

Research Article

School Principal's Perspective on Continuing Institutional Growth Development of an Education of Private School in Phnom Penh

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Abstract

This study aimed to explore the school principal's perspective on continuing institutional growth development. The school principal's job is hard in a number of ways. School principals have to balance their jobs as site manager and instructional leader on a regular basis. This study looked into and identified the knowledge and learning opportunities that school leaders, particularly those who head schools with bilingual programs, rely on to lead their schools. School leadership and management are recognized as key determinants for school reforms; however, little is known about the effects of school principals' leadership as perceived by teachers on teaching and learning outcomes. Education is main key element for develop family value, community, country, and all sectors in the world. So, school leader must be set clear policy, vision, mission, and core value for students' achievement. School principal need to have strong commitment and long perspective for develop institutions by change their leadership styles, infrastructures, and school development's plans. According to data collection and analysis of Mean = 3.29; Std. Deviation = 6.19 from 30 school principals and vice school principals from private school located in Phnom Penh show that: Schools or institutional growth development depend on school principal leadership styles and long perspective for development institutions. Another researchers or scholar can be choose leadership behavior, employee 'mindset change, integrated technology for institution for next studies.

Keywords

Perspective, Institution, Leadership, Development Plans, Growth, Development

1. Introduction

The school principal's job is hard in a number of ways. School principals have to balance their jobs as site manager and instructional leader on a regular basis. This study looked into and identified the knowledge and learning opportunities that school leaders, particularly those who head schools with bilingual programs, rely on to lead their schools. Interviews and an online survey were both used in this mixed-methods

study. Principals were found to have a high level of experience in working with ELL and bilingual populations. In addition, school administrators placed a high priority on providing bilingual programs to help students succeed. School principals, on the other hand, have few possibilities for professional development based on multilingual programming. The majority of principals relied largely on prior professional

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experience, networking, and self-initiated chances for professional development. The learning of school principals must be prioritized in future efforts to increase student learning. Principals must have knowledge and expertise of the content through professional development that demonstrates best practices, particularly those required to lead language communities. In the United States, many major supervisors operate in relative isolation and receive no professional development to help them. In the Long Beach Unified School District in California, the role of principal supervisor has shifted from compliance and at-a-distance supervision to a deeply rooted coaching orientation, support for addressing student achievement issues, and a focus on quality instruction in every classroom over the last four years. The district established a professional learning community (PLC) for principal supervisors to guarantee that each principal receives help from a trained principal supervisor who is capable of coaching effectively and providing focused support. The district's lab day is at the center of the principal supervisor PLC. Using peer and expert input throughout the session, principal supervisors can practice blended coaching and supervisory decision making in a genuine and active atmosphere. Lab day allows principal supervisors opportunity to communicate and problem solve with other principal supervisors about their work with specific principals, in addition to a focus on blended coaching. Principal supervisors share their successes and provide ideas to one another through case study analysis, which often results in major rethinking of their work with their supervisees. Long Beach has experimented with variations in the lab day model and shared the model with the 14 districts participating in the Wallace Foundation's Principal Supervisor Initiative, resulting in 13 other school districts participating in the national Principal Supervisor Initiative professional learning community experimenting with the model. The Principal Supervisor Lab Day in the Long Beach Unified School District is detailed in this article.

The authors make ideas for features that should be present across all configurations of the lab day based on the district's experience with the Principal Supervisor Lab Day. Principle supervisor community of practice days and lab days are clearly having a good impact on principal supervisor culture and the connection between principals and principal supervisors. Recent statistics demonstrate that, even as expectations for principal performance rise as the principal assessment criteria is implemented more clearly and consistently, principal performance improves (Baker, Jill A.; Bloom, Gary S, 2017). (Baker et al., 2017).

1.1. Background

School improvement is thought to be linked to 'change actions,' which improve a school's effectiveness by enhancing the intended results for students (Rhodes & Brundrett, 2009). Several studies have revealed that school leaders, particularly school principals, are active change agents in the classroom

and play a critical role in achieving school success (Bush, 2008). Much of the study literature finds that head teacher leadership is directly associated to school improvement (MacBeath & Mortimore, 2001), and the notion that school leaders impact students' learning results has also been investigated in depth (Day, Sammons, Hopkins, Harris, Leithwood, Penlington, Mehta & Kington, 2009; Robinson, Lloyd & Rowe, 2008). In line with the above brief overview of school leadership's important role, school principals in Cambodia are also found to be responsible for important school activities ranging from school administration, such as integrating the national policy plan into school objectives, to students' learning, such as monitoring and evaluating their progress (Ministry of Education, Youth & Sport, 2000a). In a research, Shoraku (2006) believes that education changes in Cambodia have burdened individual schools and administrators with new and additional obligations. Morefield (2003) characterized these quick shifts and increases in the principals' responsibilities as follows: 3rd Page. In Cambodia, things are changing at a rapid pace for school principals. The duty of the principal for many years after Pol Pot [the Khmer Rouge Regime] was just to administer, to be concerned about the buildings, resources, and so on. It was the responsibility of the teachers to concern about teaching and learning. They are now urged to reach out to the community and involve them in school activities, as well as to broaden their responsibility to include teacher supervision. They are expected to reach out to parents and take on the role of teaching and learning leader. "For some, the job's evolution is extremely difficult [3]."

1.2. Statement of Problem

Within a school, leadership has a significant impact on the climate, priorities, and staff (Gardiner & Enomoto, 2006). The climate of ensuring fair education for all kids can be inspired or suppressed by school principals (Theoharis, 2008). "Through their instructional leadership, cooperation, advocacy, encouragement of transformation, and involvement in evidence-based practice, principals who support equitable education establish an environment and culture of equity [16]." We believe that in order for principals to be effective in promoting educational equity, they must have an education equity attitude. An embracing of a concept that inspires engagement in actions that expand possibilities for all children to achieve to their full potential is what we mean by a principle education equity attitude the study's goal.

1.3. Research Questions

The purpose of this research is to find answers to the following questions:

1. *Does school principal initiate and identify of vision to stakeholders?*
2. *Does school principal provide individual support for all the staffs?*

3. How does the school leaders provide the intellectual stimulations to the staff?

1.4. Research Hypothesis

1. Ho.1: There is no significance between school principal initiate and identify of vision and stakeholders.
2. Ho.2: There is no significance between providing individual support of school principal and staffs.
3. Ho.3: There is no significance between providing intellectual stimulation of school leaders and staffs.

