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Personal attributes and behavioral response of academic heads of private higher education institutions: Basis for human resource intervention development model

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ABSTRACT

This descriptive-correlational study employed pearson-*r* correlation analysis in determining the relationship between personal values, group dynamics, and work life balance to behavioral response as perceived by the academic heads. Total enumeration of respondents was used in this study with a total population of thirty two (32) academic heads. Results showed that the aforementioned variables were manifested strongly among academic heads in terms of leadership, initiative, honesty, communication, interpersonal relationship, group decision making, career, spiritual growth, family/friends, and participative, supportive and achievement-oriented behavior.

The relationship between personal values, group dynamics, and work life balance to behavioral response were remarked as having moderate to very high correlation based on statistical results. Positive beliefs, actions, applied values, positive attitude in decision making, positive management of personal life and professional life shows high correlation with positive leaders' behavioral response among academic heads in their leadership roles and challenging situations. While personal attributes (combined personal values, group dynamics, and work life balance) were remarked as having high correlation. This meant that applied values, group dynamics skills, positive attitude in decision making, and positive management of professional and personal shows high correlation and significant to positive leadership behavior of academic heads in dealing with their responsibilities and challenging situations.

Higher Education Institutions is expected to design intervention program and or activities that will foster personal values, group dynamics, work life balance and behavioral response issues and concerns without affronting individual or group in order to nourish and sustain peace and harmony among academic heads and to achieve a very desirable performance. An intervention activities for academic heads that will address areas of concern as a group or as an organization implying continuous improvement on soft skills. Formulate activities that will promote health awareness, family fellowship and spiritual growth (i.e. physical fitness activity, family day and spiritual retreat). Higher Education Institutions are challenge to develop soft-skills assessment that will further enhance academic heads' leadership roles in their respective unit and or school. A soft skill training is needed to increase optimistic view on personal values, group dynamics and work-life balance to achieve directive, participative, supportive, and achievement-oriented behavioral responses in their respective tasks being academic heads (e.g. in the K-12 environment, specifically with Senior High School program).

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1. Introduction

The study focused on the relationships among personal values, group dynamics, work life balance to behavioral response of academic heads in private higher education institutions in Sta. Cruz, Laguna who is catering K-12 program particularly the Senior High

School. The respondents of this study were 32 academic heads from the five HEIs, namely: AMA Computer College, ACTS Computer College, STI College, Union College and Philippine Women's University. (see Table 6, Fig. 1)

This study sought to find the magnitude (strength) and direction of relationships between personal values (*i.e.* altruism, honesty, initiative, and leadership) group dynamics (*i.e.* interpersonal relationship, group decision making, conflict management, and communication), and work life balance (*i.e.* health, family/friends, career, and spiritual growth) to behavioral response (*i.e.* directive, participative, supportive, and achievement-oriented) of academic heads. It also explained the extent of manifestation of academic heads with regard to the aforementioned variables of this study.

According to Robbins and Judge (2011), personal values are sets of principles or ideals that drive and/or guide behavior. It gives structure and purpose by determining what is meaningful and important. Values impact every aspect of people's lives, including personal and work, behaviors, interactions with family, friends and co-workers, decision-making process, and direction in life. In addition there is a literature that discussed positive behaviors which likely help organizations to achieve their organizational goals. Organizational citizenship behavior (OCB) is based on discretionary behavior which is attitudinal in nature. These behaviors are often described as "behaviors that go beyond the call of duty". Sounds heroic, but organizations nowadays need to manifest these behaviors not only for the achievement of organizational goals but most importantly to grow as a person. Research of OCB has been extensive since its introduction nearly twenty years back (Bateman & Organ, 1983). Successful organizations of whether academic, business and or government in nature should have employees who go beyond their formal job responsibilities and voluntarily offer their time and energy to succeed at the assigned job. Such altruism is neither prescribed nor required; but it contributes a lot to the smooth functioning of the organization. Organizations could not survive or succeed without their members behaving as good citizens by engaging in all sorts of positive behaviors. Because of the importance of good citizenship for organizations, understanding the nature and sources of OCB has long been a high priority for organizational scholars (Organ, 1988).

