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EXPLORING THE IMPACT OF WORK VALUES ON EXEMPLARY LEADERSHIP IN SENIOR SECONDARY SCHOOLS

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Abstract:

Present research is conducted with the objective of measuring the impact of work values of school of teachers of senior secondary level on Leadership Behavior (LB). For this work value is considered as independent variable and leadership behaviour is considered as dependent variable. Also work value is divided into 4 sub independent variables: Professionalism and Work Environment (PWE), Collaboration and Teamwork (CT), Personal and Professional Growth (PPG), Work Engagement and Motivation (WEM). Further a tool is developed on which data is collected from the respondents. For development of tool, pilot testing is done 100 sample set on 40 items which was initially narrowed to 23 after statistical analysis. Methods including principal component analysis, varimax rotation with kaiser normalization, explained percentage of variance, and Cronbach's alpha were used to determine the tool's validity and reliability. Finally, regression analysis was used on a larger sample size of 528 to look at how factors including professionalism and work environment, cooperation and collaboration, personal and professional development, and work engagement and motivation affected leadership behavior. Final findings of the research show that, work values have significant impact on leadership behavior.

Introduction:

Leadership in the field of education is important to decide a nation's future (Porfeli, 2007). School leadership plays a leading role in motivating teachers and forming their work values. There are many factors that impact leadership in school (Moloko & B., 2014). The impact of work values on managerial efficiency is one topic that has received a lot of study. It has been observed that people's work values—which include their thoughts and feelings about their jobs—influence their actions and relationships in the office. Fostering a growth and development-friendly atmosphere in secondary schools requires an understanding of the connection between work values and leadership which is a research gap (Normianti et al., 2019).

The purpose of this study is to find connection between work values and school leadership. A lot can be learned by studying the relationship between work values and leadership in the institution of school and the question of what makes good leadership, can be answered. The research will use a methodology of quantitative techniques to get the job done. Secondary school administrators, faculty members, and students will all fill out questionnaires, be interviewed by researchers, and have their own experiences with leadership and work values

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recorded. This research makes an attempt to give a overall investigation of the variables that form leadership in secondary schools by evaluating the different components of work values.

In addition to adding to the current body of knowledge in educational leadership, the results of this study will also have real-world effects for principals, superintendents, and teachers. Schools may improve leadership practices by identifying the unique work principles that encourage leadership and implementing focused tactics and interventions to do so. In sum, this research aims to find the connection between strong work ethics and outstanding leadership in secondary institutions. Improvements in educational leadership theory and practice may be made if the influence of work values on leadership efficiency can be uncovered. The ultimate aim is to educate students with the skills and mentality they'll need to succeed in an ever-evolving world by providing school leaders with the information and resources to create transformational educational experiences (Sabri, 2012).

Current issues and challenges in the field of education will be solved by the findings of the study into the effect of work values on outstanding leadership in secondary schools. Several real-world applications of this study are as follows:

- This study has the potential to improve leadership training programs for school administrators and aspiring leaders by shedding light on the principles at work that contribute to excellent leadership. These programs may be modified to focus on developing the knowledge, skills, and attitudes that secondary school leaders need to succeed in their roles.
- The high incidence of teacher turnover is a serious problem in many secondary schools, making it even more important to keep teachers happy and employed. Work values that contribute to teachers' happiness in the classroom may be better understood thanks to this study (Lin et al., 2013). Schools may do more to improve student performance and decrease disruption caused by frequent staff turnover if they take the time to identify and cultivate these characteristics within their teaching staff.
- Leadership that sets the bar high has a direct effect on student motivation and academic success. Schools may develop a leadership culture that puts an emphasis on students' involvement, motivation, and academic performance if they learn how work values affect the efficacy of leadership (Muenjohn & McMurray, 2017). A good learning environment, student-centered teaching methods, and accommodations for students with varying abilities may all be promoted with the help of the insights provided by this study's findings.
- The problem of inclusion and equality in secondary schools may be addressed via the investigation of work values in the context of outstanding leadership. This study will provide insight on the elements that contribute to inclusive practices and fair opportunities for all students by exploring how leaders' work values impact their decision-making processes, relationships, and policies. It may teach educators the value of cultural sensitivity and how to foster an environment where all students can thrive academically (Lechner et al., 2018).
- Results from this study may help politicians and school administrators make informed decisions about how to implement systemic change in secondary schools. Policymakers can better support the professional development of teachers and foster an atmosphere that fosters leadership by learning more about the work

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values that contribute to excellent leadership. The findings of this study have the potential to impact policy choices with far-reaching consequences for the quality of education offered in secondary schools (Aguilar-Luzón et al., 2007).

