



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Compassion Leadership Skills, Work-Life Balance Practices, Self- Regulation Skills and Leadership Competence of the Secondary School Heads in the Division of Aklan: Basis for a Leadership Improvement Program

Maria Santia A. Arboleda, EdD
Regional Science High School for Region VI
Corresponding Author email: maria.arboleda@deped.gov.ph

Received: 25 April 2025

Revised: 20 June 2025

Accepted: 24 June 2025

Available Online: 26 June 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor388>

Abstract

Aim: This study determined the relationships among compassion leadership skills, work-balance practices, self-regulation skills, and leadership competence of the secondary school heads in the Schools Division of Aklan. Through acquiring a deeper understanding of how these elements interact, the study sought to provide insightful data as basis for a Leadership Improvement Program in the Schools Division of Aklan.

Methods: This survey-correlational research using researcher-made and adapted-modified questionnaires were utilized as a tool on gathering data needed for the study. A total enumeration was used to include all 94 school heads in the study. Statistical tools included frequency, percentage, mean, standard deviation, ANOVA, Pearson r, and Linear Regression, with a 0.05 alpha level.

Results: Findings revealed that the level of compassion leadership skills, self-regulation skills and leadership competence of the Secondary School Heads in the Division of Aklan was very high. However, the level of work-life balance practices was high. There was a significant difference in leadership competence among the levels of compassion leadership skills of the Secondary School Heads in the Division of Aklan. There was a significant difference in leadership competence among the levels of work-life balance of the Secondary School Heads in the Division of Aklan. There was a significant difference in leadership competence among the levels of self-regulation skills of the Secondary School Heads in the Division of Aklan. There were significant relationships among compassion leadership skills, work-life balance practices, self-regulation skills, and leadership competence of the school heads in the Division of Aklan. Compassion leadership skills and self-regulation skills are predictors of Leadership competence. Work-life balance is not a predictor of Leadership competence. A Leadership Improvement Program for School Heads in the Division of Aklan was crafted to strengthen leadership skills among school heads, focusing on areas such as compassion leadership skills, self-regulation, and work-life balance.

Conclusion: The Secondary School Heads demonstrate strong empathy, support, and self-regulation, fostering a positive, nurturing environment for teachers and students. Their commitment to work-life balance enhances leadership effectiveness, decision-making, and overall school morale. With very high leadership competence, they are well-equipped to manage schools, promote student success, and support teacher development, contributing to a positive and high-performing school culture.

Keywords: *Compassion Leadership Skills, Work-Life Balance Practices, Self-Regulation Skills, Leadership Competence*

INTRODUCTION

A good leader possesses important traits- active listening, acknowledging viewpoints, and exhibiting a sincere interest in the well-being of their teachers are all ways that compassion leaders foster empathy. Likewise, they try to understand the difficulties that their group faces, identifying the advantages and disadvantages of each member and modifying their style of leadership accordingly. Integrating compassion into leadership fosters a culture of trust, collaboration, and well-being, ultimately leading to higher job satisfaction, increased productivity, and a more positive organizational climate (Atkins & Parker, 2017).



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Compassion leadership skills are a collection of traits and proficiencies that leaders use to comprehend, sympathize with, and promote the welfare of their subordinates. More than just making choices or establishing objectives, compassion leadership places an emphasis on sincere concern and care for each member of the company. Compassion leaders are sensitive to the needs and emotions of their team members, creating a happy and encouraging work atmosphere (Laurie, 2023).

In essence, school heads are trying their best to be compassion of their roles as leaders knowing that having compassion among school heads is not just a moral imperative; it is a strategic advantage that positively impacts teachers, learners and the entire school community, fostering a culture of empathy, collaboration, and sustained success in each schools.

Likewise, school leaders' work-life balance practices are the deliberate actions and approaches used by those in leadership roles to attain a healthy balance between their personal and professional obligations. Leaders understand the value of striking a balance for their own well-being, job happiness, and long-term success because they frequently work in demanding and high-responsibility roles (Ferdous et al., 2023).

Aside from that, self-regulation skills are also essential attributes that contribute significantly to leadership competence. School heads are viewed as the person in charge of the mental health and wellbeing of their employees. They also act as sounding boards and problem solvers for their teachers, who bear the emotional weight of their own personal and professional struggles as well as the trauma, stresses, and struggles of their students. Essentially, they take in the frustrations and experiences of both teachers and staff. They also frequently receive concerns and grievances from parents and other community members directly. Despite of that, school heads are trying their best to be compassion and competent to handle different situations that comes their way (Bounomo et al., 2022).

In the study conducted by Collins and Jackson (2020), developing Self-Regulation Skills is becoming recognized as a fundamental skill for leaders, as it helps them to handle stress, make wise choices, and keep a resilient attitude to problem-solving. Moreover, Gragnano et al. (2018) mentioned that on the variety of skills, knowledge, and abilities that make up leadership competency that serves as the overarching measure of an educational leader's effectiveness. Lastly, Ahmed and Anantatmula, (2017) highlighted that in order to improve overall leadership effectiveness in education and cultivate a positive school culture, it is imperative to comprehend the interactions and dynamics among these components.

Beyond this, the researcher would like to determine the relationships among compassion leadership skills, work-balance practices, self-regulation skills, and leadership competence of the secondary school heads in the Schools Division of Aklan. In understanding the role of being a school head, different challenges were experienced and the researcher believes that empathy, understanding, and a dedication to creating a supportive environment are traits of compassion leadership skills that have become increasingly important for leaders in education. Furthermore, it is also important that the capacity to use work-balance practices to achieve a balance between obligations to others and one's own needs is essential to long-term leadership effectiveness.

