teachers sometimes demonstrate these practices. It implies that teachers occasionally incorporate restoration leadership practices in their professional roles, but these practices are not consistently or extensively demonstrated. This suggests a need for further support or professional development to enhance their ability to regularly apply strategies that foster trust, collaboration, and personal growth within the educational environment.

This finding supports the study of Augustine et al. (2018), which concluded that restoration leadership practices in educational settings are often moderately implemented, creating an environment where teachers are supported, though not always consistently. Their research highlighted how restoration leadership practices—such as focusing on individual teacher needs and fostering intellectual growth—can enhance teachers' personal and professional development. However, they also noted that the impact of restoration leadership practices is often dependent on the level of support provided by school administrators and external factors like funding and teacher workload.

Similarly, the finding aligns with the research of Gregory et al. (2016), who found that restoration leadership practices are essential in creating positive teacher relationships and improving school culture. They emphasized the importance of fostering a supportive school climate, where restoration leadership practices help teachers feel motivated and valued, leading to higher engagement. They further argued that while restoration leadership practices are valuable, their impact can be inconsistent depending on how they are implemented and whether the leadership style aligns with teachers' needs.

Moreover, the results reflect the findings of Chatzipanagiotou&Katsarouet al. (2023), who observed that restoration leadership practices significantly contribute to teachers' motivation and overall engagement, although they are often limited by external challenges such as administrative constraints and insufficient resources. Their research showed that when administrators successfully adopt restoration leadership practices—such as building trust and promoting collaboration—they can significantly improve teachers' morale and professional satisfaction. However, they also noted that the effectiveness of restoration leadership practices may diminish when teachers feel overwhelmed by administrative expectations or when there is a lack of institutional support.

### 3.2 Extent of Collegial Model of Teachers

Table 2. Extent of Collegial Model of Teachers

No	Indicators	Mean (x)	Descriptive Level
1	Standard Power	2.44	Fairly Extensive
2	Proper Workplace Behavior	3.34	Moderately Extensive
3	Belief	3.34	Moderately Extensive
4	Ruling	3.22	Moderately Extensive
	<b>Overall</b>	<b>3.09</b>	<b>Moderately Extensive</b>

Table 2 shows the extent of the collegial model among teachers. The highest mean scores of 3.34 were observed for both Proper Workplace Behavior and Belief, indicating that teachers moderately extensively demonstrate collaboration and shared values in the workplace. The mean score for Ruling was 3.22, reflecting a moderately extensive involvement in collective decision-making. The lowest score of 2.44 for Standard Power, categorized as "Fairly Extensive," suggests that teachers exhibit a moderate level of authority in the collegial model. Overall, the mean score of 3.09 suggests that the collegial model is moderately extensive, with these practices being sometimes exhibited by the teachers. It implies that the collegial model is implemented to a moderate extent among the teachers, indicating that collaborative practices such as teamwork, shared decision-making, and mutual support are occasionally demonstrated but not consistently or extensively practiced. This suggests an opportunity to strengthen these collegial behaviors to foster a more cohesive and cooperative work environment that promotes shared goals and professional growth.

This finding supports the study of Park et al. (2016), who concluded that the collegial model is moderately implemented in schools, with teachers occasionally exhibiting collaborative behaviors and shared values in their interactions. Their research emphasized the importance of building a supportive and cooperative environment where teachers actively engage in collective decision-making, though not consistently. They found that while the collegial model can positively impact school culture, its effectiveness relies on both the commitment of teachers and the support from school leadership.

Similarly, the findings align with the work of Cross et al. (2021), who observed that the collegial model is essential for fostering a collaborative and positive school culture. Their study highlighted that teachers who embrace the collegial model demonstrate strong interpersonal relationships, support one another, and work collaboratively to improve school practices. However, they also pointed out that various factors, such as time constraints and the varying levels of engagement from teachers and administrators, can hinder the full implementation of the collegial model.