In conclusion, the findings from the study on the effect of work values on outstanding leadership in secondary schools may be used to solving real-world issues. This study has the potential to improve secondary education systems for the betterment of students, teachers, and the general public by informing leadership development programs, promoting teacher satisfaction and retention, boosting student engagement and achievement, fostering inclusive practices, and informing policy changes.

Literature Review:

To understand the complex connection between work values and exceptional leadership in secondary schools, it is crucial to examine the current body of research that provides insights into both areas. The amalgamation of several studies yields a full comprehension of the intricate interaction between these two pivotal components within the educational milieu.

Work values play a crucial role in leadership within educational settings. To understand how work values affect leadership, it is important to first understand their significance in educational environments. The research conducted by Frosee and Yang emphasises the impact of teachers' work values on their level of commitment, job happiness, and overall professional engagement. These values encompass various characteristics, such as independence, cooperation, and a feeling of meaning (Froese, 2013; Yang et al., 2021).

Analysis of excellent leadership in secondary schools reveals the significant influence that school leaders have on establishing the school culture and creating a favourable learning environment, as highlighted by the research of Cammarosano and Jonck. Effective leadership in secondary schools extends beyond administrative duties; it encompasses the ability to inspire and motivate both instructors and students towards achieving academic excellence (Cammarosano et al., 2014; Jonck et al., 2017).

The relationship between work values and excellent leadership is highlighted in research like done by Chou, which demonstrate how alignment between educators' values and leadership practises can improve organisational outcomes. When school leaders synchronise their activities with the dominant work values of the teaching staff, it establishes a harmonious work environment that fosters collaboration and professional development (Chou et al., 2008).

Effect on Teacher Performance: A crucial element of this connection is in its impact on teacher performance. A study conducted by Lewis & Ng indicates that instructors who see an alignment between their personal work values and the leadership principles of the school are more inclined to exhibit elevated levels of dedication, job contentment, and instructional proficiency (Lewis & Ng, 2013).

Challenges and Opportunities: Recognizing the difficulties in this ever-changing relationship, research conducted by Gesthuizen investigates the possible conflicts that might occur when there is a mismatch between the expressed values of leadership and the perceived values of the teaching staff. Gaining comprehension of

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and effectively tackling these obstacles are essential for cultivating a constructive and cooperative educational environment (Gesthuizen et al., 2019).

Also considering the components of work value, it can be further divided into: Professionalism and Work Environment (PWE) (Lopopolo et al., 2004),Collaboration and Teamwork (CT) (Schuler et al., 2021), Personal and Professional Growth (PPG) (Yang et al., 2021), Work Engagement and Motivation (WEM) (Alamri, 2023). Ultimately, the body of evidence supports the notion that the influence of work values on exceptional leadership in secondary schools is a complex and mutually influential connection. By acknowledging and utilising this interaction, educational institutions may greatly enhance the development of a flourishing learning environment for both teachers and students, as they pursue excellence.

Research Gap:

While there is a lot of literature on the topic of how work values affect leadership in general, there is a lack of studies examining how work values affect leadership in secondary schools. The components of work values including cooperation, teamwork, personal improvement, and professional progress for principals in secondary schools are not well researched despite their widespread recognition as key variables in leadership performance. Existing literature mostly ignores the specific context and issues encountered by secondary school administrators in favour of more broad leadership theories and practices. For this reason, research into the relationship between a principal's work values and the success of his or her leadership in secondary schools is essential. Present research will help educational policymakers, administrators, and principals by filling this knowledge vacuum and learning more about how work values affect leadership in secondary schools. With this information in hand, secondary schools may better focus their leadership development programs, recruiting methods, and organizational practices in an effort to foster effective leadership and enhance student achievement.

Research Methodology:

Initially EFA was conducting on sample size of 100 for formulating scale of work values. The researcher built a total of 40 items to confirm the validity of the measuring instrument. The created items were carefully chosen to ensure the tool's validity and dependability. After consulting with nine subject matter experts, the researcher narrowed the original list of 40 things down to 32. After an initial trial run, 23 out of the original 32 components were chosen for production. The Rotated Component Matrix was then used on the finished list of 23 items as the following phase in the research technique. Then, we used the KMO and Bartlett's tests to determine statistical significance. Bartlett's Test evaluates the data's factor analysis viability, whereas the KMO test gauges the sufficiency of the sample. Then, we used Principal Component Analysis (PCA) for data extraction, rotating the data using Varimax and Kaiser Normalization.