Based on observation, many of the school heads in the schools' division of Aklan use their time mostly for work, ensuring that all the necessary tasks are done and submitted on time. They tend to work even during weekends and holidays, leaving their family obligations behind.

Beyond this, the researcher would like to determine the relationships among compassion leadership skills, work-balance practices, self-regulation skills, and leadership competence of the secondary school heads in the Schools Division of Aklan. In understanding the role of being a school head, different challenges were experienced and the researcher believes that empathy, understanding, and a dedication to creating a supportive environment are traits of compassion leadership skills that have become increasingly important for leaders in education. Furthermore, it is also important that the capacity to use work-balance practices to achieve a balance between obligations to others and one's own needs is essential to long-term leadership effectiveness.

Hence, this study determined the relationships among compassion leadership skills, work-balance practices, self-regulation skills, and leadership competence of the secondary school heads in the Schools Division of Aklan. Through acquiring a deeper understanding of how these elements interact, the study sought to provide insightful data as basis for a Leadership Improvement Program in the Schools Division of Aklan.

In this study, the level of compassion leadership skills, work- life balance practices, and self- regulation skills were the independent variables and leadership competence among the Secondary School Heads in the Division of Aklan was the dependent variable. Development of Leadership Improvement Program was the output.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines



Google
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Theoretical Framework

This study was anchored in two theories: Servant Leadership Theory and Transformational Leadership Theory. James (2015) mentioned that the servant leadership theory is a leadership philosophy and approach that places the well-being and growth of others as the primary focus of leadership. Instead of the traditional top-down model, where leaders see their role as being served by their followers, servant leaders, specifically the school heads see themselves as servants first. The servant-leader prioritizes the needs of their teachers, empowering them to reach their full potential and contributing to the overall success of the organization. While, Transformational Leadership theory is on a leader's capacity to uplift and encourage subordinates to accomplish remarkable feats. The transformational leadership style and compassion leadership abilities go hand in hand because leaders who show empathy, support, and encouragement can motivate their people to achieve greater performance and well-being (Ramachandran, 2023).

Research Questions

This study was conducted to assess the level of compassion leadership skills, work-life balance practices, self-regulation skills, and leadership competence among the Secondary School Heads in the Division of Aklan which were the bases for the development of the Leadership Improvement Program, School Year 2024-2025.

Specifically, the study sought to answers the following questions:

1. What is the level of compassion leadership skills of the Secondary School Heads in the Division of Aklan?
2. What is the level of work-life balance practices of the Secondary School Heads in the Division of Aklan?
3. What is the level of self-regulation skills of the Secondary School Heads in the Division of Aklan?
4. What is the level of leadership competence of the Secondary School Heads in the Division of Aklan?
5. Is there a significant difference in leadership competence among the levels of compassion leadership skills of the Secondary School Heads in the Division of Aklan?
6. Is there a significant difference in leadership competence among the levels of work-life balance practices of the Secondary School Heads in the Division of Aklan?
7. Is there a significant difference in leadership competence of the levels of self-regulation skills of the Secondary School Heads in the Division of Aklan?
8. Are there significant relationships among compassion leadership skills, work-life balance practices, self-regulation skills, and leadership competence of the Secondary School Heads in the Division of Aklan?
9. Are there significant predictors of leadership competence among the compassion leadership skills, work-life balance practices, and self-regulation skills of the Secondary School Heads in the Division of Aklan?
10. What Leadership Improvement Program can be developed based on the result of the study?

Hypothesis

Based on the statement of the problem mentioned above, the following hypotheses were tested:

1. There is no significant difference in leadership competence among the levels of compassion leadership skills of the Secondary School Heads in the Division of Aklan.
2. There is no significant difference in leadership competence among the levels of work-life balance practices of the Secondary School Heads in the Division of Aklan.
3. There is no significant difference in leadership competence among the levels of self-regulation skills of the Secondary School Heads in the Division of Aklan?
4. There are no significant relationships among level of compassion leadership skills, work- life balance practices, self- regulation skills and leadership competence of the Secondary School Heads in the Division of Aklan.
5. There are no significant predictors of leadership competence among compassion leadership, work-life balance practices, self- regulation skills and leadership competence of the Secondary School Heads in the Division of Aklan.

METHODS

Research Design

The researcher used a qualitative design through a survey-correlational type of research to assess the level of compassion leadership skills, work-life balance practices, self-regulation skills, and leadership competence of the Secondary School Heads in the Division of Aklan, which served as the basis for the development of a Leadership Improvement Program.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Surveys were used when data cannot be directly observed. It was gathered through self-administered surveys, and the replies of the participants were converted into numerical values. Correlational was used when the study intends to establish significance in differences or relations between or among the variables (Murphy & Louis, 2018). Conversely, correlational study is scientific in nature and investigates association between variables. The goal of correlational research is to find out what variables may be related (Sani & Adisa, 2020).

As used in this study, in order to gather relevant information needed, a set of researcher-made and adapted-modified questionnaire was used. The gathered data was used in analyzing and interpreting the results of the study.

Population and Sampling

The respondents of the study were all the 94 Secondary School Principals in the Division of Aklan for the School Year, 2024-2025. Furthermore, a Total Enumeration was used in this study. Total enumeration, also known as a census, is a data collection method where every member of the target population is included in the study or survey.

