European Institute of Knowledge & Innovation

Journal of Effective Teaching Methods (JETM)
ISSN: 2755-399X

Research Article

Intrapersonal and Interpersonal Competencies of Foreign School Principals in Chang Mai, Thailand

Erwin E. Saballa [1] **and Reynaldo V. Moral** [2,*]

[1] Ambassador Bilingual School, Thailand
[2] Cebu Normal University, Philippines
* Correspondence: moralr@cnu.edu.ph

https://doi.org/10.59652/ha020d45

Abstract: This study aimed to determine the extent of the intrapersonal and interpersonal competencies of foreign school principals in Chiang Mai, Thailand, and examined their relationship with selected demographic variables. This study utilised a descriptive-correlational approach among 91 classroom teachers from selected international schools. The findings indicate that the majority of the respondents are single females aged 30-39, with 6-10 years of administrative experience, a bachelor's degree, classroom teaching experience, and having attended 1-2 relevant training sessions in educational leadership. They exhibited high levels of their intrapersonal competencies along with self-awareness, self-regulation, self-motivation, adaptability, openness, and personal responsibility and discipline. Likewise, they demonstrated high levels of their interpersonal competencies in terms of respect and collaboration, empathy and social awareness, communication skills, integrity and professionalism, and problem-solving and decision-making. Conversely, there is no significant relationship when those intrapersonal and interpersonal competencies are correlated across their demographic profile. The study underscores the importance of establishing a sustainable faculty development plan to document and systematically apply core competencies in schools. It recommends strategic actions for future research and institutional implementation to enhance school leadership and management on the impact of core competencies.

Keywords: intrapersonal and interpersonal competencies, foreign school principal, educational leadership

Received: August 23, 2026
Accepted: September 29, 2026
Published: September 30, 2026

Copyright: © 2022 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/).

1. Introduction

Effective leadership is widely recognised as a crucial factor in achieving school success in educational institutions. By emphasising quality leadership, schools can ensure continuous improvement in educational outcomes (Jannah & Wahyuningsih, 2024). School leaders are expected to manage institutions effectively, influence stakeholders, and foster a positive school culture while demonstrating professionalism, ethical behaviour, and moral leadership. As emphasised by Arambala (2025), school heads are no longer viewed merely as administrators but as visionary leaders who must possess a broad range of competencies to address complex challenges within educational environments.

Leadership is defined as the capacity to influence individuals to achieve shared goals and inspire them to work with confidence and commitment (Sebuyana, 2024). The role of a school head has evolved into a multifaceted position that requires diverse leadership competencies, encompassing knowledge, skills, and personal attributes (Ambon et al., 2024). These competencies are essential in shaping effective leadership practices that contribute to organisational success and the overall development of educational institutions.

In the global context, school leaders are expected to demonstrate strategic, managerial, and instructional leadership competencies while fostering collaboration among stakeholders (OECD, 2026). However, educational systems continue to face challenges in ensuring that school leaders possess the necessary competencies to lead effectively in increasingly complex environments (Forsberg, 2019). This highlights the growing demand for leadership that is adaptable, collaborative, and responsive to change. In Thailand, teachers and school leaders play a central role in educational reform. Although the country has a large teaching workforce, many teachers are not adequately prepared through initial education and professional

development (OECD & UNESCO, 2016). School leaders are therefore expected to provide strong leadership support, promote collaboration, and foster positive school cultures (Chuenta & Nuevo, 2025). Some studies also emphasise that enhancing leadership competencies is essential for effective administration and organisational success (Nomnian & Arphattananon, 2018).

Despite these expectations, a gap remains in understanding the competencies of foreign school principals, particularly in international school settings. While certain studies have shown that leadership competencies are related to performance outcomes (Semblante & Sambo, 2025), other factors may influence effectiveness. Moreover, international schools remain understudied in academic research, limiting the understanding of how leadership competencies operate in multicultural contexts (Arafat & Bouchamma, 2024).

Furthermore, school leaders face challenges such as insufficient training, overlapping responsibilities, limited resources, and difficulties in building relationships with stakeholders (Diva & Bautista, 2025). Addressing these challenges requires leadership approaches that foster collaboration, adaptability, and continuous professional development. Workforce limitations and resource constraints in Thailand further emphasise the importance of competent leadership (Chuenta & Nuevo, 2025). And Boyatzis (2008) states that the development of competencies needed to be effective managers and leaders requires program design and teaching methods focused on learning. It was also found that emotional, social, and cognitive intelligence competencies predict effectiveness in professional, management, and leadership roles in many sectors of society. In addition, these competencies can be developed in adults.

The study examined the intrapersonal and interpersonal competencies of foreign school principals in Chiang Mai, Thailand. The competency theory explains the internal characteristics and motivations reflected in intrapersonal competencies (McClelland, 1973), while the theory of action and job performance highlights the emotional, social, and cognitive competencies manifested through interpersonal competencies (Boyatzis, 2008). Supported by the National Education Act and the Professional Standards for Educational Administrators in Thailand (Office of the National Education Commission, 1999), the study provides a framework for understanding leadership effectiveness in international school settings. The study's findings served as the basis for developing a Proposed Faculty Development Program.

This study investigated the intra- and interpersonal competencies of school principals to inform targeted leadership interventions. First, we assessed the extent of participants' internal capabilities, such as self-awareness and adaptability, as well as their social competencies, including collaboration, communication, and ethical decision-making. Second, we examined whether significant relationships existed between the principals' demographic profiles (e.g., years of service, academic rank, and relevant training) and their competency levels. Ultimately, these empirical insights were utilised to craft a comprehensive professional development program aimed at strengthening school leadership and management.

Based on the study's objectives, the following null hypotheses were formulated to examine the relationship between school principals' demographic profiles and their competencies. Specifically, the study seeks to determine whether the principals' demographic characteristics are significantly associated with the extent of their intrapersonal and interpersonal competencies. Accordingly, the following hypotheses are proposed:

Ho1: There is no significant relationship between the school principals' demographic profile in terms of their extent of intrapersonal competencies.

Ho2: There is no significant relationship between the school principals' demographic profile in terms of their extent of interpersonal competencies.

2. Literature Review

Intrapersonal skills have become a key factor in achieving success in the business world. These abilities not only enhance personal growth but also optimise professional performance. Unlike interpersonal skills, which focus on interactions with others, intrapersonal skills are oriented towards self-assessment and self-regulation. No leader can be successful without self-awareness, introspection, and personal reflection, which are the hallmarks of intrapersonal competencies.

Marbun (2021) asserted that intrapersonal skills comprise the internal mechanisms,

behavioural patterns, and personal habits that enable individuals to navigate adversity, adapt to systemic transitions, and build psychological resiliency. Fundamentally, these capabilities govern an individual's self-concept and mediate their interactions with the broader environment. One key component of these skills is intrapersonal communication, your internal monologue, which influences how you move through life. Intrapersonal communication informs intrapersonal knowledge, the ability to understand your innermost thoughts and emotions, which helps shape adaptability, decision-making, self-confidence, and self-discipline. Individuals with strong intrapersonal skills exhibit a high level of awareness of their emotional states, internal motivators, and strategic objectives. While certain individuals exhibit an innate predisposition toward introspection, others must deliberately develop these reflective capacities over time.

Furthermore, intrapersonal skills represent internal capabilities and strengths that assist an individual during problem-solving tasks. A core element of this skill set is adaptability, defined as the capacity and readiness to navigate ambiguous, unfamiliar, and fluid professional environments. This attribute includes managing critical emergencies, mitigating operational crises, and mastering novel tasks, technologies, or operational protocols. Additionally, adaptability entails regulating professional stress, harmonising with diverse personality types, communication approaches, and cultural backgrounds, and physically acclimating to both indoor and outdoor settings (Berkovich & Eyal, 2018).

Intrapersonal capabilities encompass the internal mechanisms that enable individuals to understand themselves and regulate their emotions, cognitive patterns, and behavioural responses. Fundamentally, these traits dictate a leader's self-awareness and capacity for self-regulation. Within institutional settings, organisational leadership entails directing members toward collective objectives while scaffolding them through operational obstacles and supporting their professional development (Aquino et al., 2025). Correspondingly, Shek and Lin (2015) posited that intrapersonal competencies serve as the foundational cornerstone for individual growth and constitute the baseline qualities of effective leadership. To further understand these internal dynamics, the positive psychology literature highlights four distinct dimensions of intelligence: intelligence quotient (IQ), emotional intelligence (EI), adversity quotient (AQ), and spiritual intelligence (SI).

IQ is a metric of an individual's cognitive abilities, primarily encompassing logical reasoning, text comprehension, and mathematical proficiency. According to Da'as et al. (2018), leaders with highly developed cognitive quotients demonstrate distinct operational behaviours. Specifically, these administrators can systematically deconstruct institutional problems to carefully implement precise solutions, while logically articulating their underlying rationales to stakeholders. Furthermore, intellectually capable leaders can distil complex structural issues into accessible terms and proactively anticipate organisational obstacles before they manifest. Finally, these individuals utilise their cognitive acumen to inspire team alignment with the corporate vision and cultivate a reflective practice that allows them to extract developmental insights from past operational mistakes without repeating them.

EI is the capacity to understand and regulate one's own affective states while also identifying and influencing others' emotions. Conversely, a primary indicator of deficient EI is an inability to constructively manage and articulate these internal feelings (Hsieh et al., 2024). The literature generally deconstructs this intelligence into four foundational competencies. First, self-awareness is the core element, enabling leaders to evaluate their personal strengths and limitations and recognise how their emotional states influence team performance. Second, self-management involves the capacity to regulate emotions in high-stress situations and maintain an optimistic disposition amid operational setbacks; individuals deficient in this area often react impulsively rather than strategically. Third, social awareness entails the capacity to interpret others' emotional states and navigate institutional dynamics effectively. Finally, relationship management encompasses a leader's ability to persuade, mentor, and guide personnel while constructively resolving interpersonal conflicts.