1.5. Theoretical Framework

The researchers start by giving an outline of how the principal's perspective on institutional development has been theorized and investigated throughout the years. The circumstances in which this investigation took place is then discussed. Finally, two conceptual frameworks, grounded and orienting theory, are presented:

1.5.1. Grounded Theory

Grounded theory is an inductive approach to explaining social processes in real-world situations. Rather than being

sequential, research methodologies are cumulative cyclic processes. Theoretically sensitive researchers approach facts without preexisting ideas or theoretical frameworks. Whatever is theoretically significant from the perspectives of individuals engaged emerges inductively in a grounded theory study (Andersen, Inoue, & Walsh, 2013).

1.5.2. Orienting Theory

The orienting reflex (OR), often known as the "What is that?" reaction, was first described by Pavlov in 1910 (see Pavlov, 1927) and studied for its importance in understanding conditioning processes. Initially conceived in behavioral terms (the organism rotating or orienting itself towards a novel stimulus), the study was given additional momentum once Sokolov's groundbreaking work was published in the West (Sokolov, 1960, 1963a, 1963b).

1.6. Research Framework

One dependent variable in the study, Institutional Growth (IG), is reliant on the independent variable Principal Perspective (PP). The research framework for this is show that in variables:

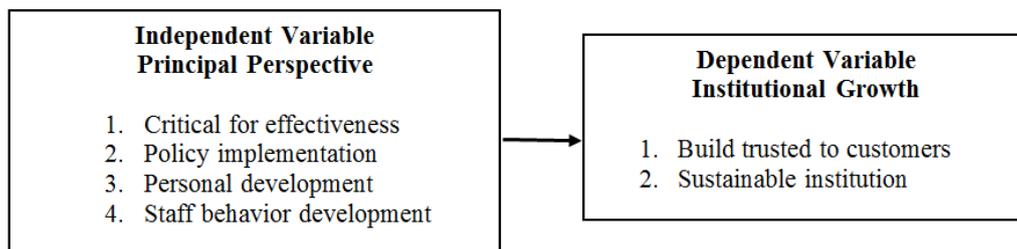


Figure 1. Research framework.

1.7. Significance of the Study

The findings of this study will reveal current trends in school principals' views on institutional growth and development. The findings of the study will aid both private and public school principals by providing a better understanding of school leadership so that they can improve their performance and apply the findings to appropriate leadership styles.

School principals will study effective leadership methods, enhance their natural traits, and promote reflection to internal organizations and local communities in order to plant the seed of a new generation in Cambodia. Academic progress is also influenced by school principals, staff, teachers, and students.

In addition, the Ministry of Education, Youth and Sport (MoEYS) will employ partial recommendations for both private and public school principals to optimize school performance.

1.8. Operational Definitions

1.9.1. Perspective

“All participants agree on the following key characteristics of personhood: interests and preferences; life cycle events; social interaction; family; and place. However, there is controversy in the understanding of changes in personality as the disease proceeds among family occupations and official careers. All participants identify interpersonal and structural challenges to supporting personhood. The findings offer insight into the characteristics of personhood-enhancing care, such as excellent communication skills, as well as the possibility for health and social care reform to promote the core elements of personhood among dementia patients [5].”

1.9.2. Institution Growth Development

“Existing theoretical models all have a tendency to treat institutions as exogenous—they usually look at how existing institutions influence the incentives generated by resource rents, but they rarely look at how resource rents influence the determinants that shape the nature of the institutional environment. This gives the impression that mitigating the negative economic consequences of resource richness is as simple as modifying the institutional framework [1, 2].” However, this overlooks an essential aspect of the resource wealth dilemma, Wiens (2014).

1.9. Limitation of the Study

This study involved interviews with the principal and vice principal of Sovannaphumi School Cambodia, which does not represent all private schools in Cambodia. Dependent variable that stimulates the minds of all employees and teachers.

The sample size is small, with 30 school principals and vice principals chosen at random from Sovannaphumi School in Cambodia. This study employs a quantitative approach.

The study's findings are intended to contribute to a better knowledge of the subject issue.

1.10. Summary

This chapter covers the research's background and primary research concerns, as well as numerous answers to these issues, all of which are related to the school principal's perspective on further institutional growth development. This chapter explains the research's objectives, questions, and hypotheses, as well as the theoretical and research framework.

2. Writing a Critical Literature Review

This chapter presents a review of the literature on current research in the school principle perspective for the development of private sector institutions. The factors and hypotheses related to the research have been provided. Educational equity mentality, instructional leadership, organizational culture and climate leadership, transformational leadership, collaborative leadership, advocacy for educational equity, and evidence-based decision making are all included in this literature review.

2.1. Educational Equity Mindset

School leadership is a difficult task that can either sustain the status quo or lead to system change (Grigsby, Schumacher, Decman, & Simieou, 2010). A principal's attitude will likely reveal their priorities, vision, and projected actions, as well as the personal philosophy that guides their job (Rowley, 1991). Mindsets are often diverse structures that can be thought in numerous ways through different lenses, especially when they are associated with a complex context (e. g., education equity)

(Armor & Taylor, 2003; French, 2016; Gollwitzer & Bayer, 1999). French (2016) suggests that mindsets should be viewed as a spectrum rather than being limited to a set of criteria, based on his analysis of several mindset conceptions.

2.2. Instructional Leadership

A persistent achievement disparity persists in our country (Hung et al., 2019), indicating a lack of educational equity. We propose that principals with an education equity attitude are more likely to take on the role of instructional leader and address instructional conditions in order to break the cycle of educational injustice. Education equity-minded school leaders are also more likely to support instructional cultures or frameworks that encourage teachers' confidence that all kids can develop, learn, and succeed (Dweck, 2007; Farrington et al., 2012). We propose that administrators can accelerate teacher focus on providing students with opportunity to draw connections, think analytically, solve issues, and potentially even contribute new understandings to the body of knowledge through instructional leadership (Barth, 2001). Currently, underrepresented and underserved individuals receive less rigorous, demanding, and relevant educational opportunities than their more mainstream counterparts (Oakes, 2005).