Furthermore, total enumeration was used to identify the participants.

Instrumentation

The questionnaire was made up of five (5) parts. Part I, determined the personal data of the participants, Part II, level of compassion leadership skills, Part III, level of work- balance practices, Part IV, level of self- regulation skills and lastly Part V, level of leadership competence.

On Demographic Profile Sheet, it was used to gather data on the participants' personal data such as their sex, age, highest educational attainment, administrative position and number of years as a secondary school principal.

On Compassion Leadership Skills Questionnaire, Work-Balance Practices Questionnaire, Self-Regulation Skills, Questionnaire, Leadership Competence Questionnaire the following scoring procedure was used:

Rating	Range	Verbal Interpretation
5	4.20 – 5.00	Very High
4	3.40 – 4.19	High
3	2.60 – 3.39	Moderate
2	1.80 – 2.59	Low
1	1.00 – 1.79	Very Low

Data Collection

The researcher initially obtained a permission letter to conduct the study from the Office of the Senior Education Program Specialist for Planning and Research, as well as from the different Public Schools District Supervisors (PSDS) and the Dean of the Graduate School of Flamer Christian University. Upon approval of the request, questionnaires were distributed along with a copy of the approved letter from the respective PSDS. Once the questionnaires were completed by the participants, the researcher collected, coded, encoded, and processed the data using the Statistical Package for the Social Sciences (SPSS) software. To ensure ethical standards in the research, participants were informed about the voluntary nature of their involvement, the benefits of the study, and the confidentiality of their responses. The data from quantitative method was used to develop a Leadership Training Improvement Plan. This program was designed to address gaps and leverage strengths in key areas. It incorporated a variety of workshops, training sessions, and hands-on activities aimed at deepening understanding of compassionate leadership, improving work-life balance, and enhancing self-regulation skills. To maintain relevance and effectiveness, the program included mechanisms for continuous evaluation and feedback, enabling school administrators to apply these skills in their leadership roles. Finally, the researcher established clear objectives, created a detailed training matrix, allocated a comprehensive budget, and developed an evaluation sheet to ensure the successful design, implementation, and assessment of the Leadership Improvement Program.

Treatment of Data

The following statistical tools for each statement of problems were applied in analyzing the data gathered.

1. Mean and Standard Deviation of Compassion Leadership Skills
2. Mean and Standard Deviation of Work-Life Balance Practices.
3. Mean and Standard Deviation of Self-Regulation Skills.
4. Mean and Standard Deviation of Leadership Competence.
5. Analysis of Variance of Leadership Competence Among the Levels of Compassion Leadership Skills.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181



- 6. Analysis of Variance of Leadership Competence Among the Levels of Work-Life Balance.
- 7. Analysis of Variance of Leadership Competence Among the Levels of Self-Regulation Skills.
- 8. Pearson r Among Compassion Leadership Skills, Work-Life Balance Practices, Self-Regulation Skills, and Leadership Competence.
- 9. Regression Analysis of Leadership Competence Among Compassion Leadership Skills, Work-Life Balance Practices, and Self-Regulation Skills

Ethical Considerations

- The following ethical guidelines were observed for the research period:
- 1. Protected the dignity and wellbeing of participants at all times.
 - 2. The researcher obtained the participants' permission to use their responses in the research report.
 - 3. Confidentiality was ascertained to the respondents adhering to Republic Act 10173 or the Data Privacy Act of 2012.

RESULTS AND DISCUSSION

This part presents the tabulated data of the study with corresponding analysis and interpretation. The presentation of the significant findings followed the sequence of the statement of the problem. This presentation is divided into two parts: (1) Descriptive Data Analysis, and (2) Inferential Data Analysis. The first part, Descriptive Data Analysis, presents the descriptive data along with their analysis and interpretation, while the second part, Inferential Data Analysis, presents the inferential data together with their corresponding analysis and interpretation. Data necessary for this study were gathered using researcher-made, adopted, and modified questionnaires. To analyze the data, the statistical tools employed included percentage, mean, standard deviation, Pearson r, and regression analysis.

Level of Compassion Leadership Skills of the Secondary School Heads in the Division of Aklan

Table 1 present the result on the level of compassion leadership skills of the Secondary School
Table 1
Mean and Standard Deviation of Compassion Leadership Skills

Variable	Mean	Description	SD
Compassion Leadership Skills	4.80	Very High	0.26

The result suggests that a very high level of compassion leadership among school heads in Aklan means that the school heads consistently demonstrate a deep commitment to the well-being of their teachers, staff, and students. In addition, they may go beyond simply fulfilling administrative duties; they actively listen to the concerns of their staff and provide the support needed to overcome challenges. By being attentive and empathetic, they create a school environment where everyone feels heard, respected, and valued. School principals achieve this by addressing the diverse needs of their school community through empathy and understanding, fostering an inclusive environment, boosting teacher morale, and ensuring student well-being.

Furthermore, they may effectively navigate conflicts or crises and prioritize staff growth and well-being, inspiring collaboration and a shared commitment to the school's success. Their approach helps cultivate trust and a sense of community, allowing staff to feel confident that their leaders care about both their professional and personal well-being.