SI has become increasingly vital in leadership development frameworks, particularly as modern organisations navigate widespread societal issues such as interpersonal isolation. This paradigm transcends conventional cognitive and emotional capabilities by prioritising deep self-awareness, existential acceptance, intentional gratitude, and alignment with an individual's core values (Ramanathan, 2024).

Building upon the previously cited literature, the current investigation examines the specific mechanisms through which intrapersonal competencies complement the interpersonal skills of emotionally intelligent educational administrators. Empirical consensus suggests that IQ accounts for no more than 25% of an individual's overall professional success. Instead, an organisation's capacity to identify and satisfy employee job satisfaction needs serves as a prominent indicator of leadership EI rather than raw cognitive ability. Consequently, this study contributes to the expanding body of empirical research on managerial intrapersonal intelligence, addressing a critical gap regarding how these internal competencies influence the organisational climate and institutional culture among international school administrators in Thailand.

Research indicates that interpersonal capabilities consist of both innate predispositions and acquired skills that manifest across professional, academic, and personal spheres (Panol et al., 2020). These competencies encompass creative collaboration, articulate communication, adaptability, and flexible problem-solving, as well as the capacity to manage diverse teams, guide subordinates, and maintain personal accountability. The study by Panol et al. (2020) assessed the extent of interpersonal, leadership, and supervisory skills among 48 school heads in the Narra school districts, Narra, Palawan. Findings showed that there were significant associations between the school head's profile in terms of their present position and their manifested leadership skill in initiating action, school heads' profile in terms of the present position and their manifested supervisory skill in decision making, and school heads' profile in terms of the number of teachers supervised and their manifested supervisory skill in planning and organising. In contrast, Atas et al. (2025) found that most of the listed competencies from the National Competency-Based Standards for School Heads Training and Development Needs Assessment, which was a self-assessment tool in determining the level of the principals' leadership and management competencies, have a low positive relationship with the profile of the principals.

Abunaser et al. (2025) explored the essential competencies required for effective school leadership in Oman and found a layered understanding of leadership competencies, where experts distinguished between general competencies expected of all school principals, specialised competencies commonly observed among high-performing leaders, and a fine set of critical competencies identified as essential for achieving effective and sustainable school leadership. Among these, ten key domains were emphasised, including instructional leadership, strategic planning, and communication skills.

Salah El-Din et al. (2025) indicated that core competencies are critical for enhancing institutional performance, particularly in crisis mitigation and the execution of urgent initiatives. However, the study found that the application of these competencies remains largely informal, non-strategic, and inconsistent due to the absence of an official definition and structured framework. Lopez et al. (2024) explored unique characteristics of leadership and leadership competencies relevant to Sub-Saharan African educational contexts. The data show that school leaders demonstrate adaptability, prioritising community engagement and inclusive decision-making. Despite facing resource constraints and organisational challenges, they employ innovative strategies, seeking solutions within their communities. Empowering leadership practices are emphasised, highlighting leaders' roles in inspiring students' academic success and personal growth. Continuous professional development and mentorship are identified as crucial for leadership development. Overall, the research underscores the resilience and adaptability of school leaders, who navigate challenges, empower their teachers and communities, and contribute to holistic well-being.

In the Philippine educational system, Bucal and Lipit (2025) investigated the impact of educational leaders' competencies on the professional growth of teachers in integrated schools within the Schools Division of Laguna, focusing on three key domains: instructional leadership, human resource management, and school leadership, management, and operations (SLMO). Results indicated that while both groups rated leadership competencies as "Very High," teachers consistently provided lower ratings than school heads, revealing a perceptual gap. Among the domains, SLMO received the highest ratings from school heads, while teachers reported lower scores across all areas. Despite these differences, teachers rated their professional growth as "High." T-test results showed significant differences in perceptions; correlation analysis revealed strong positive relationships between leadership competencies

and teacher development, with SLMO exerting the greatest influence.

Leopardo and Caingcoy (2021) showed in their study that leading people was a significant predictor of school performance. Thus, leading people can best explain the school improvement as a proposed model. The results have implications for future research, leadership practice, and theoretical development of the school performance model among school heads. For that reason, Schleicher (2012) suggested that developing school leaders requires clearly defining their responsibilities, providing access to appropriate professional development throughout their careers, and acknowledging their pivotal role in improving school and student performance.

Furthermore, Reano (2025) evaluated the relationship between professional competence and administrative effectiveness. The findings underscore the critical need for robust leadership development programs tailored to elevate the competencies of these institutional managers. Consequently, future professional development initiatives should focus not only on building capacities in instructional leadership but also on strengthening strategic planning, evidence-based decision-making, and interpersonal dynamics.

The various articles reviewed by the researcher have enriched and strengthened his prior knowledge of the foundations of school leadership and management. The doctoral and masteral studies cited, afforded deeper insights to the researcher, thus awakening him the various theories and frameworks on educational management based on the intrapersonal and interpersonal compe-tencies of school heads, thereby making this research scientific that could lead to crafting an optimized school development program which focuses on strategic, evidence-based improvements over 1-3 years, targeting enhanced student learning, teacher development, and school governance from the lens of foreign school principals in Thailand.

3. Materials and Methods

This study utilised a quantitative survey research design. Specifically, it employed descriptive and correlational statistical procedures (Creswell & Creswell, 2022). The primary purpose of the study was to determine the extent of foreign school principals' intrapersonal and interpersonal competencies, as perceived by teachers, and to examine their relationship with selected demographic variables. The study was conducted in selected international schools in Chiang Mai, Thailand. Chiang Mai is a major educational hub in Northern Thailand, hosting several international schools that employ foreign school principals. Two international schools, namely Unity Concord International School (UCIS) and American Chinese International School (ACIS), are included in this study. The locale is appropriate, as it provides access to a diverse group of foreign school leaders and teachers, making it well-suited to examining intrapersonal and interpersonal competencies in a multicultural educational environment.

UCIS is one of the participating international schools located in Chiang Mai, Thailand. The school offers an international curriculum and provides a multicultural learning environment in which both local and foreign teachers collaborate under the leadership of a foreign school principal. At the same time, ACIS is another participating international school. This school offers an international educational program that integrates academic excellence with multicultural values and serves both Thai and international students, led by a foreign school principal.

The schools were chosen because they operate in culturally diverse educational environments where foreign school principals lead teachers from different nationalities and cultural backgrounds, with varying levels of professional experience. These schools provide a unique setting for examining leadership competencies, as school principals must demonstrate effective self-management, communication, collaboration, adaptability, and decision-making while managing multicultural teams. Furthermore, Chiang Mai has become a significant hub for international education in Northern Thailand, hosting several accredited international schools that serve both local and expatriate communities. The presence of diverse teaching educational practices makes these schools appropriate settings for investigating the intrapersonal and interpersonal competencies of foreign school principals.

A total of 91 classroom teachers participated in the study. These respondents consist of 46 foreign teachers and 45 Thai national teachers. They assessed the intrapersonal and interpersonal competencies of their respective foreign school principals. The demographic

profile of the foreign school principals was collected separately to determine its relationship with the perceived level of competencies. The extensive geographical coverage, varying school policies regarding research participation, time constraints, and limited accessibility to all potential respondents made complete enumeration difficult to achieve. Therefore, the snowball sampling method was used, as it was considered the most practical and appropriate for reaching qualified respondents and obtaining sufficient data for the study.

Questionnaires for the demographic profile of classroom teachers managed by foreign school principals. An adapted questionnaire was used to assess the intrapersonal competencies of foreign school principals as evaluated by teachers. The items were adapted from Thoms et al. (2002), who used the Big Five personality framework to measure individual competencies. The instrument was adapted to measure the interpersonal competencies of foreign school principals, based on teachers' observations. The items were adapted from Mohamad et al. (2004) on Malaysian youth leadership competencies. Each item uses a five-point Likert scale (1 = always false to 5 = certainly true) to quantify the extent of foreign school principals' intrapersonal and interpersonal competencies.

The ethical considerations of this study, which seeks to examine the intrapersonal and interpersonal competencies of foreign school principals, were carefully observed to uphold the highest standards of research integrity, transparency, and participant protection. The study was designed to ensure that all participants, specifically middle school heads and teachers, are treated with respect, fairness, and professional care throughout the entire research process. In keeping with ethical research standards, participation in the study was voluntary, and respondents were fully informed about the purpose, scope, and procedures of the research prior to answering the survey. Informed consent was obtained electronically via a Google form, indicating that participants agreed to participate in the study. Confidentiality and anonymity were strictly maintained by ensuring that no personal identifiers appear in the data or reports. All collected data were used solely for academic purposes and securely stored in password-protected files accessible only to the researcher. By adhering to these ethical principles, the study guarantees that the rights, dignity, and well-being of all participants were safeguarded while promoting credible and responsible scholarly inquiry within the Ministry of Education in Thailand.

4. Results

Table 1 presents the demographic profile of the respondents, evaluated by age, gender, civil status, years of service, highest educational attainment, academic rank, and relevant training in educational leadership and management.

Of the 91 respondents, the largest group was aged 30-39 (54.95%). This was followed by respondents aged 20-29 years old (26.37%). Respondents aged 40-49 years accounted for 10.99%, while those aged 50 years and above represented 7.69% of the total population. The findings indicate that most teacher respondents were in the early to middle stages of their professional careers. Individuals in the 30-39 age bracket are often characterised by a balance of professional experience, adaptability, and willingness to engage in continuous learning. According to Taun et al. (2022), educators within this age group tend to demonstrate strong adaptability and openness to educational innovations, enabling them to respond effectively to the changing demands of the teaching profession.