2.3. Organizational Culture and Climate Leadership

"As is the principal, so is the school," wrote Ellwood Cubberley, a pioneer in educational administration research, over a century ago (1916), reflecting an early acknowledgment of the importance of leadership quality and its impact on school climate and culture. According to Robinson (2010), the principal's activities have a direct impact on student learning. Effective leadership is required to provide the conditions for a school's atmosphere and culture to thrive and meet the academic, physical, social, and emotional requirements of all students (Hoy, Tarter, & Kottkamp, 1991; Hoyle, English, & Steffy, 1985; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Turan &, 2013). We've included the associational leadership focus or attribute in our model of an educational equity mindset because of the impact principals have on school climate and culture, as well as the conditions that lead to satisfying the needs of all children. Although school environment and culture are sometimes confused, there is a significant distinction between the two. Climate, according to Gruenert (2008), is related to attitude, while culture is similar to personality. Culture, on the other hand, signifies a deeper dive into the details of the organization's shared values, conventions, practices, linguistic beliefs, and assumptions (Deal & Peterson, 2009; Turan & Bektas, 2013).

2.4. Transformational Leadership

Between educational fairness and social justice, there is a

lot of overlap (Jordan, 2010). As a result, incorporating components of social justice is required to build and maintain a culture and atmosphere of educational equity. Leaders that advocate for social justice are more likely to follow a transformational leadership philosophy (Brown, 2004). We believe that engaging in transformational leadership methods is an important aspect of a school leader's educational equity approach. When principals practice transformational leadership, they promote equal treatment of all members of the school and community, promote individual respect, provide everyone with the best opportunity to learn and grow to their full potential, and, when inequities persist, they favor those who are most in need and have the least advantage (Riester, Pursch, & Skrla, 2002). According to Riester and colleagues (2002), transformational leaders take on a great deal of responsibility for sparking change and remain committed to it even when faced with obstacles or hurdles.

2.5. Collaborative Leadership

Collaborative leadership focuses on strategic, school-wide initiatives that are shared by all stakeholders (administrators, teachers, parents, and students) in order to focus on student learning improvement (Hallinger & Heck, 2010a). Basic assumptions of collaborative leadership are based on policies and values that build shared commitments to reaching higher learning goals for students by involving all stakeholders in decision-making and holding them accountable for student learning results (Hallinger & Heck, 2010b).

Leaders that create a shared vision, encourage collective objectives acceptance, and maintain high performance requirements set the stage for a collaborative community of teachers, students, and community members (DeWitt, 2016; Leithwood, Harris, & Hopkins, 2008). Individuals with shared leadership opportunities contribute to a positive school culture, which can lead to increased student achievement (Leithwood et al., 2008). Principals may affect motivation and beliefs, which has a substantial impact on classroom practices and student learning, when they use fundamental collaborative leadership techniques (Leithwood et al., 2008).

2.6. Advocacy for Educational Equity

Advocacy for educational equity, according to Theoharis (2005), is a facet of social justice leadership. As a basic aspect of their leadership practices and vision, education leaders who

advocate for education equity address imbalance in student learning due to issues of racism, class, gender, disability, sexual orientation, and other historically and currently marginalizing situations (Theoharis, 2005). School administrators that recognize the necessity of advocating for educational fairness look at student data with the goal of addressing and eradicating marginalization at their institution. Leaders that advocate for educational fairness are more likely to embrace and support transformative learning and work to shift people's mindsets from fixed talents and expectations to one of inclusion, reflection, and achievement. Transformative learning frames, according to Mezirow (2003), are beneficial because they are more likely to develop beliefs and views that will lead to action. A principal who works for educational fairness is likely to establish their school's culture in order to have both direct and indirect effects on student progress.

2.7. Evidence-Based Decision Making

Evidence-based decision making is a term used when school administrators make decisions based on research on school procedures and empirical data from relevant sources (Finnigan, Daly, & Che, 2012). Evidence-based decision making is likely to be a crucial attribute of an education equity mentality because many of the decisions that administrators make can influence equitable education. By adopting judgments that are not evidence-based, there is a risk of embracing unproductive activities or processes, widening learning gaps and creating educational inequalities (Stanovich & Stanovich, 2003). Since the Nation at Risk Report (U. S. Department of Education, 1983), the No Child Left behind Act of 2001 (Reddy, Kurz, & Kettler, 2015), and the Every Student Succeeds Act of 2015 (Reddy, Kurz, & Kettler, 2015), concerns about students' educational progress have been a part of the ongoing national dialogue (U. S. Department of Education, 2015). School administrators have a greater duty to offer data that supports their decision-making on conditions that promote student success (Haecker, Lane, & Zientek, 2017).

2.8. Empirical Studies

Within a broader set of research subjects that have been investigated in the past, we give brief empirical studies assessing the implications of school principal's perspective for continuous development institutions in this area.

Table 1. Empirical Studies.

No	Studies	Data	Methodology	Finding
1	Elena Belogolovskiy, Anit Somech	Drawing on a survey of 29 principals, 245 teachers and 345 parents	Next, with the principals' permission, questionnaires were distributed in all	<i>Results:</i> the results showed that principals and teachers defined more teachers' OCBs in general and toward the school as in role behaviors than parents did; parents defined more teachers' OCBs toward the student as in-role behaviors than teachers did. A wide