The findings of the study align with the work of Ramachandran et al. (2023), who identified six key characteristics of compassion leadership: empathy, communication, well-being, inclusion, integrity, and respect. They emphasize that compassion leadership is an interpersonal process, focusing on understanding and relating to others. Their research highlights how this leadership style leads to improved organizational performance and employee well-being. Furthermore, they discuss "servant leadership," which combines empathy with a strong commitment to serving others. The findings resonate with the work of Atkins and Parker (2017), who argue that compassionate leadership involves attending to others' experiences and responding with empathy and care. Their study links compassionate leadership with enhanced employee engagement, resilience, and improved workplace relationships. Similarly, West et al. (2017) emphasize the role of compassionate leadership in healthcare settings, demonstrating that leaders who consistently show compassion improve staff satisfaction, teamwork, and patient outcomes. Their work provides evidence that compassionate leadership fosters a supportive and high-performing organizational culture.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Level of Work-Life Balance Practices of the Secondary School Heads in the Division of Aklan

Table 2 presents the level of work-life balance practices of the Secondary School Heads in the Division of Aklan.

Table 2
Mean and Standard Deviation of Work-Life Balance

Variable	Mean	Description	SD
Work-Life Balance Practices	3.88	High	0.55

The high rating indicates that secondary school heads effectively implement strategies to manage their professional and personal responsibilities. Practices such as time management, task delegation, and prioritization enable them to meet the demands of their multifaceted roles while maintaining productivity and addressing both work and personal commitments.

However, the nature of their responsibilities—characterized by unpredictable tasks, long working hours, and urgent situations—can occasionally disrupt personal time and self-care. These challenges highlight the difficulty of consistently maintaining a seamless balance.

While their work-life balance practices are commendable and demonstrate their ability to mitigate stress and manage responsibilities effectively, some aspects, such as uninterrupted personal time, may still be compromised due to the high expectations of their leadership roles. This suggests room for improvement in achieving a more consistent and sustainable balance across all areas of their professional and personal lives.

The result of the study is congruent to the result of Sanso et al. (2022) that Work-life balance involves prioritizing various aspects of life, such as health, family, leisure, and spiritual growth, alongside career and ambition. It centers on two key concepts: achievement and happiness. Achievement relates to fulfilling life goals, such as career success or personal milestones, while happiness encompasses feelings of joy, pride, and overall well-being. True balance is achieved through meaningful daily progress and satisfaction across all significant areas of life, often referred to as "life quadrants," which may include work, family, friends, and self. The findings are supported by Greenhaus and Allen (2021), who emphasize that work-life balance is not just about time management but about achieving satisfaction and effectiveness across different life domains. Their research highlights the importance of aligning personal values and life roles to promote well-being and reduce role conflict. Similarly, Kossek and Ozeki (2018) found that a balanced life involves both accomplishment and emotional fulfillment. Their meta-analysis shows that achieving work-life balance contributes to job satisfaction, life satisfaction, and reduced stress, especially when individuals feel in control of their responsibilities across domains.

Level of Self-Regulation Skills of the Secondary School Heads in the Division of Aklan

Table 3 shows the mean and standard deviation result of the level of scientific learning skills of Grade 10 students in the Division of Aklan.

Table 3
Mean and Standard Deviation of Self-Regulation Skills

Variable	Mean	Description	SD
Self-Regulation Skills	4.36	Very High	0.39

The "very high" rating reflects the school heads' exceptional ability to consistently manage their thoughts, emotions, and actions in pursuit of their goals. This is attributed to their high level of focus, discipline, and intentionality in navigating the demands of their roles. Their ability to prioritize tasks, maintain productivity, and make informed decisions enables them to achieve both personal and professional objectives effectively.

The result shows how the school heads are committed to proactive goal setting and problem solving. By identifying potential challenges early and addressing them promptly, school heads demonstrate adaptability and resilience in their leadership roles. Furthermore, their ability to resist distractions and sustain focus amidst competing demands ensures steady progress toward their goals.

The result of the study is similar to the article of Boyatzis et al. (2020) that Self-regulation refers to the ability to control one's emotions and behaviors, especially during difficult situations, in order to remain composed and respond with intention. For leaders, this skill is essential as it promotes emotional maturity, earns respect, and supports sound, thoughtful decision-making. By avoiding impulsive reactions that could harm relationships or impede progress, leaders

1588

ETCOR's Website : <https://etcor.org>
Facebook Page : <https://www.facebook.com/EmbracingTheCultureOfResearch>
Twitter Account : https://twitter.com/ETCOR_research
YouTube Channel : <https://tinyurl.com/YouTubeETCOR>
E-mail Address : embracingthecultureofresearch@etcor.org
Mobile Number : 0939-202-9035

Thank you for embracing
the culture of research
with us!



ETCOR
Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577

The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

with strong self-regulation skills are better equipped to handle stress. This capacity involves being emotionally aware, recognizing personal triggers, and managing reactions in a way that promotes positive and logical outcomes in both work and life settings. The findings align with Bakker et al. (2018), who emphasize that self-regulation, as part of emotional intelligence, is essential for effective leadership. It enables individuals to manage disruptive emotions, maintain integrity, and make reasoned decisions under pressure, all of which contribute to strong interpersonal relationships and professional success. Similarly, Gross (2022) highlights the role of emotion regulation in psychological functioning, noting that self-regulation strategies like cognitive reappraisal help leaders respond to stress constructively. These strategies support long-term well-being, effective communication, and thoughtful decision-making in leadership roles.

Level of Leadership Competence of the Secondary School Heads in the Division of Aklan

Table 4 presents the level of leadership competence among the Secondary School Heads in the Division of Aklan.