Group dynamics is one part of organizational behavior model that includes group decision making, leadership and trust, communication, group structure, work teams, conflict, and power and politics. Robbins and Judge (2011) state that effective teams have common characteristics, they have adequate resources, effective leadership, a climate of trust, and a performance evaluation and reward system that reflects team contributions. These teams have individuals with technical expertise as well as problem-

solving skills, decision making skills, interpersonal skills, right values and traits, especially conscientiousness. Maslow (1943) proposed a theory of human needs based on a hierarchical model which illustrates the essentials to human life (*e.g.* academic heads) that need to be satisfied and fulfilled in order to achieve life's purpose happiness and balance to personal life and professional life. While the Path Goal Theory is based on Vroom's expectancy theory in which individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The Path Goal theory can be best be thought of as a process in which leaders select specific behaviors that are best suited to the employees' (*e.g.* academic heads) needs and the working environment that they may best guide employees through their path in attainment of their daily work activities and or goals (Northhouse, 2013). As cited by It is evident that the scholastic institutions' victory depends on constructive leadership. Selecting leaders among specialists for leadership in HEIs and investment in growth and development of leaders can be a key factor in the achievement of university standards and escalating the performance (Afani, Mohammadkhani, Zahir, & Davoudi, 2015). Ibrahim, Boerhannoeddin, and Kayode (2017) one of the major challenges for leaders and administrators is the issue of managing human resources for achieving the company specified goals. Hence, an individual leader or administrator cannot solely implement institutional responsibilities and reach the desired outcomes without the cooperation of other human beings. Working with people in an organization is an imperative for a leader or administrator. As a result, leadership requires specialized skills, which could aid and enhance interpersonal relationships with other people. In order to achieve skills like interpersonal relationship among employees in organization, it is important to have an avenue for leadership and soft skills traits to be inculcated in the potential leader of any community.

This study aimed to determine how the respondents express their extent of manifestation with regard to personal values (*i.e.* altruism, honesty, initiative, and leadership) group dynamics (*i.e.* interpersonal relationship, group decision making, conflict management, and communication), work life balance (*i.e.* health, family/friends, career, and spiritual growth) and behavioral response (*i.e.* directive, participative, supportive, and achievement-oriented) of academic heads; to know magnitude and direction of relationships between the aforementioned variables of the study. Through this study, the researcher aimed to develop a Human Resource Intervention Development (HRID) Model that serves as a template for academic heads to promote not only high quality performance among the members of the faculty and staff, but also to help maintain their personal values at all times. In addition, the HRID Model is also envisioned to guide them in managing group dynamics areas and to strike work-life balance amidst the re-tooled environment of the new education system with the implementation of the K-12 transition program.

This study would be a great help to the academic heads in assessing the stability and strength of their personal values, group dynamics skills, maintaining work life balance and nurturing positive behavioral response with their current leadership roles and challenging situations. Top management of state universities, local colleges and other public and private HEIs could use the proposed Human Resource Intervention Development (HRID) model as a template for designing intervention activities that fit the needs of their academic heads.

Several terms were defined operationally to further understand the scope of the study. The personal values referred to altruism, honesty, initiative, and leadership. It is the manifestations of beliefs and positive actions—as well as positive behavioral response as instruments for achieving individual and organizational goals;

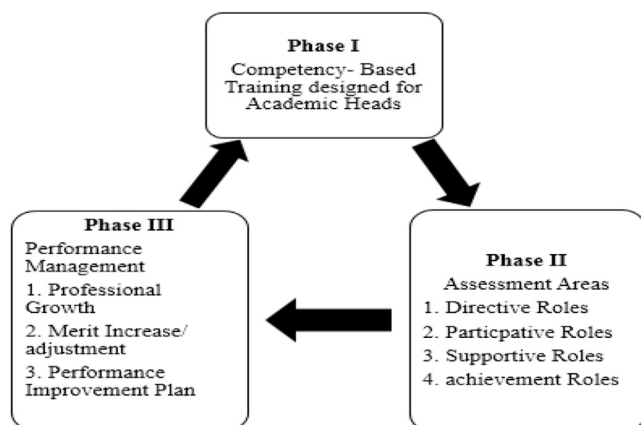


Fig. 1. Human resource intervention development model (competency-based).