No	Studies	Data	Methodology	Finding
	[22] Israel		schools to principals, all homeroom teachers, and 25 parents. The questionnaires were distributed to parents of children from the same class by the homeroom teacher or by the researcher on parents' days	variety of possible school interventions is indicated, each with the potential for far broader improvements in school effectiveness. <i>Future Recommendation:</i> Several avenues for future research should be pursued. First, while the results of the present study provide evidence that perceptions of teachers' OCB boundary do differ across stakeholders in school, the reasons underlying these differences need further investigation.
2	Range, Scher, Holt, Young, [17]. USA	Of the 143 principals who responded to the survey, years of service as a principal averaged 10.95 years, with a range of 1 year to 38 years.	Quantitative data were coded and analyzed using Statistical Package for the Social Sciences (SPSS) version 18.0.	<i>Results:</i> Results from this study indicated that a majority of Wyoming teachers have input on their professional development plans. However, most teachers seem to be evaluated using the clinical supervision process, a finding that contradicts recommendations by Glatthorn (1984) concerning differentiated supervision <i>Future Recommendation:</i> Future studies should explore the perceptions of principals as to why improvement plans are not always successful in correcting poor teaching behaviors.
3	Machado, Chung [8]. USA	A total of 200 principals were successfully emailed with a personalized greeting to persuade participation. 42 principals participated in the survey showing a return rate of 21%.	As a phenomenological study of a group's attitudes, it was determined that a mixture of quantitative survey data, qualitative short answer and interview data would give a well-rounded examination.	<i>Results:</i> This study sheds light on a couple paths for future research. Since most principals were open to the idea of teacher coaches and already have the personnel to conduct a teacher coaching program, more research could be done to evaluate the effectiveness and viability of such a program. Another path might be to research whether or not principals realize that current research says they must have a technology vision plan in order to promote technology integration in their schools. <i>Future Recommendation:</i> This paper suggests they might not realize their own strength and influence in this subject. Lastly, many studies have been conducted in this area with a focus on the teacher and student. More research is needed on the role of and the effect the principal has on technology integration since they are responsible for organizing and enforcing the school vision and plan.
4	Spillane, Hunt [7]. USA	Data collection involved 52 principals and 2400 school personnel. Of the 52 schools there were 30 elementary schools, eleven middle schools, seven high schools, and four alternative/special education schools.	we analysed both qualitative (interview and observation data) and quantitative data (SSQ, PQ, and ESM data).	<i>Results:</i> In sum, school principals manage and lead instruction through both direct and indirect means, not all of which require direct observation of classroom teaching <i>Future Recommendation:</i> Further, the prominence of others (either other formally-designated leaders or individuals without such designations) in these school principal's workday suggests that efforts to describe and analyses the practice of leadership and management have to extend beyond the school principal. Specifically, and especially for clusters 1 and 3 principals, various others took responsibility for leading and managing, often co-leading with the principal.
5	Trépanier, Fernet, Austin [21] French-Canadian	Data were collected from 568 school principals.	In May 2008, all 2154 FQDE members were contacted by mail to complete an online questionnaire addressing school management issues.	<i>Results:</i> results indicate that the more principals perceive their workplace relationships as positive, the greater are their autonomous motivation and self-efficacy in managerial abilities, which in turn contribute to self-reported transformational leadership behavior. <i>Future Recommendation:</i> Implications for theories of leadership and management practice are discussed.

No	Studies	Data	Methodology	Finding
6	Spillane, Healey [19]. USA	Twenty-nine elementary school principals completed the (a Web questionnaire) in the spring of 2005, with a response rate of 97%.1 Also in the spring of 2005, staff members at each of the district's 52 schools, including 1,210 staff members at 30 elementary schools.	Web questionnaire	<i>Results:</i> A key challenge in using a distributed perspective to study leadership and management involves developing study operations and measures that allow the framework to be applied in research on school leadership and management. In taking a distributed perspective we have to develop study operations that allow us to describe and examine constructs in our analytical framework. <i>Future Recommendation:</i> Future theorizing about school leadership and management from a distributed perspective would benefit greatly from careful attention to the development of study operations and measures that could inform empirical research. Indeed, it might add some discipline to the endeavor.
7	Migin, Falahat, Yajid, Khatibi [10]. Malaysia	Samples are drawn from 265 respondents using intercept study scientific procedures within five private HEI, and the Structural Equation Model (SEM) is utilized in testing five proposed hypotheses.	A survey method using structured questionnaire is used to collect the data.	<i>Results:</i> this study has demonstrated that institutional characteristics namely cost of education, academic reputation, programme and facilities are significantly important in measuring foreign students' choice of Malaysian private HEI. Researchers and strategists who aim to nurture these decision choices should pay close attention to these crucial factors. <i>Future Recommendation:</i> Malaysia should also highlight its competitive advantages through matters such as one of the fastest developing country within South East Asia and all programmes taught in private HEIs are conducted in English. Besides that, it is a melting pot of cultures that can be an attraction by itself.
8	Owino, Ogachi, Olel [13] Kenya	Data was collected between May 2010 and November 2010 from a sample of 127 lecturers and 502 students from four universities.	Chancellors are chosen to deliver against performance indicators, the question arises as to whether institutional performance can be shown to be related in any way to the characteristics of the Vice Chancellors.	<i>Results:</i> This finding showed that public universities had effective teams among their staff while private universities did not have effective teams among lecturing staff <i>Future Recommendation:</i> a. There is need to appreciate that universities are sites for competing ideas and not fertile grounds for religious dogma, sycophancy or ethnic politics. Universities are seedbeds for the critical mind, national unity, and economic, political and social development.
9	Dubinsky [14] USA	This study investigated 214 academic institutions using the Digital Commons platform, published by the Berkeley Electronic Press	This mixed method study included two quantitative examinations:	<i>Results:</i> this study examined IR content and growth in 203 academic institutions using the Digital Commons repository software platform. <i>Future Recommendation:</i> A repository platform may provide a convenient online home for a variety of institution-related content, but the more pertinent question may be whether the IR is the appropriate online home for that content. A better measure of the success of an IR may be a deeper analysis of its content—e. g., scholarly versus non-scholarly items, breadth and depth of collections—evaluated in relation to the stated goals and purpose of the IR.

2.10. Summary

According to research, school principals should be educated about their roles and devote as much time as possible to them, such as instructional leadership, collaboration leader-

ship, transformational leadership, and organizational culture and climate leadership, in order to ensure long-term institution growth.

3. Research Methodology

The research technique for this study is presented in this chapter. It covers study design, population and sampling, data collection methods and instruments, data analysis, and research processes.

3.1. Research Design

The majority of quantitative research assumes a positivist world view (Henn, Weinstein, & Foard, 2006, p. 27), which are referred to as paradigms and are firmly linked to research procedures (Hughes, 1990, s. 11). Furthermore, Guba and Lincoln (1994, s. 105) believe that paradigms are better than research methodologies. The importance of generalizability and reliability is emphasized in the quantitative research paradigm (Henn et al., 2006, p. 16). Delice claims that A. (2010). "A research study's environment should be one that is easily accessible to researchers and appeals to their interests. The study is being conducted for the principal and vice principal of Sovannaphumi School in Phnom Penh, where the researcher has worked and lived for the past 12 years. This institution has thirty campuses, eighteen of which are located in Phnom Penh and the remaining twelve in the province [18]."