Table 4

Mean and Standard Deviation of Leadership Competence

Variable	Mean	Description	SD
Leadership Competence	4.67	Very High	0.34

The "very high" rating indicates that the school heads consistently exhibit exceptional leadership skills, which enable them to effectively guide their teams and achieve organizational goals. This level of competence stems from their ability to inspire and influence others through clear communication, strategic decision-making, and fostering a culture of collaboration.

Their strong conflict management skills, combined with their capacity to delegate tasks efficiently, ensure that responsibilities are distributed effectively across their teams. These abilities contribute to a cohesive and productive school environment, where both staff and stakeholders feel supported and engaged.

Furthermore, the school heads' proactive approach to leadership—marked by setting clear goals, aligning their teams with the vision of the organization, and anticipating potential challenges—ensures sustained success. Their competence in promoting innovation, recognizing staff contributions, and maintaining high morale creates a positive and empowering atmosphere within the school community. This high level of leadership competence reflects not only their expertise in managing people and resources but also their unwavering commitment to the development and growth of their schools. By fostering trust, encouraging open communication, and modeling professionalism, they serve as exemplary leaders who drive positive change and ensure long-term progress in their educational institutions.

The result corroborates to the result of Chiang et al. (2020) that school leaders were rated as "very satisfactory" in various leadership characteristics and "outstanding" in competencies such as self-management, professionalism, and teamwork. The findings suggest that school leaders' personal attributes, traits, and competencies are crucial for the development and success of schools, highlighting the need for a focus on these qualities during the hiring process and ongoing professional development. The results are supported by Leithwood et al. (2018), who assert that effective school leadership significantly influences student learning and school improvement. They emphasize the importance of personal leadership resources such as self-awareness, relationship-building, and problem-solving skills, which enhance principals' ability to lead teams and implement educational change effectively. Similarly, Day and Sammons (2020) highlight that leadership qualities like emotional intelligence, resilience, and commitment play a pivotal role in school success. Their longitudinal study demonstrates that school leaders with strong interpersonal and professional competencies positively impact school culture, teacher motivation, and student achievement.

Significant Difference in Leadership Competence among the levels of Compassion Leadership Skills of the Secondary School Heads in the Division of Aklan

Table 5 below shows the Analysis of Variance result of the test of difference in leadership competence among the levels of compassion leadership skills of the Secondary School Heads in the Division of Aklan.

Table 5

Analysis of Variance of Leadership Competence Among the Levels of Compassion Leadership Skills

Source of Variation	SS	df	MS	F	Sig.
---------------------	----	----	----	---	------



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Between Groups	1.636	1	1.64	16.916*	0.000
Within Groups	8.895	92	0.1		
Total	10.53	93			

* $p < 0.05$ significant @ 5% alpha level

ns $p > 0.05$ not significant @ 5% alpha level

The significant difference found in leadership competence among the levels of compassion leadership skills among Secondary School Heads in the Division of Aklan is a testament to the importance of compassion leadership in driving school success. Compassion leadership, characterized by empathy, active listening, and a supportive approach to others, greatly enhances a leader's ability to manage and guide their team effectively.

Compassion leadership helps create an environment of trust, collaboration, and motivation, all of which contribute to a leader's ability to make informed decisions, communicate effectively, and model professional behavior. This is essential in the context of educational leadership, where school heads must balance administrative duties with the emotional and developmental needs of students and staff. Leaders who possess these traits are better equipped to manage challenges, improve team dynamics, and drive positive educational outcomes, which ultimately contributes to the overall development of the school.

The result also suggests that cultivating compassion in leadership is not only beneficial but crucial for long-term success in educational management. School heads who embody compassion leadership skills are likely to engage their teams more effectively, foster inclusive and collaborative decision-making processes, and promote a culture of respect and professionalism. This study emphasizes the need for leadership development programs that focus not just on technical skills, but on cultivating emotional and relational competencies like compassion.

The results align with James (2015) that school leaders who demonstrate high levels of compassion in their leadership style tend to show greater competence in leadership roles, fostering stronger relationships with staff and students alike. This aligns with existing research highlighting the direct relationship between emotional intelligence, including compassion, and leadership effectiveness.

Significant Difference in Leadership Competence among the levels of Work-Life Balance of the Secondary School Heads in the Division of Aklan

Table 6 shows the Analysis of Variance result of the difference in leadership competence among the levels of work-life balance of the Secondary School Heads in the Division of Aklan.

Table 6

Analysis of Variance of Leadership Competence Among the Levels of Work-Life Balance

Source of Variation	SS	df	MS	F	Sig.
Between Groups	2.048	3	0.68	7.241*	0.000
Within Groups	8.483	90	0.09		
Total	10.53	93			

* $p < 0.05$ significant @ 5% alpha level

ns $p > 0.05$ not significant @ 5% alpha level

The finding that leadership competence significantly varies based on work-life balance highlights how essential it is for school heads to maintain a healthy equilibrium between their personal and professional responsibilities. School leaders who manage their work-life balance effectively are better equipped to handle stress, make clearer decisions, and cultivate positive relationships within their school community. With a balanced life, leaders can approach their responsibilities with greater clarity, which enhance their ability to navigate challenges and make decisions that benefit their schools.

