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School Heads Leadership Authenticity, Techniques, and Personal Values Bases for a Developed Framework

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ABSTRACT

This study examined the interrelationships among leadership authenticity, leadership techniques, and personal values of Secondary School Heads III and IV in Region III–Central Luzon, with the goal of developing a Leadership Authenticity Framework for School Heads. Using a quantitative descriptive-correlational design, data were gathered from 143 participants across 11 school divisions through standardized measures of authenticity, leadership techniques, and personal values. Assumption testing confirmed that the dataset met all requirements for multiple linear regression. Results revealed that school heads exhibited high levels of leadership authenticity, particularly in relational transparency and moral perspective, alongside strong leadership techniques in communication and group approaches. Their personal values, notably self-transcendence and openness to change, reflected empathy, adaptability, and social responsibility. Correlation analyses showed significant positive relationships among all three constructs, indicating that authentic and value-driven school heads are more likely to employ effective leadership techniques. Regression analysis further revealed that leadership authenticity ($\beta = .361, p < .001$) and personal values ($\beta = .347, p < .001$) significantly predicted leadership techniques, jointly explaining 34.6% of its variance. These findings led to the development of the Leadership Authenticity Framework for School Heads, which integrates authenticity as the ethical core, personal values as the guiding compass, and leadership techniques as the functional expression of leadership. The framework underscores that effective school leadership arises from the synergy of self-awareness, ethical conviction, and strategic practice—enabling school heads to lead with integrity, collaboration, and purpose.

INTRODUCTION

Educational leadership is central to the effective functioning of schools and the achievement of quality education. It shapes not only the academic success of students but also the organizational culture that supports teaching and learning. In particular, the role of school heads is crucial, as they are positioned at the core of the educational system, bridging relationships among teachers, students, parents, and stakeholders. School heads are often regarded as the heart of the school because their leadership directly affects institutional performance, morale, and resilience (Crow & Miller, 2017). When leadership falters, the entire educational framework becomes vulnerable.

The COVID-19 pandemic underscored the importance of strong and adaptable leadership. School heads were placed under extraordinary pressure to manage unprecedented challenges, including sudden shifts to online learning, resource shortages, intensified accountability, and the need to sustain teacher and student engagement amid uncertainty. These demands highlighted the limitations of conventional leadership approaches and drew attention to the importance of authenticity. Authentic leadership emphasizes self-awareness, relational transparency, and value-driven decision-making (Zhang, 2017). Leaders

who embody authenticity remain consistent with their values, model integrity, and foster environments of trust, even in times of crisis.

Authenticity alone, however, may not suffice. Leadership effectiveness also depends on techniques—such as communication, delegation, and group management—that translate principles into practice. These techniques operationalize authenticity and enable leaders to demonstrate credibility and competence in daily organizational life. At the same time, personal values serve as the foundation for judgment and integrity. Values such as honesty, fairness, and self-transcendence guide how leaders prioritize decisions, balance conflicting interests, and motivate their communities (Feng, 2016; Jones, 2016).

Although the importance of authenticity, techniques, and values in leadership has been established in various contexts, little empirical work has examined their interrelationships, particularly in the Philippine setting. This gap is significant, as understanding how these dimensions operate together can inform leadership development and policy. The present study addresses this gap by investigating the relationship between leadership authenticity, leadership techniques, and personal values among Secondary School Heads in Region III–Central

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Luzon.

The novelty of this research lies in its multidimensional perspective. Unlike previous studies that examined authenticity, techniques, or values separately, this study integrates all three to propose a comprehensive leadership framework. Such integration is timely and relevant, especially in the wake of the pandemic, as school systems continue to adapt to changing educational landscapes. By examining how authenticity is enacted through techniques and shaped by values, this study aims to contribute both theoretically and practically to the advancement of educational leadership.