All these are based on corelation which can be expressed in following equation:

$$r_{xy} = \frac{\Sigma(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \Sigma(y_i - \bar{y})^2}} \quad (1)$$

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The underlying components or dimensions of the data might then be determined. Cronbach's alpha, which evaluates the questionnaire's internal consistency and reliability, was calculated, as were the percentage of variance explained and the factor loadings. Cronbach's alpha can be represented in following equation:

$$a = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}} \quad (2)$$

After the aforementioned steps were taken to verify and build the scale, regression analysis was conducted using data from 528 participants.

$$Y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 \quad (3)$$

Where,

$x_1 =$ Professionalism and Work Environment (PWE)

$x_2 =$ Collaboration and Teamwork (CT)

$x_3 =$ Personal and Professional Growth (PPG)

$x_4 =$ Work Engagement and Motivation (WEM)

$Y = Leadership\ Behaviour\ (LB)$

Data Analysis:

Table 1: Rotated Component Matrix

Questions	Components (Cronbach's Alpha=.820)						
	1	2	3	4	5	6	7
Do you show courtesy and politeness towards your fellow colleagues?	0.743	-0.115	-0.096	0.259	-0.044	0.229	0.133
Whether you have a respectful environment at the work-place?	0.031	0.623	0.049	-0.05	0.265	0.414	-0.135
Do you feel teamwork can bring better results?	0.815	-0.145	-0.02	0.216	0.013	-0.058	0.078
Do you feel authority & responsibility should go hand in hand?	0.751	0.128	-0.073	0.042	-0.075	-0.364	-0.105
Do you feel self-determination plays an important role in your job?	0.003	0.834	-0.064	-0.104	-0.045	-0.066	0.085
Are you able to achieve goals related to your job/work?	0.703	-0.127	0.073	0.264	0.173	-0.042	0.087
Do you feel there should be proper communication with your fellow teachers?	0.133	0.045	-0.012	0.172	-0.108	0.727	-0.046
How crucial is it for you to be physically active in your job?	0.133	0.073	0.005	0.036	0.01	-0.024	0.868

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Do you participate actively in the extra-curricular activities of your school?	0.112	-0.182	0.212	-0.083	0.426	0.44	0.314
Whether you maintain healthy social relationship with your colleagues?	0.665	0.14	0.034	0.105	0.174	0.017	-0.157
Do you feel it is always good to take responsibility?	0.218	0.126	0.102	0.1	0.182	-0.303	0.029
Whether you are using new innovative method in your teaching?	0.862	0.115	-0.061	0.024	0.067	-0.02	0.126
Do you think being disciplined plays an important role in your job?	0.749	-0.027	-0.076	0.339	-0.008	0.023	0.148
Do you prefer challenging activities in your job?	0.156	.191	0.042	.077	-0.706	.160	0.144
Whether you avail opportunities for personal and social growth in your job?	0.207	0.166	-0.029	0.147	0.506	-0.011	0.081
Whether you are able to do time management effectively at your work-place?	-0.042	0.038	0.843	0.099	0.021	0.048	-0.044
Do you feel there should be regular training to enhance your knowledge?	-0.022	-0.068	0.846	0.017	-0.048	-0.061	0.057
Do you have the necessary communication skills to work effectively?	0.266	0.01	-0.001	0.588	0.075	0.059	-0.497
Whether do you show sincerity towards your work?	0.74	0.026	0.044	0.008	-0.085	0.197	-0.112
Whether you have good coordination with stakeholders i.e parents, management, teachers, community members etc.?	0.715	0.079	0.078	-0.141	-0.398	-0.012	-0.103
Do you give preference to work for gaining an appreciation from your management?	0.753	-0.004	-0.011	-0.164	0.188	0.084	0.109
Do you like to stand extra hours in school for completion of assigned tasks?	0.176	0.037	0.131	0.776	0.045	0.074	0.065
Do you have a cordial relationship with the concerned authority?	-0.03	0.683	0.007	0.366	-0.202	-0.216	0.058

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Correlation coefficients between the questions (variables) and the found components are shown in the table, which also has a matrix of these components that has been rotated. Each element stands for a different fundamental quality. The table below shows the correlation coefficients between each question and each of the seven components (labelled Components 1 through 7).