3.2. Pilot Study and Procedure

A pilot study determines whether something can be done, whether it should be done, and, if so, how. A pilot research, on the other hand, has a distinct design feature: it is carried out on a smaller scale than the main or full-size investigation. To put it another way, the pilot study is critical to the main study's quality and efficiency. It's also done to check the safety of treatment or interventions and recruitment potentials, look into the randomization and blinding process, give researchers more expertise with study methodologies or medicine and interventions, and provide estimates for sample size calculation (2017). A pilot study was undertaken at Sovannaphumi School Cambodia with a general practitioner school principal and vice school principal. All remaining locations' pilot studies were completed in early November 2021. The provisional research protocol was closely followed in the first pilot, which meant that a small-scale version of the entire survey was performed, from patient recruitment to data processing. The researchers decided to include 15 school principals and vice principals in the study. "The researcher in charge and research assistants from different centers were interviewed at the same time to ensure that they understood the project's goals and protocol, as well as to identify the number of research assistants required for the study [6]."

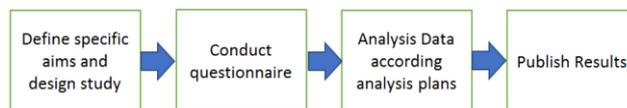


Figure 2. Pilot Study Procedure.

Table 2. Reliability test on school principal's perspective and institutional growth development.

Variables	Cronbach's Alpha
School principal perspective	0.954
Institutional growth development	0.941

These items are good, as evidenced by Cronbach's Alpha values of 0.954 for the school principal's perspective and 0.941 for institutional growth development.

3.3. Research Setting

The researcher used Google Forms to conduct questionnaires with the principal and vice principal of Sovannaphumi School in Cambodia. The information was gathered in November of 2021.

3.4. Research Population and Sampling

This study was conducted at private school of Sovannaphumi School Cambodia, which have 30 campuses in 2021. Located in Phnom Penh 18 Campuses, Takhmoa 2 Campuses, Siem Reap 2 Campuses, Banteay Meanchey 1 Campus, Poipet 2 Campuses, Battam Bong 1 Campus, Kampong Speu 1 Campus, Kampong Som 1 Campus, Kampot 1 Campus, and Takeo 1 Campus. It is unlikely that the researcher will be able to collect data from all situations in order to answer the research questions. As a result, a sample must be chosen. The population refers to the complete set of instances from which the researcher sample is drawn. Researchers use sampling techniques to decrease the number of cases because they don't have the time or resources to analyze the complete population. Every item in the population has an equal chance of being included in the sample when using probability sampling. A researcher could use a random number generating computer program to select a sample from the sampling frame after first constructing a sampling frame (Zikmund, 2002). "Probability or random sampling offers the most independence from bias, but it may also be the most time and energy-intensive sample for a given level of sampling error [9]."

Non-probability sampling is frequently related with qualitative research and case study research design. Case studies, on the other hand, tend to focus on small samples and are intended to investigate a real-life occurrence rather than make statistical assumptions about the general population (Yin,

2003). “Although a sample of participants or cases does not have to be representative or random, there must be a compelling reason for including particular cases or individuals over others [20].”

3.5. Research Variable

3.5.1. Independent Variable

There is one independent variable, which is the viewpoint of the school principal.

3.5.2. Dependent Variables

Institutional growth development is one of the dependent variables.

3.7. Research Instrument

This research used a questionnaire as a tool. The English version of the questionnaire was disseminated. In this study, personal administration of the questionnaire was deemed the most appropriate method of data collecting. The information was gathered in complete anonymity and secrecy. The questionnaire was handed out to the participants by hand.

3.7.1. School Principal and Vice School Principal’s Demographic Profile

Basic information on the school principal and vice school principal, such as gender, age, working type, and forms of service, was collected to develop a demographic profile of the management team.

3.5.2. School Principal Perspective Instrument

Few studies attempt to elicit school principals' viewpoints on what contributes to teaching, learning, and overall school improvement (Iachini, Pitner, Morgan, & Rhodes (2016) is adapted to offer grades on school principals' leadership in order to quantify the efficacy of school performance.

3.5.3. Institutional Growth Development in Private Sector

“Over the last two decades, economic literature has gradually come to a consensus on the importance of putting in place an effective institutional and legal framework for promoting growth and facilitating economic transitions and social reforms [24].” is adapted to give institutional growth a long-term sustainability.

The sample questionnaires are shown in Appendix A. Section A and Section B are the two portions of these study tools.

Table 3. Distribution of items.

Appendix	Type	References	No. of Items
Section (A) Respondents details are in Appendix A			
Appendix A	Section (B) Respondents’ questionnaires in school principal’s perspective and institutional growth development		
School principal perspective	School principal’s perspective on continuing institutional growth development	Adapted from (Iachini, Pitner, Morgan, & Rhodes [12].	(Appendix A)
Institutional growth development	Institutional growth development by school principal’s perspective	Adapted from (Valeriani, & Peluso [23].	(Appendix A)

3.8. Research Procedure

The research technique for this study includes an instruction manual for the school management team and personnel, as well as a change of the procedure based on the pilot study's comments.

3.9. Data Collection

The surveys are intended to collect data on the effectiveness of school principals' perspectives on institutional growth and development in education. The questionnaires were sent to school administrators at Sovannaphumi School, which has 30 campuses around Cambodia. Furthermore, descriptive statistics were used to understand and investigate the subject in order to determine the Frequency, Mean (M), and Standard Deviation (SD).

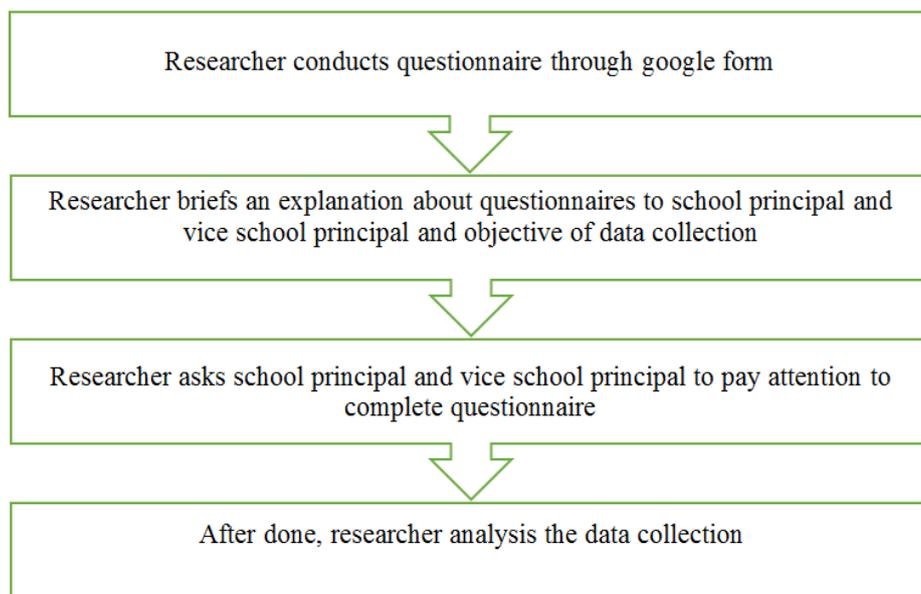


Figure 3. Research Procedure.