Furthermore, the results resonate with the research by Liu and Watson (2023), which found that the collegial model can enhance job satisfaction and teacher effectiveness when implemented appropriately. They identified that proper workplace behavior, belief in the school's goals, and collective decision-making were key components of the collegial model. However, they also noted that certain aspects, like standard power and ruling, were less frequently observed, which aligns with the lower mean score observed for these indicators in this study.

### 3.3 Significant Relationship Between the Extent of Restoration Leadership Practices and Collegial Model Teachers

**Table 3.** Significant Relationship Between the Extent of Restoration Leadership Practices and Collegial Model Teachers

Table 3 presents the significant relationship between the extent of restoration leadership practices and the collegial model among teachers. The results show that all variables have a positive correlation, with computed p-values below the 0.05 significance level, leading to the rejection of the null hypothesis (Ho). The R-values range from 0.40 to 0.44, indicating moderate to strong positive relationships between the restoration leadership practices and the collegial model. It implies that there is a statistically significant and moderately strong positive relationship between restoration leadership practices and the collegial model among teachers. This suggests that as restoration leadership practices are more extensively implemented, the collegial model is also more likely to be exhibited. The findings highlight the interconnectedness of these practices, emphasizing that fostering trust, collaboration, and personal growth through restoration leadership can enhance teamwork, shared decision-making, and mutual support within the educational environment.

Independent Variable	Dependent Variable	r-value	Computed p-value	Decision
(Restoration Leadership Practices)	(Collegial Model)	0.42	0.01	Reject Ho
individualized thinking	standard power	0.40	0.01	Reject Ho
intellectual arousal	proper workplace behavior	0.43	0.01	Reject Ho
inspirational motive	belief	0.42	0.01	Reject Ho
idealized power	ruling	0.44	0.00	Reject Ho

For Individualized Thinking and Standard Power, the r-value is 0.40 with a p-value of 0.01, indicating a moderate positive relationship. Intellectual Arousal and Proper Workplace Behavior have an r-value of 0.43 and a p-value of 0.01, reflecting a slightly stronger correlation. Inspirational Motive and Belief have an r-value of 0.42 with a p-value of 0.01, showing a moderate positive relationship. Idealized Power and Ruling exhibit the strongest correlation with an R-value of 0.44 and a p-value of 0.00, suggesting a strong positive relationship.

Overall, the findings indicate that restoration leadership practices are significantly and positively related to the collegial model among teachers. As leadership practices improve, so does the collaborative and collegial environment within the school, highlighting the importance of fostering positive leadership to enhance teamwork among teachers.

This finding corroborates the study of Esliger(2017), who found that positive leadership practices play a pivotal role in cultivating a supportive and collaborative school culture. Their research emphasized that when leaders demonstrate restoration leadership practices, such as fostering trust and addressing individual needs, teachers are more likely to engage in collaborative behaviors, creating a collegial environment that supports both professional development and school success.

Moreover, the finding validates the theory of Transformational Leadership, as proposed by Bass (1985). Bass' theory highlights the crucial role of leaders in inspiring and motivating their followers to work towards common goals. In the context of this study, the restoration leadership practices, which focus on individual growth and intellectual stimulation, align with the principles of transformational leadership, demonstrating how leaders can enhance collaboration and teamwork by fostering a collegial atmosphere.

Furthermore, the finding coincides with the theory of Social Capital, as outlined by Coleman (1988). Social capital theory posits that strong, trusting relationships within a community enhance cooperation and collaboration. The significant relationship between restoration leadership practices and the collegial model suggests that the trust and respect fostered by restoration leadership contribute to the social capital of the school, thereby promoting a more collaborative environment among teachers.

Additionally, the finding corresponds with the theory of Distributed Leadership, articulated by Harris and Spillane (2013), which asserts that leadership is most effective when it is shared across the school community. In this study, the positive relationship between restoration leadership practices and the collegial model reflects how leadership practices can be distributed among teachers, leading to a more cooperative and collaborative school culture where leadership is not confined to a single individual but is shared collectively among educators.