group dynamics was a part of Basic OB Model that included forces that affect human output such as group decision making, communication, conflict, etc., it also referred to the academic heads attitude and decision making process in a group, which focused on the forces that affects group dynamics of an organization; Work life balance referred to health, family/friends, career and spiritual; growth. It is the separation of work life and personal life of an employee in the organization. It is also the boundary that an individual creates between professional life, career advancement, personal life and any other aspect that makes up the life of an individual; and behavioral response referred as leadership behavior (i.e. directive, participative, supportive and achievement-oriented) of academic heads that best fits them to their work environment in order to achieve a goal.

2. Methodology

This descriptive-correlational study employed the Pearson r correlation analysis in determining the relationship of personal values, group dynamics, work life balance and behavioral response of academic heads. To determine the relationship among the aforementioned variables of the study, a survey method was used for the needed data.

The research was conducted in private higher education institutions (HEIs) in Sta. Cruz, Laguna. The respondents were the academic heads (school administrator, school principal, assistant principal, program head, program coordinators and department heads) coming from the five private HEIs on the said research locale. The researcher adopted and modified the profile survey of the five HEIs. Each of the item statements were carefully reviewed and certified by the two subject experts— a faculty member of GSPS-Letran Calamba City Laguna and an HR Director from Pamantasan ng Lungsod ng Muntinlupa for further content validity of the tool. Considering that the questionnaire, specifically for Part II- V were self-made a reliability test using Cronbach's Alpha was employed to check on the reliability of the tool which resulted 0.87. By convention, alpha higher than 0.70 means the tool passed the reliability test (<https://www.ijme.net/archive/2/cronbachs-alpha.pdf> October 10, 2016).

Total enumeration of respondents were used in this particular study with a total population of 32 academic heads. The researcher used a questionnaire in collecting data for the study; socio-demographic profile, a survey in terms of personal values, group dynamics, work life balance and behavioral response were all self-made using Charles Osgood's seven-point semantic differential scale.

To ensure high validity of the findings of this study, the data were subjected to statistical treatment after careful analysis. To determine the distribution of the variables used and to answer the objectives of the study the researcher used frequency distribution (data collected were tallied and tabulated according to category(ies); percentages (frequencies were converted into and presented in percentages to give a clear picture of the results derived from the distribution); means (this was used for the grades in the subjects to have one value representing the overall response of the respondents in the various categories the variables were measured); and Pearson's correlation coefficient (this was used to gauge the magnitude and direction relationships among the above mentioned variables of the study).

3. Results and discussions

3.1. Respondents' manifestation of personal values

The overall academic heads extent of manifestation in terms of

personal values were remarked as very strongly manifested. This indicated that showing empathy and selfless concern; being enthusiastic in departmental task; credibility and obedience to policies and standards in school; and positive motivation of members in the achievement of individual and organizational goals with their current leadership roles and challenges were very strongly manifested (Table 1).

Results showed that personal values are strongly manifested among academic heads in terms of altruism, initiative, honesty and leadership. Despite the very challenging task of academic heads aligned with the school programs (e.g. programs and activities in lieu with K-12 Program transition) these values are observed through them. However, altruism has the lowest results, which needs to be acknowledged and nourished among academic heads in terms of Human Resource Intervention Development programs. Initiative is manifested among academic heads most especially in taking the lead in a particular activity or task in his or her unit or department and shows enthusiasm in doing the assigned task with positive persuasion and obedience among his or her subordinates. Honesty among academic heads is also manifested in terms of being credible and trustworthy in performing assigned task in consonance with the institutions' policies and procedures.