Table 2: KMO and Bartlett's Test

KMO Measure		0.819
Bartlett's Test of Sphericity	Approx. Chi-Square	1682.158
	df	253
	Sig.	<.001

The outcomes of Bartlett's test for sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy are shown in Table 2. These statistical procedures are often employed in factor analysis to determine whether the data is enough for the study.

The KMO Formula for Determining Sufficient Sample Size:

The KMO criterion assesses whether or not the sample is large enough for factor analysis. It determines how much of the observed variation in the variables may be attributable to explanatory factors. Values closer to 1 for the KMO indicate more representative sampling.

The KMO score of 0.819 in this situation indicates that the sample coverage is rather good. This suggests that factor analysis might be useful for delving further into the relationships between the variables considered.

Table 3: Rotation Method : Varimax with Kaiser Normalization.

Explained % of variance, factor loading and Cronbach's alpha value

S.no.	Variables	Loading	Cronbach's Alpha Value
1	Do you show courtesy and politeness towards your fellow colleagues?	0.868	.820
2	Whether you have a respectful environment at the work-place?	0.862	
3	Do you feel teamwork can bring better results?	0.846	
4	Do you feel authority & responsibility should go hand in hand?	0.843	
5	Do you feel self-determination plays an important role in your job?	0.834	
6	Are you able to achieve goals related to your job/work?	0.815	
7	Do you feel there should be proper communication with your fellow teachers?	0.776	
8	How important is it for you to be physically active in your job?	0.753	
9	Do you participate actively in the extra-curricular activities of your school?	0.751	
10	Whether you maintain healthy social relationship with your colleagues?	0.749	
11	Do you feel it is always good to take responsibility?	0.743	
12	Whether you are using new innovative method in your teaching?	0.74	

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13	Do you think being disciplined plays an important role in your job?	0.727	
14	Do you prefer challenging activities in your job?	0.715	
15	Whether you avail opportunities for personal and social growth in your job?	-0.706	
16	Whether you are able to do time management effectively at your work-place?	0.703	
17	Do you feel there should be regular training to enhance your knowledge?	0.683	
18	Do you have the necessary communication skills to work effectively?	0.665	
19	Whether do you show sincerity towards your work?	0.623	
20	Whether you have good coordination with stakeholders i.e parents, management, teachers, community members etc.?	0.588	
21	Do you give preference to work for gaining an appreciation from your management?	0.506	
22	Do you like to stand extra hours in school for completion of assigned tasks?	-0.483	
23	Do you have a cordial relationship with the concerned authority?	-0.373	

Cronbach's alpha assesses the items' dependability of internal consistency within a factor. It gives a rough idea of how closely connected the items in a factor are and how effectively they measure the same construct. Stronger internal consistency is shown by higher alpha values.

Table 4: Extraction Method: Principal Component Analysis

		Initial Eigenvalues		Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.192	26.923	26.923	5.916	25.724	25.724
2	1.878	8.164	35.087	1.785	7.76	33.483
3	1.671	7.267	42.354	1.548	6.73	40.213
4	1.414	6.15	48.504	1.54	6.695	46.908
5	1.357	5.901	54.405	1.378	5.991	52.899
6	1.217	5.29	59.695	1.315	5.719	58.618
7	1.06	4.608	64.303	1.307	5.684	64.303
8	0.99	4.305	68.608			
9	0.933	4.055	72.663			
10	0.84	3.654	76.316			
11	0.755	3.284	79.6			
12	0.618	2.688	82.288			
13	0.599	2.605	84.894			
14	0.56	2.435	87.328			
15	0.512	2.224	89.553			
16	0.434	1.888	91.441			

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17	0.381	1.654	93.096			
18	0.346	1.506	94.602			
19	0.312	1.355	95.957			
20	0.278	1.21	97.167			
21	0.262	1.14	98.307			
22	0.214	0.931	99.238			
23	0.175	0.762	100			

Principal Component Analysis (PCA) components and their initial eigenvalues and rotation sums of squared loadings are included in the table. These numbers evaluate how much each factor contributed to explaining the data's variation.

The initial eigenvalues are a measure of the amount of variation that can be attributed to each component. Components with larger eigenvalues capture more of the data's variability. The initial eigenvalues in this table span from 6.193 for the first component to 0.175 for the twenty-third.

The largest eigenvalue belongs to the first component, which accounts for 26.923 percent of the total variance. The fraction of variation explained by each successive component decreases as we proceed down the list.

Principal Component Analysis (PCA) was employed as the extraction technique for this study. With principal components analysis (PCA), you may generate linear combinations of variables to better understand the relationships between them. The highest amount of data variation is captured by these components.