LITERATURE REVIEW

The study of authentic leadership emerged as a direct response to widespread ethical failures, corporate scandals, and governance corruption that eroded public trust in institutional leaders (Roncesvalles & Sevilla 2015; Wang & Hsieh, 2013; Wang, Sui, Wu, Luthans, & Wang, 2014). Authentic leadership is conceptualized as a pattern of leader behavior characterized by four core dimensions: self-awareness, relational transparency, internalized moral perspective, and balanced processing (Walumbwa, 2008; Avolio, Bruce et al, 2017). These dimensions enable leaders to understand their strengths and limitations, present themselves genuinely to followers, make decisions aligned with internal moral standards, and objectively analyze relevant information before acting (Gardner, Luthans, Avolio, Walumbwa & May 2005; Glowacki-Dudka & Griswold, 2016). The positive organizational scholarship movement has heavily influenced authentic leadership theory, positioning it as a means of developing leaders' psychological and emotional capabilities while extending influence beyond financial outcomes to encompass broader societal concerns (Frunzã, 2017; Avolio & Gardner, 2017). Empirical research demonstrates that authentic leadership positively influences organizational commitment, teacher engagement, trust, and workplace behaviors (Frida & Laschinger, 2014; Jo & Joo, 2017; Bowers, Mao, and Zhang, 2020; Coelho, Semedo, & Ribeiro, 2019). Furthermore, comparative studies suggest authentic leadership demonstrates stronger predictive validity than transformational leadership for group performance, organizational citizenship behaviors, and collective outcomes, though it fares less well regarding individual follower satisfaction and perceived leader effectiveness (Banks, Mc Cauley, & Guler, Gardner, 2016; Marjolein Lips-Wiersma, Algera, Puck, 2017).

Despite its widespread adoption, authentic leadership has attracted substantial conceptual and methodological criticism. Gardiner (2016) argues that the construct fails to interrogate the complexities inherent in the concept of authenticity, which can be traced to Enlightenment philosophy and the emergence of a unified, rational selfhood that does not adequately account for diverse lived experiences and social identities. Alvesson and Einola (2019) provide a more sweeping critique, characterizing authentic leadership as a conspicuous yet problematic

exemplar of the "extreme positivity" trend in leadership research, exposing unstable theoretical formations, circular reasoning, weak empirical foundations, and oversimplified depictions of organizational life. Perhaps most significantly, scholars have demonstrated that authentic leadership is not gender-neutral but rather constitutes a gendered interpretation of governance that implicitly privileges masculine traits individualism, control, assertiveness, self-promotion, and dominance—while marginalizing feminine-associated qualities such as empathy, community, vulnerability, relational collaboration, and inquiry (Margaret, Hopkins, O'Neil, & Deborah, 2017; Fletcher, 2018; Eagly, 2018). This gendered framing creates particular challenges for women and other historically excluded groups who must navigate competing expectations when attempting to enact authentic leadership (Storberg-Walker, 2017). As Fletcher (2018) contends, "finding social authenticity by knowing and being oneself is a luxury enjoyed by individuals from groups that have historically occupied high-level positions of authentic leadership in many settings, white men from relatively privileged backgrounds."

Personal values constitute the second major theoretical pillar in understanding school leadership authenticity, functioning as internal compasses that guide leaders' priorities, decisions, and behavioral responses. Schwartz's (1992, 2012, 2017) refined theory of basic human values provides the dominant framework, identifying 19 motivationally distinct values organized along a circular continuum that can be aggregated into four higher-order dimensions: self-enhancement (power, achievement), self-transcendence (universalism, benevolence), conservation (security, conformity, tradition), and openness to change (self-direction, stimulation). Values are defined as trans-situationally consistent, hierarchically organized beneficial goals that serve as guiding principles in individuals' lives, influencing perceptions, emotions, and behavioral inclinations (Schwartz, 1992; Sagiv & Schwartz, 2022). Unlike personality traits, values represent what individuals consider important and can be activated or suppressed depending on contextual salience (Schwartz, 2017). The structure of values appears universal across cultures, though individuals and groups differ substantially in their value priorities (Boehnke & Schwartz, 2004). Values are particularly consequential in educational leadership because school heads' decisions are inevitably filtered through their value hierarchies, affecting how they interpret problems, engage stakeholders, allocate resources, and navigate competing demands (Thien, Adams, Kho, & Yap, 2022; Pashiardis & Kafa, 2022; Zibenber & Da's, 2022).

Empirical investigations have established robust connections between school heads' personal values and their leadership practices, particularly under conditions of uncertainty and crisis. Reyes and Redoña (2021) demonstrated strong associations between school heads' personal values, group dynamics skills, work-life balance management, and positive behavioral responses

when performing leadership responsibilities, with applied values and positive decision-making attitudes showing high correlations with constructive leadership behaviors. Principals who prioritize self-transcendence values—universalism, benevolence, concern for others and nature tend to adopt inclusive, collaborative, and democratically oriented leadership approaches that foster psychological safety, shared responsibility, and organizational sustainability (Nedelko & Potocan, 2021; Watton, Lichtenstein, & Aitken, 2019; Sun & Shang, 2019). Conversely, leaders emphasizing self-enhancement values such as power and achievement may produce different organizational dynamics, though these values can also predict effectiveness in competitive environments (DeYoung, 2020; Mishra, 2017; Puni *et al.*, 2021). Generational cohort analyses reveal potential value misalignments between emerging leaders from Generations Y and Z, who prioritize self-enhancement and openness to change, and the collaborative, empathy-centered demands of Industry 4.0 and contemporary educational environments (April & Schörger, 2017; Črešnar & Nedelko, 2020). The COVID-19 pandemic has further amplified attention to school heads' values, as leaders confronted unprecedented demands requiring rapid decision-making, stakeholder coordination, and emotional labor while reopening schools and addressing exacerbated educational inequities (Pina *et al.*, 2015; Roncesvalles, 2021).