Leadership is also manifested among academic heads in terms of being good motivators to their co-academic heads and subordinates and by means of providing feedbacks and making decisions in a timely manner. Altruism has the lowest results, which needs improvement (i.e. voluntary service for the welfare of others), and empathy towards subordinates' feelings especially in difficult and challenging situations.

3.2. Respondents' manifestation of group dynamics

The respondents' extent of manifestation of group dynamics were remarked as very strongly manifested. This meant that having friendly atmosphere and healthy professional relationship; proper management of disputes and conflicts; positive attitude and active involvement in decision making; and open line communication (i.e. willingness to listen and the desire to be heard) with academic heads responsibilities and current work-related task were very strongly manifested (Table 2).

Interpersonal relationship, conflict management, group decision making and communication obtained high remarks based on the extent of manifestation. This meant that these indicators are practiced in their respective unit or departments. Interpersonal relationship is manifested in terms of nurturing a positive relationship within the organizational structure and friendly atmosphere in the department or unit. Group decision making in terms of active participation in the unit's decision-making process is also manifested among academic heads. Communication is also manifested as having an open line of communication characterized by the willingness to listen and desire to be heard.

Conflict management has the lowest extent of manifestation based on the computed mean score. Improve management of disputes and conflicts has to be considered by the academic heads in their respected department or units in order to maintain orderliness and harmony.

Table 1
Mean score of manifestation of personal values of academic heads.

Personal Values	Mean Score	Verbal Interpretation
Honesty	6.55	Very Strongly Manifested
Leadership	6.36	Very Strongly Manifested
Initiative	6.33	Very Strongly Manifested
Altruism	6.14	Very Strongly Manifested
Overall	6.35	Very Strongly Manifested

Table 2
Mean Score of Manifestation of Group Dynamics of academic heads.

Group Dynamics	Mean Score	Verbal Interpretation
Interpersonal Relationship	6.42	Very Strongly Manifested
Group Decision Making	6.42	Very Strongly Manifested
Communication	6.41	Very Strongly Manifested
Conflict Management	6.17	Very Strongly Manifested
Overall	6.36	Very Strongly Manifested

3.3. Respondents' manifestation of work life balance

The respondents' overall extent of manifestations in terms of work life balance were remarked as strongly manifested. Maintaining wellness and healthy lifestyle; spending quality time for family and friends; highly deals with work related task, recognition success and failure; and needing God's guidance and wisdom in dealing within departmental task and school activities were strongly manifested among academic heads (Table 3).

Family/friends quality time is manifested among academic heads. It is characterized by spending time with family and friends despite their busy schedule given their designated work position. Career focus is also manifested among academic heads. They effectively deal with work assignments, recognitions, success and failure at work place. Spiritual growth in terms of needing God's guidance and wisdom in leading a department and or unit were highly manifested among academic heads. While Health has the lowest computed mean score, considerations in terms of maintaining a healthy lifestyle despite high demands of work has to be practiced and improved among academic heads with their current leadership roles and challenging situations.

3.4. Respondents' manifestation of behavioral response

The overall extent of manifestations in terms of academic heads' behavioral response were remarked as very strongly manifested. This meant that high cogency in giving instructions and directions; active and enthusiastic involvement in departmental task and activities; support and help subordinates especially in difficult tasks and situations; and are high in goal setting challenges for their subordinates in motivating them to perform at their highest level; shows confidence in their ability to meet individual and organizational goals were strongly manifested among academic heads (Table 4).

Participative behavioral response is manifested among academic heads. This is characterized through active involvement in departmental programs and school wide activities. Academic heads have a high extent of manifestations in terms of supportive behavioral response. This is shown by means of providing assistance and or support to their subordinates especially with difficult task and situations. Achievement-oriented behavioral response is also manifested among academic heads. Goal setting challenges for their subordinates and motivate them to perform at their highest level and show confidence in their ability to meet their objectives.