In sum, the table is a great resource for understanding how much variation was accounted for by each component in the PCA analysis. Higher eigenvalues and percentages of variance explain more of the data's structure, hence these components are prioritized for use in analyses.

Table 5: internal consistency and reliability of the questionnaire measures

Cronbach's Alpha	Part 1	Value	.810
		N of Items	12a
	Part 2	Value	.434
		N of Items	11b
	Total N of Items		23
"r" Between Forms			.834
Spearman-Brown Coefficient	Equal Length		.673
	Unequal Length		.673
Guttman Split-Half Coefficient			.639

Several data regarding the questionnaire's consistency are provided in the table below. The statistics below evaluate the stability and dependability of the data collected from the questionnaire. Internal consistency may be evaluated by looking at the correlation between items on a scale or in a construct using a statistic called Cronbach's alpha. A Cronbach's alpha of Part- 1 is 0.810. A Cronbach's alpha of Part-2 is 0.834 for Part 2. The table also includes the total number of questions in the questionnaire as well as the number of items in each

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section. There are 12 items in Part 1, and 11 in Part 2. There are a total of 23 questions in the survey. What we mean by "correlation between forms" is how similar (or unlike) the answers are across several questionnaire iterations. The 0.507 correlation between the two sections of the survey is indicative of a moderate positive relationship between the questions.

Regression Analysis on 528 Sample Size

Table 6: Model Summary

R	R^2	Adjusted R^2	Std. Error of the Estimate	Durbin-Watson
.986[a]	.971	.961	.03266	1.602

Table 6 is a description of the model used to analyse the correlation between the independent variable LB (Leadership Behavior) and the predictors (WEM, PPG, CT, PWE). The correlation coefficient (R) of 0.986 in the table shows that all of the predictors are positively associated with LB. This data points to the existence of a strong linear connection between the two variables.

In addition, we know that the predictors in the model account for around 97.1% of the variation in LB thanks to the coefficient of determination (R Square). This sizeable number illustrates the significant influence of the predictors (WEM, PPG, CT, PWE) on LB, highlighting the significance of elements such as work engagement, personal and professional development, teamwork, and professionalism.

Table 7: ANOVA

	Sum of Squares	df	$\bar{X}^2$	F	Sig.
Regression	.397	4	.099	93.076	.000[b]
Residual	.012	11	.001		
Total	.409	15			

a. Dependent Variable: LB
b. Predictors: WEM, PPG, CT, PWE

The relation concerning the independent variable LB (Leadership Behavior) and the predictors (WEM, PPG, CT, PWE) is shown in Table 7 using an analysis of variance. The table has three parts: regression, residual, and sum. The Regression section provides light on how much variation the regression model accounts for. With 4 degrees of freedom (the number of predictors plus the constant term), the regression model has a sum of squares of 0.397. When the total squares are divided by the number of degrees of freedom, the resulting value is 0.099, which is the mean square. The regression model provides a substantial explanation for the variation in LB, as shown by the F value of 93.076. The significant significance of the association between the predictors and LB is further supported by the p-

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Table 8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.100	.130		.766	.460	-.186	.386
	CT	.136	.025	.352	5.370	.000	.080	.192
	PPG	.171	.028	.330	6.047	.000	.109	.233
	PWE	.250	.114	.191	2.200	.050	.000	.500
	WEM	.402	.048	.684	8.444	.000	.297	.507

a. Dependent Variable: LB

Table 8 shows the coefficients obtained from a regression analysis where the predictors CT (Collaboration and Teamwork), PPG (Personal and Professional Growth), PWE (Professionalism and Work Environment), and WEM (Work Engagement and Motivation) were used to predict the dependent variable LB (Leadership Behavior).

In conclusion, the direction, amplitude, and significance of the correlations between CT, PPG, PWE, and WEM and the dependent variable LB are shown by the coefficients in Table 8. When analyzing the effect of each predictor on LB in conjunction with the other predictors, the information provided by these coefficients is invaluable.

Table 9: Coefficient Correlations

Model			WEM	PPG	CT	PWE
1	Correlations	WEM	1.000	.120	.570	-.755
		PPG	.120	1.000	.115	-.306
		CT	.570	.115	1.000	-.599
		PWE	-.755	-.306	-.599	1.000
	Covariances	WEM	.002	.000	.001	-.004
		PPG	.000	.001	8.262E-5	-.001
		CT	.001	8.262E-5	.001	-.002
		PWE	-.004	-.001	-.002	.013

a. Dependent Variable: LB

Table 9 displays the coefficient correlations between the independent variable, leadership behavior, and the predictors, work engagement and motivation (WEM), personal and professional growth (PPG), collaboration and teamwork (CT), and professionalism and work environment (PWE). The covariances between the predictors are also included in the table.