#### **4. CONCLUSION**

Based on the findings, the following conclusions are drawn: The extent of restoration leadership practices among public elementary school teachers, as measured by individualized thinking, intellectual arousal, inspirational motive, and idealized power, was found to be moderately extensive. Similarly, the extent of the collegial model in Sta. Maria District, Division of Davao Occidental, as reflected in indicators such as standard power, proper workplace behavior, belief, and ruling, was also found to be moderately extensive. Furthermore, the analysis revealed a significant relationship between the extent of restoration leadership practices and the collegial model. This statistical result led to the rejection of the null hypothesis, indicating a meaningful connection between the two variables.

#### **5. RECOMMENDATIONS**

Based on the foregoing conclusions, the researcher proposes the following recommendations:

Given that the extent of restoration leadership practices among teachers in public elementary schools is moderately extensive, it is recommended that Depedofficials continue to adapt and implement recent leadership styles focused on restoration practices. This approach will foster stronger work relationships and encourage further improvement as school administrators reflect on their collegial model. Additionally, since the collegial model is moderately manifested among public elementary school teachers, it is recommended that school administrators offer insights and guidance to enhance restoration leadership practices within schools. This will help promote a more harmonious and collaborative school environment.

To further strengthen both restoration leadership practices and the collegial model, school administrators should prioritize providing information that deepens their understanding of the teachers' diverse cultural and family backgrounds. This can lead to a more inclusive approach and improved relationships within the school community. For teachers, the findings of this study can serve as a reminder to continue participating actively in their daily tasks and to conduct themselves with dignity. It emphasizes the importance of working effectively and adapting to the evolving atmosphere within the school. Lastly, this study can provide future researchers with a solid foundation for expanding the scope of research, particularly in terms of the variables covered. It offers valuable insights that could lead to further investigations on leadership practices and organizational models in educational settings.

#### **CONSENT (WHERE EVER APPLICABLE)**

This quantitative study followed strict ethical standards to protect the privacy and confidentiality of all participants. Prior to data collection, informed consent was obtained from all respondents, who were fully informed about the study's objectives and the steps taken to ensure confidentiality. To maintain anonymity, no personal identifying information was gathered, and each respondent was assigned a unique identification code for data analysis. All collected data were securely stored on encrypted servers, with access restricted to the research team. The findings were presented in aggregate form, ensuring that individual responses could not be linked to specific participants. Additionally, statistical analyses were performed in a way that further protected the anonymity of the respondents, safeguarding their privacy throughout the research process.

#### **Disclaimer (Artificial intelligence)**

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.