However, directive behavioral response has the lowest extent of manifestation which needs to be addressed and empower in terms human resource intervention development programs (i.e. effective

Table 3
Mean Score of manifestation of Work Life Balance of Academic Heads.

Work-Life Balance	Mean Score	Verbal Interpretation
Career	6.17	Very Strongly Manifested
Spiritual Growth	6.07	Strongly Manifested
Family/Friends	5.68	Strongly Manifested
Health	5.34	Strongly Manifested
Overall	5.82	Strongly Manifested

Table 4
Mean score of manifestation of behavioral response of academic heads.

Behavioral Response	Mean Score	Verbal Interpretation
Achievement Oriented	6.70	Very Strongly Manifested
Participative	6.40	Very Strongly Manifested
Supportive	6.39	Very Strongly Manifested
Directive	6.18	Very Strongly Manifested
Overall	6.42	Very Strongly Manifested

strategies in conveying information and instruction to subordinates).

3.5. Relationships between personal values, group dynamics, and work life balance to behavioral response

The table shows the magnitude of correlations of personal values, group dynamics, and work life balance to behavioral response (Table 5).

Personal values guides academic heads decision, continuously strengthening group dynamics skills in handling a particular department/unit, proper management of professional and personal life as well as nurturing positive behavioral response in dealing with challenges and responsibilities in school influence one another. Analysis of correlations between personal values and group dynamics; personal values and work life balance; personal values and behavioral response, group dynamics and work life balance; group dynamics and behavioral response, and finally work life balance and behavioral response were remarked as having moderate to very high correlation. The results and analysis stipulates the need to sustain these aforementioned variables among academic heads in the achievement of individual and organizational goals.

3.6. Relationships between personal attributes (combined personal values, group dynamics, and work life balance) to behavioral response

The table shows the correlation of personal attributes (i.e., combined personal values, group dynamics and work life balance) to behavioral response. The computed *F* is 23.35 with a verbal interpretation of high correlation and it indicates no significant difference at alpha = .05. The computed *p*-value which is .000 is lower than .05 alpha. There is no significant difference between the effect of personal attributes and individual impacts of personal values, group dynamics and work life balance with the behavioral response. The computed *F*-ratio is greater than *F*-table that means it is significant (Table 6).

The results and analysis obtained in terms personal attributes (such as combined personal values, group dynamics, and work life balance) to behavioral response indicated high correlation and is significant. Positive beliefs, actions, applied values, group dynamics skills, positive attitude in decision making, and positive management of professional and personal life is significantly related to positive leadership behavior of academic heads in dealing with their responsibilities and challenging situations. Personal attributes of academic heads needs to be reinforced and nourished to achieve desirable behavioral response as they perform leadership roles in the organization.

3.7. Contributions of the findings to the development of appropriate human resource intervention development (HRID) model for academic heads

Key factors in the academic heads' high level of performance and satisfaction is to be given an opportunity to grow, nurture his or

Table 5
Correlation between personal values, group dynamics and work- life balance to behavioral response.

	Personal Values	Group Dynamics	Work Life Balance	Behavioral Response
Personal Values		Very High Correlation (0.892)	Moderate Correlation (0.538)	High Correlation (0.672)
Group Dynamics	Very High Correlation (0.892)		High Correlation (0.601)	High Correlation (0.725)
Work Life Balance	Moderate Correlation (0.538)	High Correlation (0.601)		Moderate Correlation (0.425)
Behavioral Response	High Correlation (0.672)	High Correlation (0.725)	Moderate Correlation (0.425)	

Table 6
Correlation between personal attributes (combined personal values, group dynamics and work-life balance) to behavioral response.

	<i>F-ratio</i>	<i>F-table</i>	<i>p-value</i>	Verbal Interpretation
Personal Values, Group Dynamics & Work Life Balance	23.35	4.17	.000	HC and significant

her career competencies and empower his/her personal values, group dynamics skills and work life balance that will determine their behavioral response. Various forms intervention activities that will not only educate them but will also ignite positive changes and maturity in terms of internalizing and performing their leadership role in the organization. Higher Education Institutions (e.g. K-12 environment, specifically the Senior High School) is expected to improve academic heads' manifestations of the aforementioned variables. These ideas emphasized the essentials in terms of training and development opportunities that is fitted to the academic head's needs.