Leadership techniques represent the third component of this triadic framework, encompassing the observable strategies, methods, and behaviors through which school heads enact their values and exercise influence. Unlike universal prescriptions, effective leadership techniques are inherently context-sensitive, varying according to organizational needs, follower characteristics, situational demands, and cultural settings (Al-Malki & Juan, 2018; Pashiardis & Kafa, 2019). School heads deploy combinations of administrative, instructional, transformational, and distributed leadership techniques to address the multifaceted demands of contemporary schooling (Warman *et al.*, 2022; Zhang, Wong, & Wang, 2022). Administrative techniques include performance monitoring, resource allocation, policy implementation, and structural coordination. Instructional techniques focus on teacher professional development, pedagogical improvement, curriculum alignment, and student achievement data analysis. Transformational techniques involve articulating compelling visions, stimulating intellectual engagement, providing individualized support, and modeling desired behaviors. Distributed techniques emphasize participatory decision-making, stakeholder collaboration, teacher leadership cultivation, and network development (Makhmoor, 2018; Hodgetts, 2019; Legutko, 2020). Effective school heads demonstrate tactical flexibility, shifting technique combinations as circumstances evolve while maintaining coherence with their core values and authentic self-presentation (Tessema, 2020; Pashiardis & Kafa, 2022).

The critical insight unifying this literature is that leadership techniques acquire legitimacy and efficacy not through hierarchical position alone but through followers' perceptions of congruence between leaders' professed values and their observable behaviors. This perceived coherence constitutes the essence of authenticity in practice (May & Douglas, 2018; Tian & Wang, 2016). When teachers and stakeholders perceive alignment between what school heads say they value and how they actually behave, trust develops, commitment deepens, and organizational citizenship flourishes (Gençdal & Dagli, 2019; Beehr and Kim, 2019). Conversely, perceived value-behavior discrepancies generate cynicism, withdrawal, and resistance. Authentic school heads are therefore characterized not by any specific technique but by their capacity to maintain consistency between internalized moral standards and external conduct, even under pressure (Robinson *et al.*, 2008; Day *et al.*, 2011; Tian, 2011). This value-behavior coherence is particularly consequential during crises and reform implementation, when stakeholders closely scrutinize leaders' actions for evidence of trustworthiness and principled commitment (Roncesvalles, 2021). The phenomenological approach to studying school leadership authenticity emphasizes how leaders themselves experience and negotiate the relationship between their values and their work, striving for congruency between who they are, how they operate, and how they engage with their social worlds (Margaret, Diddams, and Chang, 2018).

Contemporary scholarship has also advanced methodological and pedagogical innovations in authentic leadership development. Covelli and Mason (2017) and Wiewiora and Kowalkiewicz (2019) advocate for authentic assessment strategies in higher education that contextualize leadership learning within genuine workplace challenges rather than relying exclusively on traditional measures of academic knowledge. Such approaches align with calls for leadership education that develops not merely conceptual understanding but the self-awareness, balanced processing capabilities, and moral reasoning skills essential for authentic practice. Lehman and associates (2019) and Newman (2019) have responded to definitional ambiguities in authenticity research by explicating authenticity with reference to specific referents and contexts, distinguishing between authenticity as sincerity, genuineness, or effectiveness. This conceptual refinement acknowledges that authenticity is not a unitary phenomenon but rather encompasses multiple meanings that vary across situations and stakeholder perspectives (Kuhll, 2001, 2020; Bartels & Urminsky, 2019). The human resource development literature has engaged critically with authentic leadership, recognizing both its intuitive appeal and its problematic assumptions, particularly regarding diversity and inclusion (Alvesson & Einola, 2019). Scholars increasingly call for intersectional approaches that examine how leaders from varied cultural, racial, and gender backgrounds experience and enact authenticity amid institutional constraints that may