School heads who maintain this balance tend to demonstrate higher competence because they can manage the demands of their role without becoming overwhelmed by stress or burnout. When school heads are well-rested and have time for personal rejuvenation, they are more focused, more empathetic, and better equipped to address the needs of their staff and students. In contrast, those who struggle with work-life imbalance may experience emotional exhaustion, which can impair their decision-making and leadership effectiveness.

Moreover, a good work-life balance enables school leaders to foster stronger relationships with their staff and students, as they have the emotional bandwidth to listen, support, and lead with empathy. Leaders who set an example of maintaining balance are likely to encourage similar practices within their teams, creating a healthier, more supportive



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

school environment. This positive culture not only enhances the well-being of the entire school community but also contributes to better leadership outcomes.

The result of the study agrees with the statement of Gupta et al. (2016) stated that school leaders who prioritize their work-life balance set a positive example for their staff, promoting a culture of well-being and efficiency within the school system. This is particularly important in educational leadership, where the role requires emotional intelligence, decision-making capacity, and the ability to engage effectively with all members of the school community.

Significant Difference in Leadership Competence among the levels of Self- Regulation Skills of the Secondary School Heads in the Division of Aklan

Table 7 shows the Analysis of Variance result of the difference in leadership competence among the levels of self- regulation skills of the Secondary School Heads in the Division of Aklan.

Table 7

Analysis of Variance of Leadership Competence Among the Levels of Self-Regulation Skills

Source of Variation	SS	df	MS	F	Sig.
Between Groups	4.06	2	2.03	28.546*	0.000
Within Groups	6.471	91	0.07		
Total	10.53	93			

* $p < 0.05$ significant @ 5% alpha level

ns $p > 0.05$ not significant @ 5% alpha level

The significant difference result between the leadership competence among the levels of self- regulation skills of the Secondary School Heads in the Division of Aklan suggests that self-regulation skills play a crucial role in determining the effectiveness and competence of school leaders.

Self-regulation, which involves managing one's emotions, behaviors, and actions in alignment with long-term goals, directly impacts how school heads navigate complex situations, interact with others, and make decisions. The ability to regulate emotions and behavior helps school leaders remain calm under pressure, think critically, and respond thoughtfully to challenges, contributing to their overall leadership competence.

The result of the study agrees with the result of McBrayer et al. (2018) that the research finds that school leaders who demonstrate higher levels of self-regulation are more effective in their instructional leadership roles. The authors suggest that self-regulation, which involves managing one's emotions and behaviors, is essential for successful leadership, especially in challenging situations. The findings imply that school heads who are reflective about their practices and engage in self-regulation tend to have better leadership outcomes, such as improved decision-making and a positive impact on school performance.

Significant Relationships among the Compassion Leadership Skills, Work-Life Balance Practices, Self-Regulation Skills, and Leadership Competence of the School Heads in the Division of Aklan

Table 8 shows the Pearson r Among Compassion Leadership Skills, Work-Life Balance Practices, Self-Regulation Skills, and Leadership Competence of the School heads in the Division of Aklan.

Table 8

Pearson r Among Compassion Leadership Skills, Work-Life Balance Practices, Self-Regulation Skills, and Leadership Competence

Variables	r	Sig
Compassion Leadership Skills and Work-Life Balance Practices	0.356*	0.000
Compassion Leadership Skills and Self-Regulation Skills	0.523*	0.000
Compassion Leadership Skills and Leadership Competence	0.592*	0.000
Work-Life Balance Practices and Self-Regulation Skills	0.739*	0.000
Work-Life Balance Practices and Leadership Competence	0.453*	0.000
Self-Regulation Skills and Leadership Competence	0.664*	0.000

* $p < 0.05$ significant @ 5% alpha level

ns $p > 0.05$ not significant @ 5% alpha level



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

A significant relationship between compassion leadership skills and work-life balance practices among school heads in the Division of Aklan indicates that those who maintain a healthy work-life balance are better equipped to manage stress, prevent burnout, and prioritize their personal health and relationships. This, in turn, contributes to enhanced job satisfaction, increased motivation, and improved performance in their professional roles.

When school heads effectively balance their work and personal lives, they are more likely to be effective leaders, demonstrating greater emotional resilience and overall well-being. This balanced approach not only benefits their personal lives but also positively impacts their leadership abilities and the school environment they foster.

The significant relationship between compassion leadership skills and self-regulation skills among school heads highlights the importance of emotional intelligence in effective leadership. Leaders who demonstrate compassion—by showing empathy, concern, and understanding—tend to foster trust and positive relationships within their teams. This compassion approach creates a supportive environment, which not only benefits the team but also strengthens the leader's own ability to manage emotions, thoughts, and behaviors in challenging situations. Such leadership helps school heads navigate high-pressure moments more effectively, leading to better decision-making and stability within the school.

The result of the study is agree with Buonomo et al. (2022) that leaders who are able to regulate their emotions effectively can improve their leadership abilities, particularly in maintaining calm and composure in challenging situations. This emotional control is essential for building trust, managing teams, and enhancing decision-making, thus directly contributing to leadership competence. Leaders who demonstrate emotional intelligence are more adept at fostering a positive and productive work environment, which further enhances their leadership effectiveness and team outcomes.

Predictors of Leadership Competence among the Compassion Leadership Skills, Work-Life Balance Practices, and Self-Regulation Skills of Secondary School Heads in the Division of Aklan

Table 9 shows the linear regression analysis of predictors of leadership competence among the compassion leadership skills, work-life balance practices, and self-regulation skills among Secondary School Heads in the Division of Aklan.