In the proposed Human Resource Intervention Development (HRID) Model, the academic heads of different Higher Education Institutions will undergo competency-based training about personal values, group dynamics and work-life balance to achieve their directive, participative, supportive, and achievement-oriented roles.

In this model, a program can be designed to empower academic heads personal values, group dynamics skills, maintain work life balance and enhance positive behavioral response. The participants will be the academic heads of different Higher Education Institution who is catering K-12 Education specifically Senior High School. They will undergo competency-based training about personal values, group dynamics and work-life balance to achieve their directive, participative, supportive and achievement-oriented roles. The behavioral assessment will be done by the subordinates to assess how far behavioral change has achieved that is desirable to both roles and responsibility. The assessment can be a good basis in promotion (professional growth), merit increase (salary adjustments) and improved performance (professional development).

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4. Conclusions

The study revealed the extent of manifestation of personal values, group dynamics, work life balance and behavioral response are strongly manifested among academic heads. Personal values in terms of altruism, though remarked as very strongly manifested

needs further empowerment in terms of voluntary service for the welfare of others. For group dynamics, improvement in the aspect of conflict management (i.e. positive management of disputes and conflicts). While work life balance, needs further nourishment and encouragement in maintaining wellness and healthy lifestyle. Finally, behavioral response, needs to be nurtured and empowered in the aspect directive behavioral response which focuses on strengthening cogency in giving information and instructions with their subordinates.

The study shows moderate to very high correlation between personal values, group dynamics, and work life balance to behavioral response among academic heads. There is a need to reinforced positive beliefs, actions, applied values, positive attitude in decision making, proper management of personal professional life, and positive leaders' behavioral response among academic heads with their leadership roles and challenging situations at workplace.

A significant relationship exists between personal attributes (combined personal values, group dynamics and work life balance) to behavioral response in terms of applied values, actions, group dynamics skills, positive attitude in decision making, and positive management of professional and personal life which significantly related to positive leaders' behavioral response of academic heads in dealing with their responsibilities and challenging situations needs to be enhanced and improved.

Based on the results and findings of this particular study, a Human Resource Intervention Development Model were designed for academic heads (i.e., training and development) to further strengthened academic heads with appropriate personal values, improved group dynamics skills, enhanced work life balance and nurturing positive leaders' behavioral response, leading to a very satisfactory work performance.

4.1. Recommendations

Assess organizational values and dynamics (3rd aspect of OB) that will foster aligned personal values, effective group dynamics skills, work life balance, and desirable leaders' behavioral response. Design specific intervention activities that will address issues and concerns on personal values, group dynamics, work life balance and behavioral response to enhance or sustain harmony among academic heads leading to the desired performance level (e.g outdoor educational activities, edge enhancement programs, retreats and other culminating activities).

Formulate activities promoting health awareness, family fellowship and spiritual growth (i.e. physical fitness activity, family day and spiritual retreat). This will help and guide academic heads in maintaining the balance between personal life and work life.

Encourage academic heads to pursue further study to upgrade and nourish their knowledge, values and skills (i.e., post graduate education, academic leaders' development program). Develop a soft-skills assessment to complement the developed Human Resource Intervention Development Model. This can provide a better diagnosis of the needs of the leaders resulting to a fitted intervention aligned to the organizational goals and objectives.

Pursue study through soft skill assessment to analyze the differences in results among academic heads in terms of personal values, group dynamics, work life balance and behavioral response. It may validate the leaders' behavioral response and personal commitment. Develop a study using qualitative approach of this particular study to further explore concepts and constructs with regard to the variables of the study. The proposed Human Resource Intervention Development Model derived from this study can be adopted by the Higher Education Institutions as part of their Human Resource Development process.

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