Inspection of the table yields the information that out of 91 respondents, there are 91 (61.54%) females and 35 (38.46%) are males. This indicates that the majority of the respondents who evaluated the competencies of the foreign school principals were female. The predominance of female respondents reflects the growing participation of women in the teaching profession. According to Chandan and Bharti (2021), female participation in educational leadership and governance contributes positively to school improvement, teacher development, and student outcomes. Furthermore, the increasing representation of women in educational settings highlights their significant role in fostering collaboration, communication, and supportive learning environments. The findings also suggest that both male and female educators contribute valuable perspectives to the evaluation of school leadership competencies. As noted by Obiekwe et al. (2021), teachers, regardless of gender, can provide meaningful assessments of school leadership practices based on their professional experiences and interactions within the school environment.

Table 1. Demographic profile of the respondents.

Profile characteristic	Frequency (f)	Percentage (%)
Age group		
20-29 years old	24	26.37
30-39 years old	50	54.95
40-49 years old	10	10.99
50 years old and above	7	7.69
Gender		
Female	56	61.54
Male	35	38.46
Civil status		
Single	46	50.55
Married	41	45.05
Widowed	2	2.20
Divorced	2	2.20
Years of service		
1-5 years	31	34.07
6-10 years	37	40.66
11-15 years	13	14.29
More than 15 years	10	10.99
Highest educational attainment		
Bachelor's degree	70	76.92
Master's degree	11	12.09
Doctoral degree	5	5.49
Others	5	5.49
Academic rank		
Classroom teacher	71	78.02
Coordinator	4	4.40
Department head	4	4.40
Others	12	13.19
Relevant trainings attended		
None	14	15.38
1-2 trainings	38	41.76
3-5 trainings	15	16.48
More than 5 trainings	24	26.37

It is noted that the largest number of them are single, at 46 (50.55%), almost half of the representatives. While married ones follow, with 41 (45.05%) leading the schools. Similarly, widowed and divorced foreign principals in Thailand show ties, having 2 (2.20%) out of 91 respondents. The findings indicate that a large proportion of the teacher respondents were single, suggesting that many are in the early or middle stages of their professional careers. Austria and Lopez (2022) reported similar findings, with the majority of educational personnel being single. Being single may provide greater flexibility in pursuing professional development opportunities, advanced studies, and career advancement.

The findings indicate that the respondents came from diverse civil status groups, which may contribute to varied personal and professional experiences. Gümüş et al. (2026) emphasised that educators and school personnel from diverse family backgrounds may hold distinct perspectives and experiences that shape their professional roles and interactions within educational institutions. The majority of respondents had 6-10 years of service, comprising 40.66% of the total. This was followed by those with 1-5 years of service, accounting for 34.07%. Meanwhile, respondents with 11-15 years of service accounted for 14.29%, while those with more than 15 years of service accounted for 10.99%.

The findings indicate that most of the teacher respondents had considerable professional experience in education. Teachers with 6-10 years of service have often developed greater confidence, classroom management skills, and professional competence through continuous

exposure to teaching and learning environments. Ansley et al. (2019) emphasised that educational professionals with several years of experience are more likely to contribute effectively to school improvement initiatives and collaborative professional practices. In addition, respondents with more than 10 years of service bring valuable institutional knowledge and professional expertise that can contribute to the effective functioning of educational institutions. Darling-Hammond et al. (2023) noted that experienced educators often demonstrate greater professional commitment and offer meaningful insights drawn from their extensive experience in educational settings.

The majority of respondents were bachelor's degree holders (76.92%). This was followed by respondents who had completed a master's degree (12.09%). Meanwhile, respondents with doctoral degrees and other educational qualifications each represented (5.49%) of the total population. The findings indicate that most teacher respondents hold the minimum academic qualification required for professional teaching positions. A bachelor's degree provides educators with the necessary knowledge, skills, and competencies needed for effective classroom instruction and professional practice. Furthermore, the presence of respondents with master's and doctoral degrees reflects a commitment to continuous professional growth and lifelong learning.

The data reveal that the majority of the respondents were classroom teachers (78.02%). This was followed by respondents classified under other academic ranks (13.19%). Meanwhile, coordinators and department heads each accounted for 4.40% of the respondents. The findings indicate that most respondents directly engage in classroom instruction and regularly interact with school principals in implementing school programs, policies, and instructional activities. As classroom teachers, they are well-positioned to observe and evaluate their school principals' leadership practices and competencies. Additionally, the presence of coordinators, department heads, and respondents who hold other academic positions provides further perspectives on school leadership and administration. These individuals often work closely with school leaders in planning, monitoring, and implementing educational initiatives.

The findings reveal that the majority of the respondents had attended 1-2 trainings (41.76%) of the total respondents. This was followed by respondents who attended 3-5 trainings (16.48%). Meanwhile, (15.38%) of the respondents reported that they had not attended any relevant training on educational leadership and management. The findings suggest that most teacher respondents had some exposure to leadership and management concepts through professional development activities. Such training may enhance educators' understanding of school leadership practices, organisational management, and the educational decision-making process. According to Enterieva (2022), leadership and management training programs play an important role in strengthening professional competencies and improving educational practices within schools. On the other hand, the presence of respondents who had not attended any relevant training may indicate varying levels of exposure to leadership and management concepts among educators. The OECD (2026) reported that participation in professional development activities may be influenced by workload, availability of training opportunities, institutional support, and access to professional learning programs.

Self-awareness among foreign school principals is reflected in table 2. These principals possess a high understanding of the impact of decisions on the school community (M=4.13), (SD=0.98). However, a slight average on accepting constructive criticism professionally (M=3.88), (SD=1.06), which also shows a high level. Moreover, a tie result on listening to feedback regarding his/her leadership performance and demonstrating humility when acknowledging mistakes (M=3.89), (SD=1.03), and (SD=0.97) are prevalent. With a grand mean (M=3.98), the results suggest that self-aware principals recognise their emotions and prevent them from dictating their behaviour, ensuring professional, consistent behaviour. Importantly, Saleem (2026) asserted that self-awareness enables educational leaders to deeply comprehend their core values, strengths, and limitations, thereby cultivating trust and psychological safety within academic environments. This reflective practice results in more balanced, well-informed choices, particularly during high-pressure situations or ethical dilemmas.

Table 2. Self-awareness.

Indicators	Mean	SD	VD
The principal shows awareness of his/her strengths as a school leader.	3.99	0.84	High
The principal acknowledges areas for improvement in their leadership.	4.04	0.88	High
The principal reflects on past decisions to improve future leadership practices.	3.97	0.96	High
The principal demonstrates awareness that his/her actions affect teachers and staff.	4.05	0.95	High
The principal listens to feedback regarding his/her leadership performance.	3.89	1.03	High
The principal accepts constructive criticism professionally.	3.88	1.06	High
The principal demonstrates willingness to improve personal leadership skills.	4.08	0.93	High
The principal evaluates his/her performance as a school leader.	3.92	1.05	High
The principal shows understanding of the impact of decisions on the school community.	4.13	0.98	High
The principal demonstrates humility when acknowledging mistakes.	3.89	0.97	High
Grand mean	**3.98**		**High**

As shown in table 3, the overall mean score for the self-regulation level of foreign school principals is 4.12, which falls under the "High" interpretation. The highest rating is in the statement "The principal remains calm when dealing with difficult situations in the school" with a mean of (M=4.29), (SD=0.89). This means they allow teachers and parents to feel heard, which helps reduce emotional intensity and implement clear systems for behaviour and following up, rather than reacting punitively to every issue. In comparison, the statement "The principal maintains professionalism when receiving criticism" under "High" indicates they take a deep breath and avoid immediate emotional responses, which can cloud judgment and appear unprofessional. They also focus on understanding the critic's perspective without interrupting.

Table 3. Self-regulation.

Indicators	Mean	SD	VD
The principal remains calm when dealing with difficult situations in the school.	4.29	0.89	Very high
The principal controls emotions when addressing conflicts or disagreements.	4.05	1.00	High
The principal demonstrates patience when resolving school-related issues.	4.14	0.85	High
The principal handles stressful situations with professionalism.	4.25	0.88	Very high
The principal remains objective when making leadership decisions.	4.15	0.91	High
The principal responds to challenges without showing frustration.	4.03	0.84	High
The principal manages pressure effectively in school leadership responsibilities.	4.11	0.90	High
The principal maintains professionalism when receiving criticism.	4.02	0.98	High
The principal addresses problems without reacting impulsively.	4.10	0.91	High
The principal demonstrates emotional stability in challenging situations.	4.08	0.93	High
Grand mean	**4.12**		**High**

The data in table 4 show that the overall self-motivation level of foreign school principals is high. The item "The principal demonstrates strong commitment to achieving school goals", interpreted as "Very high". This indicates that the foreign principals are strongly driven by internal goals, aiming for excellence in their leadership. The study by Casinillo et al. (2024) is reliable and reveals that the high level of self-motivation among school principals suggests they are driven by internal factors – such as a sense of duty and professional pride – rather than solely by external rewards.

The item "The principal maintains professionalism when receiving criticism" received the lowest rating. Although still classified as high, it suggests that external pressures or systemic challenges sometimes hinder their ability to maintain self-regulation. All items received ratings of 4.02 or higher, suggesting a generally robust level of intrinsic motivation among respondents. The theory of self-determination, as applied by the study of Aquino et al. (2025), supported the hypotheses, suggesting that leadership styles among school principals play a significant role in teachers' motivation and well-being. This suggests that if power in educational systems is delegated to school principals and the latter are encouraged and trained to be autonomy-supportive toward their educational staff, these steps may facilitate teachers' autonomous motivation, satisfaction, and well-being.

In addition, Casinillo et al. (2024) support the idea that motivated leaders are proactive

problem-solvers and resilient, both of which are crucial for fostering a supportive school climate. However, professional development should focus on strategies for managing burnout and navigating challenging school environments to sustain this high level of motivation. Hence, Arela (2024) implies that motivational leadership plays a vital role in educational environments. The motivational abilities and attitudes of principals significantly influence the behaviour and attitudes of their teaching staff. Principals can improve teacher morale, job satisfaction, and commitment to the school's mission and goals by fostering a positive work environment and supporting professional growth.