privilege dominant group experiences and expressions (Margaret, Diddams, and Chang, 2018; Gardiner, 2016). Significant gaps persist in the scholarship on authentic school leadership, personal values, and leadership techniques. First, the preponderance of research has been conducted in Western, particularly North American, contexts, raising questions about the cross-cultural validity and applicability of authenticity constructs and value theories (Schwartz, 2012; Sagiv & Schwartz, 2022). Second, while theoretical critiques of gender bias are well-developed, empirical research examining how women school leaders negotiate authenticity in masculine organizational cultures remains limited (Margaret, Hopkins, O'Neil, & Deborah, 2017; Eagly, 2018). Third, the mechanisms through which personal values translate into specific leadership techniques across diverse school contexts remain underspecified, with most studies establishing correlational rather than causal relationships (Thien *et al.*, 2022; Reyes & Redoña, 2021). Fourth, the dynamic interplay between leader authenticity and follower attributions of authenticity requires further longitudinal investigation, particularly regarding how authenticity perceptions form, evolve, and potentially deteriorate over time (Banks *et al.*, 2016). Fifth, the relationship between authentic leadership and educational outcomes student achievement, equity, graduation rates, and broader measures of school success remains underexamined relative to the substantial literature on organizational behavior outcomes (Robinson *et al.*, 2008; Day *et al.*, 2011). Finally, the COVID-19 pandemic has opened new research frontiers regarding how school heads maintain authenticity amid crisis, remote work, heightened emotional labor, and intensified stakeholder scrutiny (Pina *et al.*, 2015; Roncesvalles, 2021). These gaps collectively suggest that while the triadic framework of authentic leadership, personal values, and leadership techniques provides a valuable heuristic for understanding school head effectiveness, substantial theoretical refinement and empirical investigation remain necessary to address the complexities of diverse educational contexts, leader identities, and contemporary challenges.

Objectives of the Study

This research contributes to the literature on educational leadership by offering an integrated examination of authenticity, techniques, and personal values. While many studies have focused on these constructs separately, this study brings them together within a single framework, highlighting their interconnections and collective impact on leadership effectiveness. This multidimensional approach is the primary novelty of the research. The study also fills a contextual gap by focusing on the Philippine educational setting, where empirical work on authentic leadership remains limited. By situating the research in Region III–Central Luzon, it addresses a population of school heads who navigate unique cultural, institutional, and socio-economic challenges, especially in the aftermath of the pandemic.

Practically, the study provides evidence for developing leadership frameworks that can inform policy, training, and professional development for school heads. By demonstrating how authenticity, techniques, and values interact, the findings offer guidance for creating leadership programs that are not only skill-based but also values-driven.

The objectives of the research are to:

1. Assess school heads' leadership authenticity in terms of self-awareness, internalized moral perspective, balanced processing, and relational transparency.
2. Describe leadership techniques in terms of leadership roles, personal, communication, and group approaches.
3. Examine personal values in terms of openness to change, self-enhancement, conservation, and self-transcendence.
4. Determine the relationships among authenticity, techniques, and values.
5. Develop a leadership framework based on the findings, with implications for educational management

MATERIALS & METHODS

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationships among leadership authenticity, leadership techniques, and personal values of Secondary School Heads in Region III–Central Luzon. A descriptive-correlational approach is particularly useful when the aim is to determine the degree and nature of associations between constructs that cannot be directly manipulated or experimentally controlled (Creswell & Creswell, 2018). Unlike experimental designs, correlational designs allow the researcher to investigate naturally occurring variables in their real-life contexts, thereby yielding results with higher ecological validity.

The choice of design was guided by both theoretical and practical considerations. Leadership constructs such as authenticity, techniques, and values are multidimensional and context-dependent, making experimental manipulation neither feasible nor ethical in a school setting. Instead, survey-based correlation analysis enables the researcher to quantify relationships, test hypotheses about their significance, and develop predictive models without altering participants' professional environments (Gay, Mills, & Airasian, 2011).

Within this design, leadership authenticity and personal values were treated as independent variables, while leadership techniques were conceptualized as the dependent variable. The central aim was to assess whether authenticity and values can predict the ways in which school heads apply leadership techniques. To address this, the study utilized both bivariate analysis (Pearson's r) and multivariate analysis (multiple regression), thereby providing both descriptive and inferential perspectives. Furthermore, the study's design incorporated data triangulation by including three types of respondents: school heads, teachers, and Public Schools District

Supervisors (PSDS). This allowed the analysis to capture not only self-reported authenticity and values but also how leadership techniques were perceived by those under the supervision of school heads. Such triangulation strengthens validity by reducing reliance on a single source of data (Denzin, 2012).

Participants

The study involved a total of 143 participants drawn from 11 school divisions across Region III–Central Luzon. The sample included 33 Secondary School Heads III and IV, 10 PSDS, and 100 teachers, thereby representing multiple perspectives in the educational hierarchy. This multi-level approach ensured that findings reflected both leadership self-perceptions and subordinate evaluations.