Table 4. Data Analysis based Research Objective.

Research objectives	Collection Method	Analysis Method
To investigate how perspective of principal influences on institutional growth between school principals and staffs.	Questionnaires	Mean and Standard Deviation
To measure the staffs performance for institution sustainable growth	Questionnaires	Mean and Standard Deviation

3.10. Data Analysis

SPSS version 25 was used to analyze the data collected. The frequencies and percentages of each item were derived after statistical analysis. Descriptive statistics were used to assess the relevance of the distribution of responses for the Likert-scale items. To find significant differences in school principle participation in their work performance, mean and standard deviation were used. The data collection technique, data analysis, and study topics are all listed in each table. Chapter 4 delves into the specifics of data analysis and findings. The primary goal of this study is to obtain school principals' perspectives on school leadership styles in order to foster institutional growth in private schools in Cambodia.

What is Mean and Standard deviation?

(i). Mean (M)

The mean is modes of occurrence of elements in coal have been extensively studied using a variety of methodologies, including statistical methods, which have, in some circumstances, led to incorrect findings. We chose a data set that included detailed analysis in order to verify this potential problem and discover appropriate remedy. Based on fluctuations in ash yields, the correlation coefficients between ele-

ments concentrations and ash yields were gradually computed (from the lowest to the highest). Finkelman, Xu, & Dai, Xu, Finkelman, Xu, & Dai, Xu, Finkelman (2020).

(ii). Standard Deviation (SD)

Standard deviation is one of the most widely used methods for estimating the sample mean, and it may be divided into formula-based and simulation-based methods in this context. For estimating the sample mean and standard deviation, the approaches established by Luo et al. 17 and Wan et al. 15 are the best-performing formula-based methods. "These approaches have a key flaw: they presume the outcome variable is normally distributed, which is implausible because the authors would have provided the mean otherwise [15]."

Research Position

The primary goal of this study is to get insight into school leadership styles from private sector school leaders in Cambodia. Based on their perceptions of this type of leader, researchers believe that proposing the right qualities and behaviors of school leadership style, as well as providing the appropriate training, is a good way to improve the quality of the leader and the dedication of the team.

Summary

Detailed descriptions of the research technique are presented in this chapter. The research approach was presented in

detail, including the research design, variables, target demographic and sample, instruments, pilot study testing, research procedure, and data analysis. Following the discussion, a questionnaire was distributed. The data was analyzed with SPSS 25, and the statistical tests employed were Mean and Standard Deviation in this study.

4. Finding

This chapter presented the results of questionnaires completed by the school principal and vice principal of School in Cambodia. This chapter will present the data collection in order to aid in the analysis and discussion in the next chapter, Chapter 5. This chapter also provides information regarding the demographics of the intended respondents, as well as the data that will be given in this chapter. Finally, there will be a summary of this chapter presented.

4.1. Demographic Data

Table 5. Gender and Ages.

Description	No. of respondents	Percentages %
Gender Male	15	50%
Female	15	50%
Total	30	100%
Age 27-32	8	27%
33-38	13	43%
39-44	9	30%
45-50	0	0%
Total	30	100%

According to the statistics above, 30 of the respondents who took part in the survey completed the questionnaires. Males make up half of the survey responses, while females make up half as well. 43 percent of those who responded are between the ages of 33 and 38.

Table 6. Institution and sector.

Description	No. of respondents	Percentages %
Institution Education	30	100%
Business	0	0%
NGOs	0	0%
Financial	0	0%
Total	100%	100%

Description	No. of respondents	Percentages %
Sector Private School	28	93%
Public School	2	7%
Total	30	100%

The following table lists the details of the 30 people who took the time to fill out the questionnaire. The majority of them (93%) worked in private schools, and they all worked in education.

4.2. School Principal's Perspective

Table 7. School principal's perspective.

School principal's perspective	Mean	Std. Deviation
Initiating and identifying a version	3.24	0.621
Providing for individualized support	3.34	0.618
Overall	3.29	0.619

The table from the perspective of the school principal shows that it is made up of supporting pieces that are tightly tied to one another. It shows that among the two dimensions, keeping high performance expectations is mostly scored by $M=3.29$; $SD=0.619$.

4.3. Institutional Growth Development

Table 8. Institutional growth development.

Institutional growth development	Mean	Std. Deviation
Providing for intellectual stimulation	3.43	0.538
Overall	3.43	0.538

The summary average of institutional growth development is depicted in the table above. For long-term sustainability, the researcher examines a dimension to quantify institutional growth development. Institutional development has a little greater rate than capacity beliefs, with $M=3.43$ and $SD=0.538$, respectively.

4.4. Summary of Finding

The researcher's findings reveal that the school principal's perspective influences the Mean (M) and Standard Deviations (SD) for institutional growth development. The findings show that a school principal's perspective as a transformational

leader can help an institution prosper in the future.

5. Discussion

The study's findings are presented in this chapter. It is to be topically discussed the results, explanations of the results, and validation of past study findings.

5.1. Summary of Results

The supporting components of the school principal's viewpoint are inextricably linked. The most common rating among the two dimensions for holding high commitment for institution growth is $M=3.29$; $SD=0.619$. One dimension is examined by the researcher in order to analyze the progress of the institution. With $M=3.43$ and $SD=0.538$, respectively, providing intellectual stimulation to staff's performances was determined to be slightly higher than capacity beliefs. The outcomes of the study show that the mean (M) and standard deviations (SD) of school administrators' transformational leadership behavior have an impact on their teaching staff. According to the research, the school principal's perspective is the most crucial for developing a long-term institution.

5.2. Thematic Discussion

The findings will be addressed in light of the study's main themes.