Table 4. Self-motivation.

Indicators	Mean	SD	VD
The principal demonstrates a strong commitment to achieving school goals.	4.33	0.82	Very high
The principal takes the initiative to improve school programs and activities.	4.22	0.83	Very high
The principal demonstrates enthusiasm in leading school initiatives.	4.19	0.91	High
The principal works persistently to achieve school improvement goals.	4.25	0.90	Very high
The principal demonstrates dedication to professional growth.	4.15	0.92	High
The principal encourages continuous improvement in school leadership practices.	4.12	0.85	High
The principal demonstrates determination when facing leadership challenges.	4.10	0.88	High
The principal actively seeks opportunities to improve school performance.	4.21	0.91	Very high
The principal demonstrates commitment to achieving the school's vision and mission.	4.22	0.95	Very high
The principal motivates himself/herself to accomplish leadership responsibilities effectively.	4.19	0.91	High
Grand mean	**4.20**		**High**

Table 5 shows the adaptability and openness of foreign school principals. The overall mean of (M=4.05) indicates a "High" level of perceived adaptability and openness. Two statements reveal a tie result (M=4.11), (SD=0.89), stating "The principal responds positively to changes in the educational environment" and "The principal encourages new ideas that promote school improvement." They indicate that these leaders encourage fresh ideas from staff and students, actively avoiding a risk-averse mindset to meet new educational needs. They identify and secure grants and other resources to fund new programs, ensuring teachers have the tools needed to implement new teaching methods. Sabarhati et al. (2026) found that a principal who responds positively to changes in the educational environment acts as a catalyst for transformation, facilitating rather than hindering innovation. Such leaders are expected to be adaptive, visionary, and proactive in managing digital transformation and shifting pedagogical practices.

Table 5. Adaptability and openness.

Indicators	Mean	SD	VD
The principal is open to new ideas from teachers and staff.	3.98	1.09	High
The principal welcomes innovative approaches to school management.	4.09	1.02	High
The principal adapts leadership strategies when circumstances change.	3.99	1.10	High
The principal demonstrates flexibility when addressing school challenges.	4.05	1.09	High
The principal considers different perspectives when making decisions.	3.98	1.01	High
The principal supports new initiatives that benefit the school community.	4.08	1.00	High
The principal demonstrates creativity in solving school problems.	4.05	0.94	High
The principal responds positively to changes in the educational environment.	4.11	0.89	High
The principal adjusts leadership practices to meet the school's needs.	4.08	0.96	High
The principal encourages new ideas that promote school improvement.	4.11	0.89	High
Grand mean	**4.05**		**High**

On the contrary, two statements "The principal is open to new ideas from teachers and staff" and "The principal considers different perspectives when making decisions" show the same values of mean or tie (M=3.98), (SD=1.09) and (SD=1.01) respectively. It means that they act as a sounding board, genuinely hearing concerns and suggestions rather than just dictating from the top down. Actively gathering input, ideas, and concerns from various

groups or units before implementing a strategy. According to the study of Warningsih et al. (2025), a principal who is open to new ideas from teachers and staff is often seen as a collaborative leader who fosters innovation, boosts staff morale, and strengthens school culture. Such leaders often believe that the best ideas come from the bottom up – those closest to the students. Additionally, Chitpin (2021) demonstrated that the principal carried out the decision-making process in six steps: problem identification, information gathering, developing alternative solutions, selecting the best alternative, implementing the chosen alternative, and evaluating the decision. The principal's decision-making will be more effective when teachers and education staff are involved.

The analysis of the data in table 6 reveals the personal responsibility and discipline of foreign school principals. Its grand mean (M = 4.18) falls under "High". The highest mean score, stating "The principal upholds ethical standards in school leadership," is an indication that they are modelling trustworthy behaviour and adhering to high moral standards in daily decisions. They also prioritise ensuring equity in resource allocation, student discipline, and access to opportunities, with consistent rules for all.

The above-mentioned findings are consistent with Biniaminov and Moshel (2025), who state that ethical leadership in education involves guiding schools with integrity, fairness, and transparency, prioritising the well-being of students and staff over personal gain. It fosters a safe, inclusive culture grounded in values such as honesty, respect, and accountability, navigating complex changes while maintaining a moral, student-centred, and equitable environment. Furthermore, Schleicher (2012) suggested that developing school leaders requires clearly defining their responsibilities, providing access to appropriate professional development throughout their careers, and acknowledging their pivotal role in improving school and student performance.

Table 6. Personal responsibility and discipline.

Indicators	Mean	SD	VD
The principal demonstrates accountability in performing leadership duties.	4.09	0.98	High
The principal fulfills responsibilities in managing school operations.	4.18	0.93	High
The principal demonstrates self-discipline in completing administrative tasks.	4.21	0.90	Very high
The principal manages time effectively in performing leadership responsibilities.	4.14	0.96	High
The principal ensures that school tasks and responsibilities are completed on time.	4.23	0.84	Very high
The principal demonstrates reliability in fulfilling leadership commitments.	4.14	0.95	High
The principal maintains high standards of professional conduct.	4.21	0.94	Very high
The principal demonstrates responsibility in making important decisions.	4.23	0.83	Very high
The principal demonstrates consistency in carrying out leadership responsibilities.	4.13	0.93	High
The principal upholds ethical standards in school leadership.	4.25	1.00	Very high
Grand mean	**4.18**		**High**

The lowest mean score is in the statement "The principal demonstrates accountability in performing leadership duties," suggesting a "High" level of personal responsibility and indicating that they act with integrity, admitting mistakes, and communicating openly with staff, parents, and the community. They provide consistent, actionable feedback and support professional development to improve teacher performance. Wang et al. (2024) concluded that all stakeholders in the school system bear the responsibility for making the education system responsive, competitive, and productive. Educational administrators are accountable to the entire education community and responsible for achieving educational goals using the available resources.

Table 7 reveals the level of respect and collaboration among foreign school principals. The respondents have demonstrated a high level of respect and collaboration, as indicated by the grand mean (M=4.15). Inspection of the statement "The principal supports collective efforts in accomplishing school tasks" shows the highest mean, indicating that their main focus should be on developing and maintaining effective educational programs within their school and promoting the improvement of teaching and learning within their school. They set and oversee academic goals and ensure that teachers have the equipment and resources needed to meet them. Zuma et al. (2025) found that the critical instructional leadership approaches used by these principals in the township promoted teamwork, active participation,

collective decision-making, shared responsibility, collaboration, and the distribution of tasks among multiple leaders. Furthermore, Ansley et al. (2019) revealed that effective leaders use distributed leadership to empower teachers, promote professional growth, and build inclusive, supportive environments. Such environments are marked by strong, respectful interpersonal relationships between leadership and staff.

The indicator stating "The principal listens carefully to teachers' ideas and suggestions" shows the lowest mean, suggesting that effective principals need to listen with the goal of understanding rather than just reacting, making staff feel truly heard. Instead of working in isolation, principals who listen often work alongside teachers to identify innovative solutions. Mustapha (2026) reported that the principal has many roles, but one of the most influential is that of empowering teachers to engage and motivate students. Young learners watch their teachers closely and bloom best when their teachers believe they can confidently and successfully overcome challenges. This study proved that being an effective principal requires wearing many hats while modelling strong, consistent leadership. Great principals are not merely administrators; they are vision-setters, communicators, mentors, and problem solvers whose actions influence outcomes across the school.

Table 7. Respect and collaboration.

Indicators	Mean	SD	VD
The principal respects differences of opinion among teachers.	4.03	0.98	High
The principal encourages cooperation among teachers.	4.16	0.82	High
The principal promotes teamwork in achieving school goals.	4.25	0.93	Very high
The principal listens carefully to teachers' ideas and suggestions.	3.99	1.03	High
The principal values teachers' contributions to decision-making.	4.05	1.02	High
The principal maintains harmonious relationships with teachers.	4.10	1.10	High
The principal respects cultural and professional diversity among teachers.	4.14	0.97	High
The principal encourages collaboration among staff members.	4.22	0.99	Very high
The principal promotes mutual respect within the school community.	4.31	0.89	Very high
The principal supports collective efforts in accomplishing school tasks.	4.26	0.95	Very high
Grand mean	**4.15**		**High**

It can be gleaned from table 8 that the foreign school principals obtained the grand mean of 3.95 under "High". The highest growth area states that "The principal recognises the importance of teachers' morale" with a mean of (4.19), (SD=1.07), suggesting that they actively acknowledge teacher efforts and successes, both formally and informally, which helps them feel valued. They also prioritise reducing unnecessary meetings, simplifying administrative tasks, and giving teachers time back. Werang (2023) supports the current results, revealing that a principal who recognises the importance of teacher morale plays a critical role in fostering a positive school culture, which directly impacts student achievement and retention. High teacher morale leads to increased patience, enthusiasm, and productivity, creating a supportive learning environment where teachers feel valued and motivated. Owhor (2025) emphasises the necessity of strategic leadership interventions, including recognition programs, professional development workshops, and work-life balance initiatives.

While improved, the statement "The principal provides emotional support when needed" remains the lowest mean, indicating only a slight effort to adjust expectations during difficult periods, recognising teachers' priorities. Expressing genuine concern, validation, and understanding are also necessary to be fulfilled. Thus, Mehmood et al. (2023) affirmed that a principal who provides emotional support is a critical component of a healthy school environment, serving as a "lead relationship builder" who sets the tone for mental health and well-being. Such support helps reduce teacher stress, improves retention, and fosters a caring, productive atmosphere for both staff and students. Hsieh et al. (2024) posited that when teachers feel supported, they are better equipped to foster a warm, positive environment for students. Thus, teachers' organisational citizenship behaviour (OCB) is crucial for effective school functioning, and access to valuable resources from principals greatly influences this behaviour.