Participants were selected using criterion-referenced purposive sampling, a non-probability technique that selects respondents based on their relevance to the research objectives (Neuman, 2013). The inclusion criteria for school heads required that they (1) hold the position of Secondary School Head III or IV, (2) have at least three years of administrative experience, and (3) be currently assigned to one of the 11 divisions covered. Teachers and PSDS participants were purposively included based on their direct interactions with these school heads.

The demographic profile of participants indicated diversity in terms of age, gender, and professional qualifications. Most school heads were aged between 40 and 55 years, with professional experience ranging from 5 to over 20 years in leadership roles. Approximately 65% of the school heads held master's degrees in education or educational management, and about 15% had completed doctoral-level studies. Teachers ranged from newly hired professionals to veteran educators with over 25 years of service. The PSDS participants had supervisory experience of not less than 10 years.

The sample represented a balance of urban and rural contexts. School divisions such as Angeles City and Malolos City represented more urbanized environments, while divisions like Zambales and Tarlac Province represented rural and semi-rural conditions. This geographic diversity provided insights into how leadership authenticity, techniques, and values may manifest differently depending on school contexts.

Socio-economic background was also considered, as school heads serve institutions catering to varied populations. Some schools were located in economically progressive cities with relatively higher funding, while others served disadvantaged communities with limited resources. This contextual diversity further enriched the representativeness of the findings.

Data Collection Tools

Leadership Authenticity Scale (LAS)

Leadership authenticity was measured using the Authentic Leadership Questionnaire (ALQ), developed by Gardner, Avolio, Luthans, May, and Walumbwa (2005), and subsequently adapted for use in educational contexts.

The ALQ measures four sub-dimensions:

1. Self-awareness – understanding one's strengths, weaknesses, and values.
2. Internalized moral perspective – making decisions consistent with deeply held values.
3. Balanced processing – objectively analyzing information before decision-making.
4. Relational transparency – presenting one's true self in interactions with others.

The ALQ contains 16 items scored on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Higher scores reflect greater perceived authenticity. Prior validation studies across leadership contexts have reported internal consistencies ranging from 0.85 to 0.93, and test-retest reliabilities above 0.80, confirming the instrument's robustness. In the present study, pilot testing with 30 respondents yielded a Cronbach's α of 0.91.

Leadership Techniques Inventory (LTI)

Leadership techniques were assessed through a researcher-developed inventory, constructed after a thorough review of frameworks from Northouse (2016) and Yukl (2013). The instrument measured four domains:

1. Leadership roles – task assignment, monitoring, and role modeling.
2. Personal techniques – time management, self-discipline, and stress management.
3. Communication techniques – clarity of instruction, active listening, and conflict resolution.
4. Group techniques – team building, consensus-building, and collaboration strategies.

The LTI consisted of 20 items rated on a 5-point Likert scale. To ensure validity, the instrument underwent expert validation by a panel of five specialists in educational leadership. Their evaluations yielded a Content Validity Index (CVI) of 0.91. A pilot test confirmed reliability, with Cronbach's α = 0.87.

Personal Values Scale (PVS)

Personal values were measured using Schwartz's Value Survey (SVS) (Schwartz, 1992). The SVS is a well-established instrument for cross-cultural values research. It comprises 40 items that measure 10 universal values, further grouped into four higher-order categories:

1. Openness to change (self-direction, stimulation).
2. Self-enhancement (achievement, power).
3. Conservation (tradition, conformity, security).
4. Self-transcendence (benevolence, universalism).

Participants rated items on a 9-point scale (–1 = Opposed to my values; 0 = Not important; 7 = Of supreme importance). Higher scores indicated stronger endorsement of the value type. In the present study, the PVS demonstrated high internal consistency, with Cronbach's α = 0.90 overall, and subscale reliabilities ranging from 0.81 to 0.89.

Demographic Information Form

A short demographic questionnaire was developed by the

researchers to gather data on participants' gender, age, educational attainment, years of service, school size, and location. These variables provided contextual background for interpreting the results and enabled further descriptive analysis.

Procedure

The data collection process unfolded in several stages. First, approval to conduct the study was obtained from the Department of Education (DepEd) Region III Office, followed by coordination with division offices and school administrators. Division supervisors assisted in facilitating contact with school heads, teachers, and PSDS participants.

Instruments were administered both in-person (paper-based surveys) and online (Google Forms) to maximize accessibility. In remote or rural schools, paper-based questionnaires were delivered and retrieved by designated division coordinators. In urban schools with reliable internet connectivity, online distribution was preferred. Each participant was provided with a consent form outlining the study's objectives, the voluntary nature of participation, and assurances of confidentiality.