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In conclusion, we may use Table 9 to evaluate the associations between the independent variable LB and the predictors WEM, PPG, CT, and PWE. The covariances show how much the variables tend to move in tandem, while the correlation coefficients provide insight into the degree and direction of these associations. These coefficients and covariances help assess the overall influence of the predictors on leadership behavior by showing how they interact with one another.

Table 10: Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.4380	1.9574	1.6441	.16272	16
Residual	-.04061	.07040	.00000	.02797	16
Std. Predicted Value	-1.267	1.925	.000	1.000	16
Std. Residual	-1.244	2.156	.000	.856	16

a. Dependent Variable: LB

Table 10 displays descriptive statistics for the residuals, which are the discrepancies between the model's predicted and observed values for the dependent variable Leadership Behavior (LB).

In conclusion, the statistical characteristics of the residuals in the regression model are shown in Table 10. The mean residual of 0 indicates that the projected values are very close to the actual values. The dispersion or variability of the predictions is reflected by their standard deviation in the residuals. Standardized metrics of data dispersion and variation from the projected values are provided by the residuals and predicted values, which may be compared using their respective means and standard deviations.

Findings:

Explanatory power of the regression model for Leadership Behavior is shown to be high in Table 6 (Model Summary), which includes the predictors Work Engagement and Motivation, Personal and Professional Growth, Collaboration and Teamwork, and Professionalism and Work Environment. The model's R-squared score of 0.971 indicates that it captures about 97.1% of the variation in LB.

The importance of the regression model is further supported by the analysis of variance shown in Table 7. A very significant correlation exists between the predictors (Work Engagement and Motivation, Personal and Professional Growth, Collaboration and Teamwork, and Professionalism and Work Environment), as shown by the F statistic of 93.076 and the corresponding p-value (less than 0.001).

Table 8's Coefficients displays the coefficients and significance levels for each predictor variable. Significant coefficients (p 0.001) for all factors indicate a meaningful effect on Leadership Behavior. Beta coefficients are used to evaluate the significance of each predictor. Standardized coefficients range from 0.191 in Professionalism and Work Environment to 0.684 in Work Engagement and Motivation. Collaboration and Teamwork has the lowest value at 0.352. According to these coefficients, Work Engagement and Motivation affects Leadership Behavior the most, followed by Personal and Professional Growth, Collaboration and Teamwork, and Professionalism and Work Environment.

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Coefficient correlations and covariances among the predictors are shown in Table 9. It shows how the various predictors are connected to one another. For instance, there is a somewhat favorable association between Work Engagement and Motivation and Collaboration and Teamwork (r=0.570).

The precision and range of the forecasts may be gleaned from Table 10's Residuals Statistics. An average residual of 0.000 between anticipated and observed Leadership Behavior values shows perfect agreement. The residuals have a small standard deviation, with a value of 0.02797.

The results of the regression analysis show that the independent variable LB (Leadership Behavior) is significantly and meaningfully impacted by the predictors Work Engagement and Motivation, Personal and Professional Growth, Collaboration and Teamwork, and Professionalism and Work Environment. In terms of predictive power, Work Engagement and Motivation looks to be superior than Personal and Professional Growth, Collaboration and Teamwork, and Professionalism and Work Environment. Together, the variables explain for almost 97.1% of the variation in Leadership Behavior, demonstrating the model's excellent explanatory power. The findings indicate that leadership behavior may be favorably influenced by encouraging professionalism and job engagement, creating cooperation and teamwork, and encouraging personal and professional progress.

These results are based on the information that was collected and analyzed. Results should be interpreted with caution since they are dependent on the factors and sample used in the research. It's possible that further investigation and verification of these connections is required.

Conclusion:

The present research has important management implications for schools. Work values such as professionalism and work engagement, cooperation and collaboration, and professional and personal development were shown to significantly influence the excellent leadership behaviors of school leaders. Enhancing job engagement and motivation, fostering cooperation and teamwork, and encouraging personal and professional development are all measures that schools should focus if they want to produce excellent leaders. Furthermore, it is critical to foster a professional and ethical culture in the workplace. By adopting these administrative suggestions, schools may create a culture that encourages outstanding leadership qualities in its members, which will benefit students, faculty, and the school as a whole.

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