Table 8. Empathy and social awareness.

Indicators	Mean	SD	VD
The principal shows concern for the well-being of teachers.	3.96	1.10	High
The principal understands the challenges faced by teachers.	3.89	1.14	High
The principal demonstrates empathy when teachers experience difficulties.	3.88	1.10	High
The principal is sensitive to teachers' needs.	3.82	1.15	High
The principal acknowledges teachers' feelings and concerns.	3.95	1.09	High
The principal provides emotional support when needed.	3.78	1.15	High
The principal shows appreciation for teachers' efforts.	4.03	1.12	High
The principal promotes a caring and supportive work environment.	3.98	1.11	High
The principal encourages positive relationships among teachers.	4.08	1.09	High
The principal recognizes the importance of teachers' morale.	4.19	1.07	High
Grand mean	**3.95**		**High**

Table 9 reflects the extent of foreign school principals' communication skills. The highest mean out of ten indicators, the statement "The principal explains decisions clearly to teachers" indicates that they explicitly state whether a decision is made solely by the principal, with input, or collaboratively by the team. According to Sahlin (2023), this approach fosters a positive school climate, strengthens trust, and ensures that teachers feel supported and valued, rather than merely managed. Thus, there is a need to create a deeper understanding of teachers' sensemaking of principals' leadership in the context of collaboration within and beyond the school. Furthermore, Chitpin (2021) emphasises that school principals make dozens of decisions every day – from minor matters to choices that affect the entire school. With so many decisions, it's critical for a principal to be crystal clear about who will make each decision and why.

In comparison, there is a tie result showing the mean of (M=4.00) with the corresponding standard deviations. These statements are expressed, "The principal listens attentively when teachers express concerns," which makes students feel that their teachers are interested in what they have to say. It makes them more willing to open up about their perspective, experiences, and opinions, which in turn helps to build an emotional connection with the teacher. The next statement, "The principal provides constructive feedback to teachers," means encouraging a conversation by asking teachers to reflect on their own performance. Lastly, the statement "The principal encourages teachers to express their ideas freely" indicates that providing safe spaces for teachers to express their ideas without fear of consequences is an important role of school heads. Berhanu (2025) suggests that, to develop teachers' sense of goal internalisation, principals work with teachers to draft the school's goals, recall them in various meetings, and so forth.

Table 9. Communication skills.

Indicators	Mean	SD	VD
The principal communicates clearly with teachers.	4.07	1.15	High
The principal encourages open communication in the school.	4.02	1.06	High
The principal listens attentively when teachers express concerns.	4.00	1.13	High
The principal provides constructive feedback to teachers.	4.00	1.05	High
The principal shares important information with teachers in a timely manner.	4.02	1.09	High
The principal encourages teachers to express their ideas freely.	4.00	1.22	High
The principal explains decisions clearly to teachers.	4.14	1.04	High
The principal promotes transparency in communication.	3.97	1.13	High
The principal addresses misunderstanding through open discussion.	3.90	1.15	High
The principal maintains effective communication with staff members.	3.93	1.14	High
Grand mean	**4.01**		**High**

Lastly, the statement "The principal addresses misunderstanding through open discussion" has the lowest mean, indicating that principals make a strong effort to create a comfortable environment for staff, parents, and students to express their thoughts and concerns. Ökdem (2025) demonstrated that hierarchical disparities and a lack of empathy create communication barriers, leading to misunderstandings between teachers and

administrators. To address these issues, the study recommends implementing empathy training and establishing clearer communication protocols to rectify misperceptions.

Table 10 shows that foreign school principals' integrity and professionalism have a composite mean of 4.20, which falls under the "Very high" interpretation. Surprisingly, there is a tie of mean (M=4.27) with their corresponding standard deviations, with this statement "The principal follows ethical standards in school leadership," which indicates that they ensure equity in resource allocation, student discipline, and access to opportunities, with consistent rules for all. In addition, the statement "The principal treats teachers with dignity and respect" signifies that students learn to respect teachers after recognising their role, being treated fairly and with dedication, and feeling guided. For education leaders, the goal is to promote fair and equitable access to education resources for everyone, regardless of situation or background. In addition, Thompson (2018) found that students' perspectives on the quality of the schools' leadership and the teaching and learning environment were shaped by their assessments of how respected they felt.

Statement "The principal practices fairness in dealing with teachers" received the lowest mean under the interpretation "High," which means that it is necessary to apply school policies and rules uniformly to all staff members, avoiding favouritism. It is required to maintain professional and respectful communication when addressing, evaluating, or providing feedback to teachers. Khaola and Onni (2020) supported this result, finding that a principal who practices fairness in dealing with teachers is a cornerstone of effective school leadership, fostering a positive work environment, trust, and professional growth.

Table 10. Integrity and professionalism.

Indicators	Mean	SD	VD
The principal demonstrates honesty in professional responsibilities.	4.21	0.98	Very high
The principal practices fairness in dealing with teachers.	4.00	1.12	High
The principal follows ethical standards in school leadership.	4.27	0.93	Very high
The principal fulfills commitments made to teachers.	4.13	0.99	High
The principal takes responsibility for decisions and actions.	4.21	0.96	Very high
The principal demonstrates professionalism in dealing with staff.	4.24	1.00	Very high
The principal treats teachers with dignity and respect.	4.27	1.04	Very high
The principal sets a good example for teachers.	4.16	1.07	High
The principal promotes ethical behavior within the school.	4.24	1.00	Very high
The principal performs leadership duties with dedication.	4.25	1.02	Very high
Grand mean	**4.20**		**Very high**

Furthermore, adherence to ethical guidelines and professional standards directly fosters personal and career development among educators while encouraging continuous pedagogical refinement. This commitment enables teachers to systematically enhance their instructional methodologies, ultimately optimising student academic achievement and institutional outcomes. Additionally, modelling ethical behaviour establishes a normative framework for students, successfully instilling core values that support their long-term personal and professional development.

Table 11 presents the levels of problem-solving and decision-making among foreign school principals. Overall mean, indicating a significantly high level of this personality trait. The statement "The principal remains calm when dealing with difficult situations" presents the highest mean under "Very high." It indicates practising empathy by school heads as a powerful tool when dealing with difficult people. The lowest mean, "The principal consults teachers when addressing school problems," suggests a strong emphasis on understanding the wide range of skills and techniques teachers use to keep students organised, orderly, focused, attentive, and academically productive during class. It directly involves the handling of problems that disrupt the teaching process. Some findings (Kaukewahulo & Nkengbeza, 2023) revealed that the principals' and teachers' roles in improving learners' academic performance include supervision and monitoring, discipline and decision-making, assessment, and the involvement of learners in extramural activities. While executing those roles, they faced challenges such as a lack of teaching and learning resources, misconduct by teachers and learners, failure to meet set targets, late-coming, and overcrowded classrooms.

However, the study of Wanasinghe and Wanasinghe (2024) revealed that principals face challenges in providing physical resources in the implementation of school-based teacher professional development programs. Hence, involvement in professional development programs and the use of the resulting training in the learning and teaching process must be used as criteria for the promotion of teachers. Increase the financial allocation for each school to address funding and physical resource challenges.

Table 11. Problem-solving and decision-making.

Indicators	Mean	SD	VD
The principal analyzes problems carefully before making decisions.	4.09	1.00	High
The principal consults teachers when addressing school problems.	4.01	0.97	High
The principal considers different perspectives before making decisions.	4.03	1.03	High
The principal encourages collaborative problem-solving.	4.03	0.94	High
The principal addresses conflicts constructively.	4.05	0.99	High
The principal remains calm when dealing with difficult situations.	4.22	0.94	Very high
The principal identifies possible solutions to school issues.	4.20	0.90	High
The principal evaluates alternatives before implementing decisions.	4.07	1.05	High
The principal takes initiative in solving school-related problems.	4.11	0.99	High
The principal demonstrates courage in implementing solutions to problems.	4.14	0.98	High
Grand mean	**4.10**		**High**

Table 12 presents the test of association between respondents' profiles and levels of intrapersonal competencies. The results reveal that all computed p-values were greater than the 0.05 significance level. Specifically, age obtained a chi-square value of 17.472 with a p-value of 0.133, gender obtained $\chi^2 = 4.940$ with $p = 0.293$, civil status obtained $\chi^2 = 16.136$ with $p = 0.185$, years of service obtained $\chi^2 = 3.886$ with $p = 0.985$, highest educational attainment obtained $\chi^2 = 6.055$ with $p = 0.913$, academic rank obtained $\chi^2 = 4.309$ with $p = 0.977$, and relevant trainings attended obtained $\chi^2 = 13.752$ with $p = 0.317$. Since all p-values exceeded the 0.05 level of significance, the null hypothesis was not rejected.

The findings indicate that the respondents' profile variables were not significantly associated with their assessment of the intrapersonal competencies of foreign school principals. This suggests that regardless of age, gender, civil status, years of service, educational attainment, academic rank, or relevant training attended, the respondents demonstrated similar perceptions regarding the principals' intrapersonal competencies. The findings are consistent with Atas et al. (2025), who stated that most leadership and management competencies had only a low positive relationship with the principals' profile variables. This suggests that competencies are more likely to be influenced by professional experiences and leadership practices rather than demographic characteristics alone. Similarly, Abunaser et al. (2025) emphasised that effective school leadership is primarily anchored on demonstrated competencies such as communication, instructional leadership, and strategic planning rather than personal profile variables.

Table 12. Test of association between respondents' profile and level of intrapersonal competencies.