Completion of the instruments took approximately 25–30 minutes, and participants were encouraged to respond honestly, with no right or wrong answers. To minimize potential bias, participants were assured that results would not affect their professional evaluations or relationships with supervisors.

After collection, responses were carefully reviewed for completeness, encoded into SPSS, and checked for entry errors. No missing data were observed, as all incomplete questionnaires were excluded from analysis.

Data Analyses

Data were processed using IBM SPSS Statistics version 27. Preliminary analyses included data screening, reverse scoring of negatively worded items, descriptive summaries, and assumption testing. Descriptive

statistics (means, standard deviations, frequencies) were calculated to profile participants and summarize variable distributions.

For inferential analysis, Pearson's product-moment correlation was used to examine the relationships among leadership authenticity, leadership techniques, and personal values. To test predictive hypotheses, multiple linear regression was employed, with leadership authenticity and personal values entered as predictors of leadership techniques. The statistical significance threshold was set at $p < .05$.

Assumptions of regression analysis were thoroughly tested:

- Normality of dependent variable distribution (Shapiro-Wilk test, histograms).
- Linearity between predictors and outcome (scatterplots, partial regression plots).
- Multicollinearity (Variance Inflation Factor, Tolerance values).
- Homoscedasticity of residuals (Breusch–Pagan test).
- Independence of errors (Durbin-Watson statistic).

All assumptions were satisfied, ensuring the appropriateness of the regression model (Field, 2009).

RESULTS AND DISCUSSION

Pre-Analysis

Before conducting inferential analyses, assumption tests were carried out to verify that the data met the requirements for multiple linear regression. Normality of distributions, linearity, homoscedasticity, independence of errors, and multicollinearity were thoroughly examined.

As seen in Table 1, the skewness and kurtosis values of all study variables ranged between -0.21 and $+0.09$ for skewness and -0.45 and -0.29 for kurtosis, all of which fall within the acceptable range of ± 1.0 (Tabachnick & Fidell, 2013). This indicates that the data for leadership authenticity, leadership techniques, and personal values were approximately normally distributed.

Further diagnostic analyses confirmed that the dataset met

Table 1: Skewness and kurtosis values for the variables

Scale	N	Skewness	Kurtosis
Leadership authenticity	143	−0.12	−0.45
Leadership techniques	143	0.09	−0.38
Personal values	143	−0.21	−0.29

the assumptions required for regression. The Durbin–Watson statistic was 1.87, indicating independence of residuals. Examination of scatterplots and partial regression plots verified linearity between predictors and the dependent variable. The Variance Inflation Factor (VIF) values were below 10 and Tolerance values exceeded 0.20, indicating no multicollinearity among predictors. The Breusch–Pagan test and inspection of residual plots revealed homoscedasticity, and the normal P–P plots of residuals confirmed that errors were normally distributed. The Cook's Distance values were all below

1.0, demonstrating that there were no influential outliers affecting the regression model. Based on these findings, the data were deemed suitable for the main analysis.

Leadership Authenticity

The first objective sought to assess the level of leadership authenticity among school heads across its four dimensions: self-awareness, internalized moral perspective, balanced processing, and relational transparency. As shown in Table 2, all subscales obtained high mean scores, indicating that school heads demonstrate strong authenticity in their

Table 2: Descriptive statistics for leadership authenticity subscales

Subscale	N	Mean	Std. Deviation	Minimum	Maximum
Self-awareness	143	3.95	0.58	2.80	4.90
Internalized moral perspective	143	4.02	0.56	2.95	4.95
Balanced processing	143	3.89	0.61	2.75	4.85
Relational transparency	143	4.05	0.54	2.90	5.00

leadership roles.

As seen in Table 2, the highest mean score was recorded for relational transparency ($M = 4.05$), followed closely by internalized moral perspective ($M = 4.02$) and self-awareness ($M = 3.95$). The slightly lower mean for balanced processing ($M = 3.89$), though still within the high range, suggests that while school heads generally strive to consider multiple perspectives in decision-making, some variability exists. Overall, the results imply that authenticity particularly transparency and ethical

grounding is a salient feature of school leadership behavior.

Leadership Techniques

The second objective aimed to describe school heads' leadership techniques across four domains: leadership roles, personal techniques, communication, and group approaches.

As presented in Table 3, all dimensions received high mean ratings, indicating that school heads employ a

Table 3: Descriptive statistics for leadership authenticity subscales

Subscale	N	Mean	Std. Deviation	Minimum	Maximum
Leadership roles	143	4.10	0.52	3.00	4.95
Personal techniques	143	4.08	0.49	3.10	4.92
Communication	143	4.15	0.51	3.05	4.96
Group approaches	143	4.13	0.47	3.20	4.90

wide range of effective leadership techniques in their administrative practice.