5.3.1. To Investigate How Perspective of Principal Influences on Institutional Growth Between School Principals and Staffs

The purpose of this study was to see if changes in teacher perceptions of principal leadership behaviors were linked to changes in school academic achievement. Principle leadership methods as observed by teachers tapping into many areas of the school process and principal leadership. Principal leadership has been hailed as a means of boosting school achievement. Despite the fact that there is a rich literature on the benefits of leadership in education, many of the early studies were cross-sectional in nature, providing just a snapshot of the relationship between principal leadership and school performance at a certain time point (Hallinger & Heck, 2011; Heck & Hallinger, 2009). "Because (a) principal leadership takes time to make an impact and school improvements evolve over time, and (b) longitudinal studies are superior to cross-sectional studies in shedding light on the nature of causal relationships, researchers suggested using longitudinal datasets when studying principal leadership effects (Hallinger & Heck, 2011; Heck & Hallinger, 2014).

5.2.2. To Measure the Institutional Growth Development by Staff's Performances Change Behaviors

The findings showed that a principal's transformative leadership has an impact on his or her teaching staff. As a result, both the commitment of teachers and the leadership of school principals are critical. Furthermore, administrative empowerment is thought to be an effective approach for improving managers' performance since they have a high level of capacities and skills, as well as a high degree of job satisfaction with their companies and careers. This will be maintained by giving them complete autonomy at work, allowing them to think and act freely (Khalayleh, Masa'deh, & AlLozi, 2017). "Administrative empowerment typically entails assisting administrative leadership in obtaining the maximum benefit from their institutions' available human and material resources in order to achieve their organization's desired goals, with the result being a higher degree of job satisfaction. (Al-Omari and colleagues [11]. "Organizations must respond to the requirements for applying the principles of open management, decentralization, delegation of powers/devolution of authorities, as well as participation in decision-making to improve the level of knowledge, skill, and administrative professionalism and improve institutional performance, as they seek to keep pace with the trend toward growth and development [4]."

5.3. Summary

The findings of the investigation are summarized in this chapter. The findings might be explained, validated, and compared to those of other researchers' earlier investigations. In Chapter 6, these are the foundations for drawing conclusions and making recommendations.

6. Conclusion

This chapter summarizes the primary findings that address the study's research objectives. It also goes through the findings of the study as well as the limitations that the researchers encountered during the research. A weak area will be addressed, as well as other recommendations for future studies. The implications of the findings will be examined in this chapter as well.

6.1. Main Findings

As a consequence of the research, school principals' scattered perspectives are determined to perform well in the following areas: Creating and establishing a vision for the organization, as well as giving individual support to the supervisory personnel. Furthermore, school leaders' effects on offering intellectual stimulation to staffs for institution expansion development.

6.2. Implications of the Study

This study's implications are discussed in terms of (i) establishing leadership characteristics in school policies, (ii) encouraging school principals to have a long-term perspective in order to boost institutional development, (iii) promoting transformation leadership in schools, relevant organizations, and educational institutions, and (iv) promoting staff behavior, characteristics, and capacity.

6.2.1. To Establishing Leadership Characteristics in School Policies

According to the findings, the leadership style of the school is a critical component in enhancing teacher commitment. As a result, school leaders, relevant organizations, and educational institutions should establish policies to improve and implement institutional growth development, which has two dimensions: initiating and identifying a vision for the organization, and providing individual support to the staff under supervision. School administrators and teachers will get a better grasp of transformation leadership as a result of the research findings, and will be able to improve their schools in terms of staff commitment.

6.2.2. To Encouraging School Principals to Have a Long-Term Perspective in Order to Boost Institutional Development

The school principal is the leader who will ensure that the educational goals are met, the institution's continuity is maintained, and a pleasant climate is maintained in the school. Formal authorities confer authority on the school principal. They are adopted as leaders by other members of the school because they employ these formal powers in conjunction with social and technical powers. Furthermore, new invention, staff behavior and characteristics development, and personal growth should all be taken into account when making institutional development.

6.2.3. To Promoting Transformation Leadership in Schools, Relevant Organizations, and Educational Institutions

Schools, relevant organizations, and educational institutions should learn or use Transformational Leadership in their practices to fulfill their inherent characteristics and develop themselves as effective principals, in order to significantly increase teachers and staff commitment, improve internal organizations, and cultivate the seed of a new generation. This TL will be used by the Ministry of Education, Youth, and Sport (MoEYS) to optimize high performance for all school principals in Cambodia, including public and private.

6.2.4. To Promoting Staff Behavior, Characteristics and Capacity

Staff is a vital key for developing institutions or organiza-

tions in schools, organizations, or institutions. We must examine staff commitment adjustments with organizations or institutions' goals in order to make institutional growth development sustainable. Furthermore, school leaders should provide instructors and staff with training on behavioral, character traits, and capacity for the institution's needs.

6.3. Limitation of Study

This study was conducted with the school principal and vice principal of private School Cambodia, which has 30 campuses, with a sample size of only 30 school leaders. As a result, ensuring that the respondents understood the questionnaire items was difficult. As a result, this may include subjective evaluations of the school principal and vice school principals' own ratings. Furthermore, this research was conducted in private School in Cambodia as a case study. As a result, the findings may not be applicable to all private and public schools in Cambodia.

6.4. Recommendation and Future Study

6.4.1. Recommendation

Principals of private and public schools, as well as relevant organizations and educational institutions, are encouraged to think about the long term vision or perspective for their institutions' future. This is because it increases staff motivation to work more for the success of their school. There are numerous more roles for further research, such as school improvement plans, staff conduct, and staff characteristics.

6.4.2. Future Study

Other researchers or academics can use dependent variables like staff happiness, perceptions, and the mindset of school leaders in future studies. In order to gather more information, the population for their study should be public school principal is advised to be larger than this. Other researchers or scholars can use whichever leadership style they want in their research.

6.5. Summary of Chapter

The major conclusions conclude that there is sufficient data to show that the perspective of school principals on continued developing institution expansion is significant. In addition, the study's ramifications as well as its shortcomings were examined. Finally, numerous more school leadership styles were suggested for future research.

Abbreviations

TL	Transformational Leadership
MoEYS	The Ministry of Education, Youth and

NGOs	Sport Non-governmental Organizations (NGOs)
M	Mean
Std. Deviation	Standard Deviation

Author Contributions

Chanthoul Seam is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

Appendix

Appendix I: Questionnaire

Questionnaire for School Leaders

Questionnaire for Master's Research Paper (MRP)

Date: _____ Code: _____

Survey Instrument for School Leaders

A study on School Leaders' Perspectives on Continuing Institutional Growth Development of an Education of Private Schools in Phnom Penh is a standout amongst the most prominent contemporary ways to deal with initiative that has risen in light of the more focused worldwide condition and large-scale changes. Therefore, this research will be beneficial to policy makers, providers, and learners as references in organizations and institutions of higher education/training centers, in both the government and private sectors.