Teachers' Profile	χ^2	Df	p-value	Decision	Interpretation
Age	17.472	12	0.133	Not significant	No significant association
Gender	4.940	4	0.293	Not significant	No significant association
Civil status	16.136	12	0.185	Not significant	No significant association
Years of service	3.886	12	0.985	Not significant	No significant association
Highest educational attainment	6.055	12	0.913	Not significant	No significant association
Academic rank	4.309	12	0.977	Not significant	No significant association
Relevant trainings attended	13.752	12	0.317	Not significant	No significant association

The findings are consistent with studies that suggest that leadership competencies are often perceived based on actual leadership behaviours and practices rather than on the demographic characteristics of the evaluators. This implies that the observed intrapersonal competencies of foreign school principals were recognised consistently across different groups of teacher respondents, indicating a shared perception of the principals' self-

awareness, self-regulation, self-motivation, adaptability, openness, personal responsibility, and discipline.

Table 13 presents the test of association between respondents' profiles and levels of interpersonal competencies. The results show that all p-values are greater than the 0.05 significance level. Age obtained a chi-square value of 14.809 with a p-value of 0.252, gender obtained $\chi^2 = 0.989$ with $p = 0.911$, civil status obtained $\chi^2 = 6.546$ with $p = 0.886$, years of service obtained $\chi^2 = 4.622$ with $p = 0.969$, highest educational attainment obtained $\chi^2 = 8.953$ with $p = 0.707$, academic rank obtained $\chi^2 = 5.208$ with $p = 0.951$, and relevant trainings attended obtained $\chi^2 = 13.639$ with $p = 0.324$. Since all p-values exceeded the 0.05 level of significance, the null hypothesis was not rejected.

The findings indicate that the respondents' profile variables were not significantly associated with their assessment of the interpersonal competencies of foreign school principals. This suggests that respondents from different demographic and professional backgrounds shared relatively similar perceptions regarding the principals' interpersonal competencies. The findings are supported by Mehmood et al. (2023), who emphasised that effective interpersonal competencies among school leaders are reflected in communication skills, emotional stability, leadership, and professional relationships, which positively influence school climate regardless of demographic characteristics. Likewise, Lopez et at. (2024) found that successful school leaders demonstrate adaptability, inclusive decision-making, community engagement, and strong interpersonal skills despite differences in personal and professional backgrounds. These findings suggest that interpersonal competencies are developed through leadership practice and experience rather than being determined by demographic factors.

The absence of significant associations suggests that the interpersonal competencies demonstrated by foreign school principals were consistently perceived by teachers, regardless of their demographic characteristics or professional backgrounds. This consistency may indicate that the principals' competencies in respect and collaboration, empathy and social awareness, communication skills, professionalism, and problem-solving and decision-making are often developed through professional experiences, leadership exposure, organisational culture, continuous professional development, and personal commitment to life-long learning. Moreover, the multicultural environment of international schools may provide similar leadership experiences and expectations among school principals, resulting in relatively consistent competency levels regardless of age, gender, civil status, years of service, educational attainment, academic rank, or training attended. Therefore, factors beyond demographic characteristics may play a more substantial role in shaping leadership competencies.

Table 13. Test of association between respondents' profile and level of interpersonal competencies.

Teachers' profile	χ^2	Df	p-value	Decision	Interpretation
Age	14.809	12	0.252	Not significant	No significant association
Gender	0.989	4	0.911	Not significant	No significant association
Civil status	6.546	12	0.886	Not significant	No significant association
Years of service	4.622	12	0.969	Not significant	No significant association
Highest educational attainment	8.953	12	0.707	Not significant	No significant association
Academic rank	5.208	12	0.951	Not significant	No significant association
Relevant trainings attended	13.639	12	0.324	Not significant	No significant association

This finding has vital implications for the design of the proposed professional development program. Because interpersonal competencies are independent of demographic backgrounds, leadership interventions must not be segmented or restricted by age, rank, or experience. Instead, professional development modules focusing on communication, empathy, and problem-solving should be systematically provided to all school principals as a core competency requirement, rather than assuming that senior or highly trained leaders have already mastered these social dimensions.

Furthermore, these findings suggest that interpersonal competencies – such as empathy, collaboration, and professional communication – may be shaped more heavily by intrinsic personal traits, experiential learning, and ongoing organisational dynamics rather than static

demographic markers. School principals operate within highly interactive, high-stress environments where daily problem-solving and stakeholder management serve as continuous, practical training grounds. Consequently, a leader's ability to foster relationships and maintain professional integrity is likely an adaptive response to the immediate social climate and operational culture of their respective schools, rather than a function of their formal academic rank or years of tenure. This underscores the notion that leadership soft skills are dynamic behavioural attributes cultivated through reflective practice on the job, making them distinct from structured career milestones.

5. Discussion and Conclusions

The findings of the present study demonstrate that foreign school principals at selected international schools are perceived by teachers to possess well-developed intrapersonal and interpersonal competencies. The consistently high ratings across the examined dimensions suggest that effective leadership in multicultural educational environments involves more than administrative or technical expertise. It requires the ability to manage oneself, regulate emotions and behaviour, remain motivated and adaptable, communicate effectively, establish constructive professional relationships, and make responsible decisions. This interpretation supports Boyatzis' (2008) competency perspective, according to which effective leadership emerges from the interaction of emotional, social, and cognitive competencies rather than from technical knowledge alone.

The high levels of intrapersonal competence found in the present study are broadly consistent with Aquino et al. (2025), who identified personal growth, resilience, continuous learning, openness, innovative thinking, and adaptation to change as recurring intrapersonal competencies among effective leaders. Their findings further demonstrated that leaders' internal processes influence how effectively they interact with teams and respond to organisational challenges. The present findings extend this perspective to the context of international school leadership. The relatively high ratings for self-regulation, self-motivation, adaptability, personal responsibility, and discipline indicate that teachers perceive foreign principals as capable of managing the internal demands of leadership while maintaining goal-directed and professional behaviour. This is particularly relevant in international schools, where leaders must operate across cultural, linguistic, and professional boundaries and continuously adjust to diverse stakeholder expectations.

Self-motivation emerged as one of the strongest intrapersonal dimensions in the present study. This finding suggests that foreign school principals are perceived as strongly committed to achieving school goals, taking initiative, and maintaining persistence in school improvement activities. Similar conclusions were reported by Aquino et al. (2025), who identified leaders' motivation, dedication, resilience, and commitment to continuous learning as important mechanisms supporting organisational adaptation and team development. The present results, therefore, reinforce the argument that leadership effectiveness depends partly on internally sustained motivation rather than solely on external authority or formal position.

The strong ratings for personal responsibility and discipline similarly point to the importance of accountability and ethical self-management. This finding aligns with Abunaser et al. (2025), whose investigation of core competencies for school leaders identified initiative, responsibility, accountability, ethical values, adaptability, and flexibility as competencies required for effective school leadership. Their competency framework also included patience, humility, communication, teamwork, problem-solving, and relationship-building. The substantial overlap between these domains and those rated highly in the present study strengthens the argument that effective educational leadership involves an integrated combination of personal, relational, ethical, and managerial capacities rather than a single dominant leadership characteristic.

The findings concerning interpersonal competencies provide further support for this interpretation. The principals received high ratings for respect and collaboration, communication skills, integrity and professionalism, and problem-solving and decision-making. These findings are consistent with Mehmood et al. (2023), who identified communication, trustworthiness, empathy, and problem-solving as central interpersonal skills through which principals contribute to a positive school climate. Similarly, Abunaser et al. (2025) identified communication and human relations, teamwork, relationship-building,

social intelligence, negotiation, and problem-solving as essential components of effective school leadership. Thus, the present study provides empirical support, from teachers' perspectives in international schools, for competency frameworks that conceptualise leadership as simultaneously relational, ethical, and organisational.

Respect and collaboration were particularly prominent in the findings. Teachers perceived principals as promoting teamwork, encouraging staff collaboration, fostering mutual respect, and supporting collective efforts in accomplishing school tasks. This pattern is consistent with international evidence emphasising collaborative leadership. Ökdem (2025) indicates that school leadership practices that facilitate teacher collaboration and shared professional responsibility contribute to stronger professional communities and more supportive school environments. The findings, therefore, suggest that the collaborative behaviour observed among the principals in this study represents not merely an interpersonal strength but an organisational resource capable of supporting collective professional practice.

Integrity and professionalism also emerged as particularly strong interpersonal competencies. The high ratings for ethical standards, professional conduct, responsibility, dignity, and respect suggest that teachers view these characteristics as visible components of the principals' everyday leadership behaviour. This closely aligns with Abunaser et al. (2025), who identified ethical values, justice, responsibility, and professional competence as core dimensions of school leadership. The convergence between the two studies is notable, given that they were conducted in different national and institutional contexts. It suggests that ethical conduct and professional credibility may represent relatively transferable components of effective educational leadership across cultural settings.

Problem-solving and decision-making were likewise rated highly. This finding corresponds with Abunaser et al. (2025), whose educational experts identified problem-solving, decision-making, negotiation, crisis management, and strategic planning as important leadership competencies. Aquino et al. (2025) similarly demonstrated that effective leaders draw on both intrapersonal and interpersonal competencies when responding to organisational challenges and making ethical decisions. The present results add to this evidence by showing that teachers recognise these competencies in the observable behaviour of foreign school principals. In other words, effective decision-making appears to involve not only analytical capacity but also emotional regulation, openness to alternative perspectives, communication, and the ability to involve others appropriately.

Nevertheless, the findings also identify areas requiring further development. Empathy and social awareness obtained the lowest overall rating among the interpersonal dimensions, although they remained at a high level. In particular, providing emotional support when needed, sensitivity to teachers' needs, and understanding teachers' challenges were rated less strongly than ethical conduct, collaboration, or problem-solving. This result deserves particular attention because contemporary research increasingly identifies social-emotional competence as a central component of effective school leadership. Mehmood et al. (2023), for example, position empathy alongside communication, trustworthiness, and problem-solving as an important contributor to a positive school climate.