As seen in Table 3, the communication subscale ($M = 4.15$) received the highest score, suggesting that clear and effective communication is central to school leadership. The high mean scores for group approaches ($M = 4.13$) and leadership roles ($M = 4.10$) indicate that school heads emphasize teamwork, delegation, and the fulfillment of formal administrative roles. The slightly lower, yet still high, mean for personal techniques ($M = 4.08$) suggests that self-management and personal leadership skills also contribute substantially to their effectiveness.

Collectively, these findings highlight that communication and collaboration form the foundation of school heads' leadership practice.

Personal Values

The third objective explored the personal values of school heads, categorized into openness to change, self-enhancement, conservation, and self-transcendence. The descriptive statistics presented in Table 4 show that all four domains were rated highly by participants.

As seen in Table 4, self-transcendence ($M = 4.35$) emerged as the most strongly endorsed value, reflecting

Table 4: Descriptive statistics for personal values subscales

Subscale	N	Mean	Std. Deviation	Minimum	Maximum
Openness to change	143	4.25	0.50	3.10	5.00
Self-enhancement	143	4.05	0.55	2.95	4.95
Conservation	143	4.18	0.53	3.00	4.97
Self-transcendence	143	4.35	0.48	3.15	5.00

a prioritization of benevolence, empathy, and social responsibility. Openness to change ($M = 4.25$) was also rated highly, indicating that school heads are adaptive and open to innovation. Conservation ($M = 4.18$) reflects respect for stability and tradition, while self-enhancement ($M = 4.05$), though lower, still suggests that ambition and achievement play a meaningful role in leadership behavior. These findings demonstrate that school heads lead with a blend of altruistic, adaptable, and principled values.

Relationships Among Leadership Authenticity, Techniques, and Values

To address the fourth objective, Pearson's correlation analysis was conducted to examine the relationships among the three main constructs. The results are presented in Table 5.

As shown in Table 5, significant positive correlations were found among all variables. Leadership authenticity was moderately correlated with leadership techniques ($r = .42, p < .001$) and with personal values ($r = .39, p$

Table 5: Pearson correlation coefficients among study variables (* $p < .001$)

Variable	1	2	3
1. Leadership authenticity	1		
2. Leadership techniques	.42*	1	
3. Personal values	.39*	.46*	1

< .001). Moreover, a strong correlation was observed between leadership techniques and personal values ($r = .46$, $p < .001$). These findings suggest that authentic and values-driven leaders are more likely to utilize effective leadership techniques in their administrative practice.

To further examine predictive relationships, multiple

linear regression analysis was performed with leadership authenticity and personal values as predictors of leadership techniques. The results are displayed in Table 6.

As seen in Table 6, the regression model was statistically significant, $F(2,140) = 41.217$, $p < .001$, explaining 34.6% of the variance in leadership techniques. Both predictors

Table 6: Multiple regression analysis predicting leadership techniques

Dependent Variable	Independent Variables	B	SE	β	t	p
Leadership techniques	(Constant)	27.541	2.315		11.89	.000*
	Leadership authenticity	0.482	0.097	0.361	4.97	.000*
	Personal values	0.516	0.103	0.347	5.01	.000*

Note. $F(2, 140) = 41.217$, * $p < .001$; Adj. $R^2 = .346$

were significant: leadership authenticity ($\beta = .361$, $p < .001$) and personal values ($\beta = .347$, $p < .001$). These findings indicate that school heads who demonstrate higher levels of authenticity and who possess strong personal values are more likely to employ diverse and effective leadership techniques in their administrative practices.

Development of a Leadership Framework

The findings of the study provided the empirical foundation for the development of the Leadership Authenticity Framework for School Heads, which integrates the three primary constructs leadership authenticity, leadership techniques, and personal values into a unified model of effective educational leadership. This framework was constructed to illustrate how authenticity and personal values work synergistically to influence the application of leadership techniques and to promote ethical and value-driven school management.

As evidenced by the correlation and regression analyses, leadership authenticity and personal values were found to significantly predict leadership techniques, confirming that leaders who exhibit moral consistency and possess strong personal values are more likely to employ effective leadership strategies in their administrative practice. This finding underscores that the capacity of school heads to lead effectively is grounded not only in technical competence but also in their ethical authenticity and core value orientation.