We value your input to the study. The questionnaire comprises of two parts, Section A, and Section B. It will take about 10-15 minutes of your time. Please be assured that your responses will be held in the strictest confidence.

Section A

1. Gender: 1. Male 2. Female

2. Age: 1. 27 – 32 2. 33 – 38 3. 39 – 44 4. 45 - 50

3. I am working for: 1. Private school 2. Public school

4. Type of institution/organization:

1. Education 2. Business 3. NGOs 4. Financial

Section B: Instruction: Please respond to the following questions:

Scaling: (1) disagree, (2) Disagree more than agree, (3) Agree more than disagree, (4) Agree

Table 9. Questionnaires.

Perspectives:	1	2	3	4
A. Leadership: Initiating and Identifying a Vision (LIIV)				
1. Makes use of all possible opportunities to communicate the school's vision to the team, the pupils, parents, and others.(A1)				
2. Refers explicating the school's objectives during the decision-making process (A2)				
3. Explains to the team the relationship between the school's vision and initiatives taken by the school board, consortiums of schools, or the national government (A3)				
4. Clearly defines current problems from the perspective of a vision of the future of the school (A4)				
5. Outline during meetings how the vision of the future of the school affects school life at the present time (A5)				
B. Leadership: Providing for Individualized Supports (LPIS)				
1. Takes the beliefs of individual teachers seriously (B1)				
2. Shows appreciation when a teacher takes the initiative to improve teaching in the school or to engage in other forms of professional development (B2)				
3. Listens carefully to the ideas of members of the team (B3)				

Perspectives:

1 2 3 4

4. Helps teachers to put their emotions into words (B4)

C. Leadership: Providing for Intellectual Stimulation (LPISM)

1. Encourages teachers to try new things in line with their own interests (C1)

2. Helps teacher to reflect on new experiences that they have gained on the job (C2)

3. Encourages teachers to seek and discuss new information and ideas that are relevant to the direction in which the school is developing (C3)

4. Engages individual teachers in ongoing discussion about their personal professional goals (C4)

5. Encourages teachers to experiment with new teaching methods (C5)

6. Creates sufficient opportunities for teachers to work on their professional development (C6)

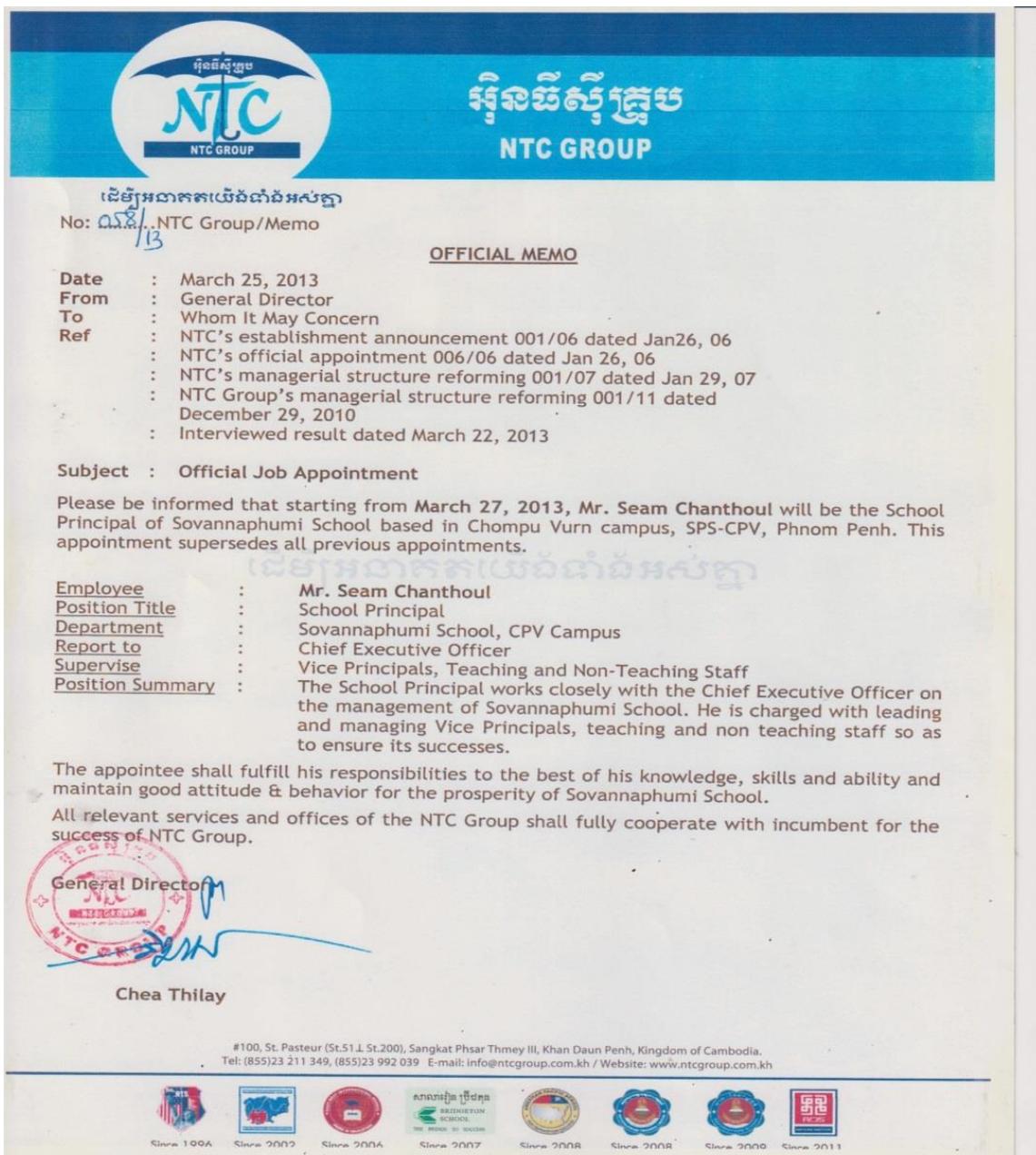


Figure 4. Official Memo.

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