The comparatively lower rating for empathy is also meaningful when considered alongside research on principals' emotionally supportive communication. Berkovich and Eyal (2018) found that empathic listening by principals can contribute to teachers' positive emotional reframing during emotionally difficult situations. More recent research similarly emphasises that principals' social and emotional competencies influence the quality of relationships within schools and may ultimately affect teachers' well-being, school climate, and organisational functioning. Thus, although empathy and social awareness were not weak competencies in the present sample, their lower position relative to other dimensions indicates an important area for targeted professional development.

The findings regarding communication offer a similar nuanced interpretation. Although communication skills were generally rated highly, addressing misunderstandings through open discussion and maintaining effective communication with staff received comparatively lower ratings. This pattern indicates that principals may be more successful at communicating information and explaining decisions than at managing the more relationship-demanding aspects of communication. This distinction is important because communication competence involves not only clarity in transmitting information but also active listening, dialogue,

emotional responsiveness, and the constructive management of disagreement. The finding aligns with Berkovich and Eyal's (2018) evidence that the manner in which principals communicate with teachers can influence teachers' emotional responses, and with Mehmood et al. (2023), who position communication as a fundamental mechanism linking principal leadership to school climate.

The results should also be interpreted within the multicultural context of the participating international schools. Foreign principals are required to work with teachers who may differ in nationality, language, professional expectations, cultural values, and communication styles. Under such circumstances, adaptability, openness, cultural sensitivity, empathy, and effective communication become especially important. Aquino et al. (2025) similarly emphasise adaptability, relationship-building, ethical integrity, and openness as competencies that enable leaders to operate successfully in diverse and changing organisational environments. The present findings, therefore, suggest that the strong intrapersonal and interpersonal competencies reported by teachers may function as important resources for managing the complexity characteristic of international education.

One of the most important findings of the study concerns the absence of statistically significant associations between teachers' demographic and professional characteristics and their assessments of the principals' competencies. Age, gender, civil status, years of service, educational attainment, academic rank, and relevant training were not significantly associated with either intrapersonal or interpersonal competency ratings. Consequently, neither null hypothesis was rejected. The consistency of the evaluations across demographic groups suggests that perceptions of principals' competencies were relatively stable across categories of teachers rather than strongly shaped by the evaluators' demographic backgrounds.

This finding partly corresponds with Atas et al. (2025), who reported generally low positive relationships between principals' profile variables and many leadership and management competencies. However, Panol et al. (2020) identified significant associations between selected profile characteristics of school heads and particular leadership and supervisory skills. The difference between these findings is theoretically informative rather than contradictory. It suggests that demographic characteristics may be associated with certain leadership outcomes in some institutional settings but may have limited explanatory power in others. Differences in educational systems, samples, leadership roles, competency measures, and organisational cultures may account for this variation.

The absence of significant demographic associations in the present study also supports a competency-based rather than demographic interpretation of leadership effectiveness. Abunaser et al. (2025) emphasise what school leaders are able to demonstrate – communication, strategic planning, problem-solving, relationship-building, adaptability, ethical conduct, and other competencies – rather than demographic characteristics as the basis for effective leadership. Similarly, Aquino et al. (2025) conceptualise leadership competencies as capacities expressed and developed through experience, reflection, adaptation, and interaction with others. Viewed from this perspective, age, gender, educational attainment, rank, or length of service cannot be assumed to automatically produce effective interpersonal or intrapersonal leadership.

This interpretation has direct implications for leadership development. Professional development programs should not assume that more senior, experienced, or highly qualified leaders necessarily possess stronger interpersonal or intrapersonal competencies. Instead, professional learning should be competency-based and responsive to demonstrated developmental needs. This position is also compatible with current approaches to education leader development, which emphasise continuing professional learning, collaboration, support networks, and development aligned with the needs of leaders and their school communities (OECD, 2026).

Accordingly, the proposed Faculty Development Program should combine the preservation of existing strengths with targeted development in comparatively weaker areas. The strong ratings for self-motivation, responsibility, integrity, collaboration, and problem-solving indicate capacities that should be sustained. At the same time, greater attention should be directed toward empathy, emotional support, active listening, openness to staff perspectives, conflict-sensitive communication, and participatory decision-making. Such development would be consistent with evidence showing that supportive principal-teacher

relationships, social-emotional competence, and collaborative leadership contribute to teachers' well-being and more positive professional environments.

The findings should nevertheless be interpreted in light of several methodological limitations. The study involved 91 teacher respondents from selected international schools in Chiang Mai and employed snowball sampling; therefore, the findings should not be generalised to all foreign school principals or international schools in Thailand. Furthermore, principals' competencies were assessed through teachers' perceptions. Although teacher evaluations are particularly valuable because teachers observe principals' leadership behaviours in everyday professional contexts, they are also perceptually valuable.

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Conflicts of Interest: The authors declare no conflict of interest.

References

Abunaser, F. M., El-Din, N. S. M. S., & Al-Fahadi, R. S. (2025). Core competencies for school leaders: insights from educational experts. *Frontiers in Education, 10*, 1638252. DOI: 10.3389/feduc.2025.1638252

Ambon, J., Alias, B.S., & Mansor, A.N. (2024). Crucial Leadership Competencies of School Heads in Effective School Management: A Comprehensive Systematic Review. *Journal of Education and Learning, 19*(3). DOI: https://doi.org/10.11591/edulearn.v19i3.22012

Ansley, B.M., Blinder, M., Demere, J., Varjas, K., Benson, G., & Ogletree, S.L. (2019). School Personnel and Leadership Collaboration Model for Ideal Work Contexts. *Journal of Educational Research and Practice, 19*(1), 189-201. DOI:10.5590/JERAP.2019.09.1.14

Aquino, M. K. A., Bumacod, A. M., Calapine, A. G., Yaco, J. M. T., Dimailig, M. L., Amores, A. P., & Francisco, J. (2025). Interpersonal and intrapersonal leadership competencies: an interpretative phenomenological analysis on effective leadership strategies. *Frontiers in Psychology, 16*, 1553620. DOI: 10.3389/fpsyg.2025.1553620

Arafat, M. B. A., & Bouchamma, Y. (2024). Competencies of Secondary School Principals in Cameroon. *International Education Studies, 14*(3). https://doi.org/10.5539/ies.v17n3p21

Arambala, P.J.G. (2025). Leadership Competencies of School Heads: A Systematic Literature Review. *EPRA International Journal of Multidisciplinary Research, 11(*7), 11-18. https://doi.org/10.36713/epra22947

Arela, J. (2024). Motivational Skills of The School Principal in Relation to Teachers Attitude and Performance in Can-Untog Elementary School. *International Journal of Advanced Multidisciplinary Studies, 4*(7). 79-90.

Atas, E.B.I, Orogo, E.P., Bisley, H.B., Morales, M.M. & Walitan, T.P. (2025). Leadership and Management Competencies of School Principals: Basis for a Capacity Development Program. *Cognizance Journal of Multidisciplinary Studies, 5*(5), 663-683. DOI: 10.47760/cognizance.2025.v05i05.045

Austria, M.D. & Lopez, M.R.S. (2022). Academic Leadership and Management Skills of Private School Administrators under New Normal Conditions. *International Journal of Advanced Multidisciplinary Studies, 2*(9), 1-16. https://www.ijams-bbp.net/wp-content/uploads/2022/11/IJAMS-SEPTEMBER-1-16.pdf

Gümüş, S., Lu, J., Banoğlu, K., & Walker, A. D. (2026). From confidence to impact: how school leaders' self-efficacy moderates the relationship between transformational leadership and organizational learning in K-12 schools. *Journal of Educational Administration, 64*(1), 14-30. https://doi.org/10.1108/JEA-05-2025-0204

Berhanu, K. Z. (2025). Strategies principals used to develop teachers' psychological empowerment in primary schools, Ethiopia: Qualitative study. *Current Psychology, 44*, 864-881. https://doi.org/10.1007/s12144-025-07566-9

Berkovich, I., & Eyal, O. (2018). The effects of principals' communication practices on teachers' emotional distress. *Educational Management Administration & Leadership, 46*(4), 642-658. https://doi.org/10.1177/1741143217694894

Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of Management Development, 27*(1), 5-12. https://doi.org/10.1108/02621710810840730

McClelland, D. C. (1973). Testing for competence rather than for "intelligence." *American Psychologist, 28*(1), 1-14. https://doi.org/10.1037/h0034092

Office of the National Education Commission. (1999). National Education Act of B.E. 2542 (1999). Office of the Prime Minister, Thailand. https://asean.org/wp-content/uploads/2016/08/Thailand184.pdf

Bucal, D. B., & Lipit, J. O. (2025). The effect of educational leaders' competencies on teachers' professional growth. *International Journal for Multidisciplinary Research, 7*(4). https://doi.org/10.36948/ijfmr.2025.v07i04.51319

Darling-Hammond, L., Wechsler, M. E., Levin, S., Leung-Gagné, M., Tozer, S., & Campoli, A. K. (2023). Principal learning and school outcomes. In *Developing expert principals.* Routledge. https://doi.org/10.4324/9781003380450-4

Casinillo, L. F., Hungo, M., Cortes, J., & Anand, B. S. (2024). Personal motivation and satisfaction to school leaders among elementary teachers: Correlation and regression approach. *Jurnal Pendidikan Indonesia, 13*(3). https://doi.org/10.23887/jpiundiksha.v13i2.82033

Chandan, J., & Bharti, N. (2024). Female representation in school management and school quality. *Journal of Economic Behavior & Organisation, 222*, 230-247. https://doi.org/10.1016/j.jebo.2024.04.010

Chuenta, M., & Nuevo, J. J. (2025). Thai School Culture and Leadership Style of the School Heads: Its Influence on the Learning Ability of the Learners. *Psychology and Education: A Multidisciplinary Journal, 39*(4), 479-519. https://doi.org/10.70838/pemj.390406