The integration of these findings led to the formulation of a three-dimensional leadership framework composed of authenticity, techniques, and values. Each of these components operates as a distinct yet interdependent dimension of school leadership:

1. Authenticity as the Ethical Core – Results revealed that school heads demonstrate high levels of self-awareness,

integrity, and relational transparency. Authenticity forms the moral center of leadership, guiding decision-making processes and promoting trust and accountability within the school community.

2. Techniques as the Functional Expression of Leadership – The findings showed that leadership roles, communication, and group approaches were highly practiced, indicating that authenticity becomes tangible through effective leadership techniques. These behaviors represent the operational aspect of leadership where authentic intentions are translated into strategic and relational actions.

3. Values as the Guiding Compass – The analysis revealed that school heads highly value self-transcendence and openness to change, reflecting their empathy, social responsibility, and willingness to adapt to challenges. These personal values act as the guiding compass that shapes leadership motives and sustains ethical consistency in educational management.

As shown in Figure 1, the Leadership Authenticity Framework illustrates the dynamic and reciprocal relationships among authenticity, techniques, and values. The interlocking circular design symbolizes the continuous interaction among these dimensions, emphasizing that authenticity fuels technique, values guide intent, and techniques operationalize authenticity. The overlapping zones of the model represent the synergy that emerges when ethical self-awareness, moral conviction, and practical leadership skills converge, producing a holistic and transformative form of school leadership.

The findings collectively affirm that school heads who are authentic, value-oriented, and communicatively effective are more likely to foster trust, collaboration, and excellence in their schools. The framework thus provides a theoretical and practical model that supports reflective and morally grounded leadership practices in educational

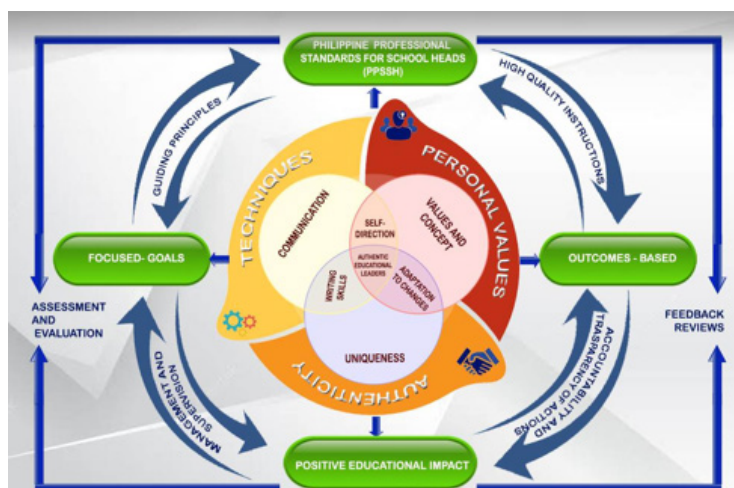


Figure 1: Leadership Authenticity Framework

management. It emphasizes that effective school leadership is not solely determined by administrative competence but by the alignment of authentic self-knowledge, ethical principles, and strategic action a synthesis that enables school heads to lead with integrity, vision, and humanistic purpose.

CONCLUSIONS

This study explored how school heads' authenticity, leadership techniques, and personal values interconnect to develop a framework for ethical educational leadership. Findings reveal these constructs are closely linked: authenticity (especially relational transparency and moral perspective), strong techniques (notably communication and collaboration), and values (such as empathy and adaptability) together shape effective leadership. Statistical analyses confirm that authenticity and values significantly influence leadership techniques. The resulting Leadership Authenticity Framework integrates authenticity as the ethical foundation, values as the compass, and techniques as practical application. The framework presents leadership as an interactive process where these core elements foster reflective, transparent, and transformative practices. The study concludes that authentic, values-driven, and skilled leaders promote trust, collaboration, and excellence within schools. This holistic model aligns ethical principles with administrative effectiveness, offering valuable insights for leadership training, school management, and future educational research.

Recommendations

Based on the findings, several recommendations are proposed to strengthen authenticity, techniques, and value-based management among school heads. Policymakers should design leadership programs grounded in the Leadership Authenticity Framework, emphasizing self-awareness, integrity, and transparency. Evaluation tools for school heads must include indicators of authenticity and value-oriented performance.

School heads should pursue continuous development in communication, group facilitation, and conflict management. Regular self-assessment using the framework can help sustain transparency and trust. Teacher-leaders and aspiring administrators need early exposure to authentic leadership principles through teacher education and mentorship like peer coaching. Institutions should embed the framework into policies, development plans, and evaluations to align practices with shared values. Future researchers should test the framework across diverse contexts using longitudinal and qualitative methods to further validate its applicability. These recommendations advocate for institutionalizing ethical, authentic leadership to foster collaborative and transformative school environments.

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