2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

#### **REFERENCES**

- Augustine, C. H., Engberg, J., Grimm, G. E., Lee, E., Wang, E. L., Christianson, K., & Joseph, A. A. (2018). Can restorative practices improve school climate and curb suspensions. *An evaluation of the impact of restorative practices in a mid-sized urban school district*, 1-112.  
[https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR2800/RR2840/RAND\\_RR2840.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2840/RAND_RR2840.pdf)
- Bass, B. M. (1995). Comment: Transformational leadership: Looking at other possible antecedents and consequences. *Journal of Management Inquiry*, 4(3), 293-297.  
<https://journals.sagepub.com/doi/abs/10.1177/105649269543010>
- Chatzipanagiotou, P., & Katsarou, E. (2023). Crisis management, school leadership in disruptive times and the recovery of schools in the post COVID-19 era: A systematic literature review. *Education Sciences*, 13(2), 118.  
<https://www.mdpi.com/2227-7102/13/2/118/pdf>
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American journal of sociology*, 94, S95-S120.  
<http://people.uncw.edu/ricej/education/Social%20Capital%20in%20the%20Creation%20of%20Human%20Capital%20by%20James%20Coleman.pdf>
- Cross, K. J., Mamaril, N., Johnson-Glauch, N., & Herman, G. (2021). Building cultures of collaboration that promote instructional change. *Studies in Engineering Education*, 2(2), 1.  
<https://scholar.archive.org/work/u7qmkntop5bqdkrhcqt7xepeo4/access/wayback/https://www.seejournal.org/articles/10.21061/see.48/galley/39/download/>
- Esliger, J. R. (2017). Creating a safe, caring and inclusive school environment through a code of conduct that is educative, preventative and restorative in practice and response.  
<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1017&context=oip>
- Golson Jr, J. O. N. (2018). *Deconstructing exclusionary discipline: A paradigm shift to restorative leadership practices*. Delaware State University.  
<https://search.proquest.com/openview/3ab35b217855657f56cb3ceb2e4d11dd/1.pdf?pq-origsite=gscholar&cbl=18750>
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325-353.  
[http://www.antonioacasella.eu/restorative/Gregory\\_RJ\\_2015.pdf](http://www.antonioacasella.eu/restorative/Gregory_RJ_2015.pdf)
- Harris, A., & Spillane, J. (2013). *Distributed school leadership: Developing tomorrow's leaders*. Routledge.  
<https://www.taylorfrancis.com/books/mono/10.4324/9780203607909/distributed-school-leadership-alma-harris-jim-spillane>
- Holcombe, E. M., Kezar, A. J., Elrod, S. L., & Ramaley, J. A. (Eds.). (2023). *Shared leadership in higher education: A framework and models for responding to a changing world*. Taylor & Francis.  
<https://www2.calstate.edu/uknowledgeshare/conferences/Documents/2018/Shared-Leadership-Workshop.pdf>
- Iqbal, S., Bureš, V., Zanker, M., Abdullah, M., & Tootell, B. (2023). A System Dynamics Perspective on Workplace Spirituality and Employee Behavior. *Administrative Sciences*, 14(1), 7.  
<https://www.mdpi.com/2076-3387/14/1/7/pdf>
- Kligman, L. (2020). *Widening circles: A grounded theory study of workplace leadership*. Union Institute and University.  
<https://search.proquest.com/openview/d8ba9fa286a35da3057fb51f9d633560/1.pdf?pq-origsite=gscholar&cbl=2026366&diss=y>
- Liu, Y., & Watson, S. (2023). Whose leadership role is more substantial for teacher professional collaboration, job satisfaction and organizational commitment: a lens of distributed leadership. *International Journal of Leadership in Education*, 26(6), 1082-

- 1110.<https://www.academia.edu/download/93158180/13603124.2020.182058020221027-1-1ojs3w5.pdf>
- Lodi, E., Perrella, L., Lepri, G. L., Scarpa, M. L., & Patrizi, P. (2021). Use of restorative justice and restorative practices at school: A systematic literature review. *International Journal of Environmental Research and Public Health*, 19(1), 96.<https://www.mdpi.com/1660-4601/19/1/96/pdf>
- Luhtala, T. (2023). "Leading Well Is Loving Well": Exploring How Southeast Asian Faith-Based Organizational Leaders' Motivations, Understandings, and Approaches Cultivate Life-giving Relationships (Doctoral dissertation, Trinity International University).<https://search.proquest.com/openview/f5a5d5770d8842f76da0560c38c86c84/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Park, J. H., & Ham, S. H. (2016). Whose perception of principal instructional leadership? Principal-teacher perceptual (dis) agreement and its influence on teacher collaboration. *Asia Pacific Journal of Education*, 36(3), 450-469.<https://www.tandfonline.com/doi/abs/10.1080/02188791.2014.961895>
- Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. *IMCC Journal of Science*, 4(2), 31-36.<https://hal.science/hal-04655066v1/file/Pregoner-2024.pdf>
- Pregoner, J. D. M., & Baguio, J. B. (2024). Learning strategies and readiness towards blended learning in english subjects as predictors of students' satisfaction during the COVID-19 pandemic. *Asian Journal of Education and Social Studies*, 50(4), 170-184.<http://research.sdpublishers.net/id/eprint/3969/1/Pregoner5042024AJESS113783.pdf>
- Seeram, E. (2019). An overview of correlational research. *Radiologic technology*, 91(2), 176-179.<http://www.radiologictechnology.org/content/91/2/176.short>
- Tyagi, K. (2023). Building a Sustained Effort Around Equitable Long-Term Resilience: Proposing a Community of Practice Framework in the Federal Sector.<https://cdr.lib.unc.edu/downloads/mp48sp76z>