Biniaminov, Y., & Moshel, S. (2025). Teachers' perceptions of ethical leadership – systematic review. *International Journal of Educational Management, 39*(7), 1662-1686. https://doi.org/10.1108/IJEM-01-2025-0075

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Wang, F., Hauseman, C., & Pollock, K. (2022). "I am here for the students": principals' perception of accountability amid work intensification. *Educational Assessment, Evaluation and Accountability, 34*(1), 33-56. https://doi.org/10.1007/s11092-021-09368-6

Enterieva, M. (2022). Selection and training of school principals in the world and Turkey, and the development of policies related to this. *Uluslararası Liderlik Çalışmaları Dergisi: Kuram Ve Uygulama, 5*(3), 212-233. https://doi.org/10.52848/ijls.1121034

Forsberg, S. (2019). Setting a global agenda of education: Cooperation and tension within the global education policy field. *Geoforum, 100*, 100-110. https://doi.org/10.1016/j.geoforum.2019.01.019

Chitpin, S. (2021). Principal's Decision-Making in Bridging the Student Achievement Gap. *International Journal of Leadership in Education, 24*(3), 393-410. https://doi.org/10.1080/13603124.2019.1613568

Hsieh, C. C., Li, H. C., Liang, J. K., & Chiu, Y. C. (2024). Empowering teachers through principals' emotional intelligence: Unlocking the potential of organizational citizenship behavior in Taiwan's elementary schools. *Acta psychologica, 243*, 104142. https://doi.org/10.1016/j.actpsy.2024.104142

Jannah, R., & Wahyuningsih, O. (2024). The leadership role of the school principal in effective educational management. *Asian Journal of Engineering, Social and Health, 3*(3). https://doi.org/10.46799/ajesh.v3i3.282

Kaukewahulo, S., & Nkengbeza, D. (2023). The School Principal and Teachers' Roles in Improving Learners' Academic Performance at a Selected School in the Karas Region (Namibia). *Preschool Education: Global Trends, 3*, 83-106. https://doi.org/10.31470/2786-703X-2023-3-83-106

Khaola, P., & Oni, F. (2020). The influence of school principals' leadership behaviour and act of fairness on innovative work behaviours amongst teachers. *SA Journal of Human Resource Management, 18*. https://doi.org/10.4102/sajhrm.v18i0.1417

Da'as, R., Schechter, C., & Qadach, M. (2018). Switching Cognitive Gears: School Leaders' Cognitive Complexity. *NASSP Bulletin, 102*(3), 181-203. https://doi.org/10.1177/0192636518794297

Reano, C. D. (2025). School heads' leadership skills and professional dimensions on the school culture and performance in school in Division of Laguna. *International Journal of Multidisciplinary Research and Publications, 7*(11), 268-278. https://ijmrap.com/wp-content/uploads/2025/05/IJMRAP-V7N11P110Y25.pdf

Lepardo, R., Jr., & Caingcoy, M. E. (2021). Competency of school heads in leading people influences school performance. *International Journal of Educational Policy Research and Review, 8*(4), 126-131. https://doi.org/10.15739/IJEPRR.21.015

Lopez, A., Kirezi, J. C., & Peeraer, J. (2024). School leadership competences in Sub-Saharan Africa. Global Education Monitoring Report. https://africancentreforschoolleadership.org/school-leadership-competences-in-sub-saharan-africa/

Marbun, C. (2021). Millennial in the workplace: Relationship between intrapersonal skills and leadership performance. *International Journal of Scientific and Research Publications, 11*(2), 669-677. http://dx.doi.org/10.29322/IJSRP.11.02.2021.p11084

Mohamad, B., Akanmu, M. D., Ponnusamy, V., Yahya, S., & Omar, N. (2024). Measuring Malaysian youth leadership competencies: validation and development of instrument. *Cogent Social Sciences, 10*(1). https://doi.org/10.1080/23311886.2023.2300857

Nomnian, S., & Arphattananon, T. (2018). School Administrators' Competencies for Effective English Language Teaching and Learning in Thai Government Primary Schools. *IAFOR Journal of Education, 6*(2). https://doi.org/10.22492/ije.6.2.04

Obiekwe, K. K., Mbonu, O. A., & Ikedimma, I. F. (2021). Comparative analysis of male and female principals' leadership role performance in secondary schools in Anambra State. *GPH-International Journal of Educational Research, 4*(10), 64-71. https://gphjournal.org/index.php/er/article/view/510

OECD, & UNESCO. (2016). Education in Thailand: An OECD-UNESCO perspective. OECD Publishing. https://doi.org/10.1787/9789264259119-en

Ökdem, M. (2025). Communication conflicts between teachers and administrators. *Educational Administration: Theory and Practice, 31*(2), 48-56. https://doi.org/10.67145/kuey.v31i2.9950

OECD. (2026). School leader preparation and development. https://gpseducation.oecd.org/revieweducationpolicies/#!node=45556&filter=all

Panol, F. R., Caballes, D. G., Vasquez, A., & Ferriol, C. C. (2021). School Heads' Interpersonal, Leadership, and Supervisory Skills in Narra School Districts, Palawan, Philippines. *Programmable Device Circuits And Systems, 12*(11-12), 120-128. https://www.ciitresearch.org/dl/index.php/pdcs/article/view/PDCS112020002

Ramanathan, K. (2021). Development and validation of a tool on social intelligence. *International Journal of Indian Psychology, 9*(3), 1540-1559. https://doi.org/10.25215/0903.143

Sabarhati, S., Siswadi, S., Putri, A. M., & Winarno, K. J. (2026). School Principal Leadership in Contemporary Education: A Sociological Perspective on Leadership Styles, Challenges, and Implications for Educational Quality. *Journal of Innovation and Research in Primary Education, 5*(1), 823-835. https://doi.org/10.56916/jirpe.v5i1.2888

Sahlin, S. (2023). Teachers Making Sense of Principals' Leadership in Collaboration Within and Beyond School. *Scandinavian Journal of Educational Research, 67*(5), 754-774. https://doi.org/10.1080/00313831.2022.2043429

Salah El-Din, N. S. M., Abunaser, F. M., Al-Harthi, K. S., & Al-Fahadi, R. S. H. (2025). How can core competencies of school principals be leveraged to achieve outstanding school performance? *Educational Process: International Journal, 16*, e2025220. https://doi.org/10.22521/edupij.2025.16.220

Saleem, S., & Tabassum, F. (2026). Effect of principals' self-awareness as authentic leaders on innovative work behaviour of teachers at higher secondary school level. *Bulletin of Multidisciplinary Studies, 3*(1), 51-60. https://doi.org/10.48112/bms.v3i1.1235

Schleicher, A. (ed.) (2012). *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World.* OECD Publishing. https://doi.org/10.1787/9789264174559-en

Mustapha, A. I. (2026). Principals' motivational strategies as correlate of teachers' job satisfaction in public senior secondary schools in Ogbomoso Metropolis, Oyo State. *African Journal of Humanities and Contemporary Education Research, 22*(1), 174-184. https://doi.org/10.62154/ajhcer.2026.022.01020

Sebuyana, J. M. D. (2024). Leadership competencies of school heads: Basis for continuing professional development program for school leaders. *EPRA International Journal of Environmental Economics, Commerce and Educational Management, 11*(6), 1-4. https://doi.org/10.36713/epra17431

Semblante, H., & Sambo, T. (2025). School Heads' Core Behavioral and Leadership Competencies: Basis for Action Plan. *Psychology and Education: A Multidisciplinary Journal, 44*(5), 578-587. https://doi.org/10.70838/pemj.440506

Shek, D. T. L., & Lin, L. (2015). Intrapersonal competencies and service leadership. *International Journal on Disability and Human Development, 14*(3), 255-263. https://doi.org/10.1515/ijdhd-2015-0406

Owhor, G. T. (2025). Leading for excellence: the impact of principals on teacher morale and professionalism. *Ayden Energies Journal, 13*(1), 22-33. https://doi.org/10.5281/zenodo.15389104

Taun, K., Zagalaz-Sánchez, M. L., & Chacón-Cuberos, R. (2022). Management Skills and Styles of School Principals during the COVID-19 Pandemic. *Education Sciences, 12*(11), 794. https://doi.org/10.3390/educsci12110794

Thompson, C. S. (2018). The construct of 'respect' in teacher-student relationships: Exploring dimensions of ethics of care and sustainable development. *Journal of Leadership Education, 17*(3), 42-60. https://doi.org/10.12806/V17/I3/R3

Thoms, P., Pinto, J. K., Parente, D. H., & Druskat, V. U. (2002). Adaptation to Self-Managing Work Teams. *Small Group Research, 33*(1), 3-31. https://doi.org/10.1177/104649640203300101

Diva, E., & Bautista, M. (2025). School Heads' Instructional Competence, Leadership Practices and Teachers' Performance. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence, 2*(6), 198-210. https://doi.org/10.5281/zenodo.15631136

Wanasinghe, P. K., & Wanasinghe, W. M. S. (2024). The challenges that principals face while implementing school-based teacher professional development programs. *International Journal of Multidisciplinary Research and Publications, 7*(1), 11-15.

Warningsih, S., Sitanggang, N., & Lubis, J. (2025). The role of principal communication in developing teacher creativity at Mis Az Zahroh Sendang Rejo. *Formosa Journal of Applied Sciences, 4*(9), 1145-1156. https://doi.org/10.55927/fjas.v4i9.349

Werang, B. R. (2023). School principal leadership, teachers' commitment and morale in remote elementary schools of Indonesia. *Multidisciplinary Journal of Educational Research, 13*(3), 325-347. https://doi.org/10.17583/remie.9546

Zuma, C., Motilal, G., & Charamba, E. (2025). Exploring the role of school principals as instructional leaders in improving learner academic performance in primary schools. *International Journal of Research and Innovation in Social Science, 9*(3), 1917-1931. https://doi.org/10.47772/IJRISS.2025.903SEDU0148