Table 9

Regression Analysis of Leadership Competence Among Compassion Leadership Skills, Work-Life Balance Practices, and Self-Regulation Skills

Variables	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
(Constant)	0.664		1.437	0.154
Compassion Leadership Skills	0.439	0.334	3.917*	0.000
Work-Life Balance Practices	-0.037	-0.061	0.561 ^{ns}	0.576
Self-Regulation Skills	0.467	0.534	4.514*	0.000

* $p < 0.05$ significant @ 5% alpha level

^{ns} $p > 0.05$ not significant @ 5% alpha level

The results indicate that compassion leadership skills is a significant predictor of leadership competence suggesting that the more competent a school head is in their leadership role, the more likely they are to exhibit compassion in their leadership approach. Leadership competence encompasses various factors, including decision-making, communication skills, and emotional intelligence, all of which contribute to a leader's ability to demonstrate empathy and care for others.

School heads who are skilled in managing teams, resolving conflicts, and making effective decisions are more likely to create an environment where compassion is valued and practiced.

The result shows that the finding that self-regulation skills is a significant predictor of leadership competence, suggests that school heads who are more competent in their leadership roles are better able to regulate their emotions, thoughts, and behaviors. Leadership competence typically involves skills such as decision-making, problem-solving, and emotional intelligence, all of which are integral to self-regulation.

When leaders demonstrate strong competence in managing their responsibilities, they are more likely to possess the necessary self-control to handle stress, manage difficult situations, and maintain focus and composure



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

under pressure. This combination of skills not only contributes to individual leadership success but also positively impacts the overall performance and well-being of the team.

The result of the study agrees with Grobler (2017) that the complexity of work-life balance, therefore, implies that while leadership competencies such as decision-making and emotional intelligence are vital in an organizational context, they might not directly translate to improved work-life balance. Instead, other factors, including individual resilience and organizational support structures, are likely to have a stronger impact on balancing work with personal life. Thus, work-life balance appears to depend more on individual capacities for managing personal boundaries and stress rather than just leadership competence.

Leadership Improvement Program for Secondary School Heads in the Division of Aklan

In response to the findings of the study on the compassion leadership skills, self-regulation, work-life balance and leadership competence, the researcher proposes a comprehensive program titled "Leadership Improvement Program for School Heads in the Division of Aklan."

This program is designed to strengthen leadership competencies among school heads, focusing on areas such as compassion leadership skills, self-regulation, and work-life balance.

The study's results indicated that while school heads in the Division of Aklan demonstrate significant capabilities in leadership areas like compassion and self-regulation, there is still room for development, particularly in managing work-life balance effectively.

The program aims to build on these existing strengths while addressing the gaps identified in the study, promotes a more resilient, supportive, and effective leadership environment within schools.

Program Components	Objectives	Activities
Compassion Leadership Skills Development	To foster compassion leadership, focusing on empathy, active listening, and supporting the well-being of others.	a. Attend empathy-building workshops to understand its role in leadership.
		b. Participate in role-playing scenarios to practice decision-making & conflict resolution.
		c. Complete reflection journals to assess leadership style and compassion influence.
Self-Regulation Skills Enhancement	To help school heads improve their ability to manage emotions, thoughts, and actions, particularly under stress.	a. Participate in mindfulness sessions focusing on deep breathing and meditation exercises.
		b. Attend time management workshops to learn task prioritization and workload planning.
		c. Complete emotional intelligence self-assessments and engage in targeted emotional regulation exercises.
Work-Life Balance Practices	To provide tools for balancing professional responsibilities with personal well-being.	a. Participate in self-assessment workshops to evaluate work-life balance and identify stressors.
		b. Attend boundary-setting seminars to learn strategies for separating work and personal life.
		c. Engage in guided self-care activities such as yoga, journaling, and time outdoors.
Leadership Competence Enhancement	To strengthen leadership capabilities, helping school	a. Attend leadership style assessment workshops and receive individualized feedback.



ETCOR

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines

**INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE**



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577

The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

	heads lead with confidence and efficacy.	b. Participate in one-on-one coaching sessions with experienced leaders to address challenges.
		c. Join peer learning groups to share leadership experiences, strategies, and best practices.

Conclusions

Based on the findings of the study stated above, the following conclusions were drawn:

1. Based on the findings of the study, the compassion leadership skills of the Secondary School Heads in the Division of Aklan are very high. Therefore, it can be concluded that these school heads are effectively demonstrating empathy, understanding, and support towards their teachers and learners, fostering a positive and nurturing environment. This compassion approach likely contributes to improved relationships within the school community, enhanced morale, and a more conducive atmosphere for learning.
2. The work-life balance practices of the Secondary School Heads in the Division of Aklan is highly evident. Therefore, based on the findings, it is concluded that these school heads prioritize both their professional responsibilities and personal well-being, creating a balanced approach that supports their effectiveness. This balance likely enhances their ability to lead, make informed decisions, and maintain a positive work environment, ultimately benefiting the overall functioning and morale of their schools. Continued focus on work-life balance can contribute to sustained leadership performance and personal satisfaction among school heads.
3. The self-regulation skills of the Secondary School Heads in the Division of Aklan is very high. Therefore, these school heads consistently demonstrate the ability to manage their emotions, behaviors, and actions effectively, particularly in challenging situations. This high level of self-regulation likely contributes to sound decision-making, effective problem-solving, and the ability to maintain a calm and composed presence in their leadership roles.
4. The leadership competence of the Secondary School Heads in the Division of Aklan is very high. Therefore, these school heads possess the necessary skills, knowledge, and abilities to effectively manage their schools and lead their teams. Their leadership competence enables them to make informed decisions, navigate challenges, and implement strategies that promote student success and overall school improvement. This high level of competence not only enhances the quality of education in their respective schools but also contributes to a positive school culture and supports the professional growth of their teachers.
5. The significant difference in leadership competence among the levels of compassion leadership skills of the Secondary School Heads in the Division of Aklan directly influence the leadership competence. Therefore, school leaders who demonstrate higher levels of compassion tend to exhibit greater leadership effectiveness, which in turn positively impacts their decision-making, problem-solving, and ability to foster a supportive school environment. This suggests that enhancing compassion leadership skills can further improve the overall leadership competence and performance of Secondary School Heads, ultimately benefiting the school community.
6. The significant difference in leadership competence among the levels of work-life balance of the Secondary School Heads in the Division of Aklan described the ability to maintain a healthy work-life balance positively that influences the leadership competence of school heads. Therefore, those who effectively manage their professional and personal responsibilities are likely to demonstrate higher levels of leadership effectiveness, as they are better equipped to handle challenges, make well-informed decisions, and maintain a positive work environment. This also highlights the importance of supporting and promoting work-life balance for school leaders, as it can enhance their overall leadership performance and contribute to the success of their schools.
7. There is a significant difference in leadership competence among the levels of self-regulation skills of the Secondary School Heads in the Division of Aklan. Therefore, school heads with higher self-regulation skills exhibit greater leadership competence. These leaders, by effectively managing their emotions, behaviors, and responses, are better able to navigate complex situations, make objective decisions, and maintain a stable and supportive environment for their teams. The results also emphasize the importance of developing



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

self-regulation skills as a key factor in enhancing leadership effectiveness and promoting a positive school culture.

8. There is a significant relationship among Compassion leadership skills, work-life balance practices, self-regulation skills, and leadership competence of the School heads in the Division of Aklan. Therefore, these key factors are interconnected and collectively contribute to the overall effectiveness of the school head. Compassion leadership, a healthy work-life balance, and strong self-regulation skills all play crucial roles in enhancing leadership competence. School heads who demonstrate high levels in these areas are likely to be more effective in managing their schools, making informed decisions, and fostering a positive and supportive environment for both teachers and learners.

9. Compassion leadership skills and self-regulation skills are significant predictors of leadership competence while not a significant predictor to work-life balance. Therefore, school heads with higher leadership competence are more likely to demonstrate stronger compassion leadership skills and better self-regulation. These skills, in turn, enhance their overall effectiveness as school leaders. However, work-life balance appears to be influenced by other factors beyond leadership competence, suggesting that achieving a balanced personal and professional life may require additional support or strategies unrelated to leadership capabilities alone. The findings also emphasize the importance of focusing on the development of compassion and self-regulation skills, while also recognizing the need for targeted efforts to promote work-life balance among school leaders.

10. A Leadership Improvement Program for School Heads in the Division of Aklan was crafted to strengthen leadership competencies among school heads, focusing on areas such as compassion leadership skills, self-regulation, and work-life balance. This program is more than just a professional development initiative—it's a commitment to nurturing well-rounded leaders who lead with compassion, balance their personal and professional lives, and stay grounded even in challenging times. By focusing on these essential qualities, the program equips our school heads to inspire their teams and create positive, lasting impacts on the schools and communities they serve.

Recommendations

Based on the findings and conclusions, the following recommendations are requested:

1. For the Secondary School heads in the schools Division of Aklan, they may continue to exemplify very high levels of compassion leadership and self-regulation skills. They may share best practices with peers during Program Implementation Review and Performance Assessment (PIRPA) to inspire consistent leadership excellence across the division. Their work-life balance may continue through initiatives like wellness programs in school, stress management workshops during Learning Action Cell (LAC) with teachers, and time management seminars during School-based In-Service Trainings (INSET) may also be pursued to elevate these practices further. Participate in leadership development activities, including the crafted Leadership Improvement Program, to refine and enhance existing skills.
2. For teachers, they may continue to support and collaborate with school heads in implementing compassion leadership initiatives, ensuring a cohesive and empathetic school culture by having feedback during LAC Sessions together with the school heads on leadership practices, helping them sustain and improve their competencies.
3. For the Department of Education, they may develop policies that encourage practices promoting compassion leadership, self-regulation, and work-life balance at all organizational levels. Also, they may adopt and implement the crafted program across all schools in the Division of Aklan to ensure standardized leadership development.
4. For the Senior Education Program Specialists- Human Resource, they may continue to stand for a holistic approach to leadership development by addressing these dimensions comprehensively. Regularly assess the impact of leadership practices and improvement programs, providing data-driven recommendations for enhancement. The Division of Aklan can sustain and elevate the quality of leadership across its schools, fostering an environment of excellence and well-being for both leaders and their teams.
5. The researcher recommends a customized approach to professional development, recognizing that a one-size-fits-all strategy will not be effective. Instead, training and support should be tailored to the individual needs of school heads. Self-awareness workshops can help leaders reflect on their leadership styles, identify emotional triggers, and recognize areas for growth. Mindfulness and stress-management training can equip them with practical techniques, such as breathing exercises and time management strategies, to maintain

1595



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

focus and composure. Decision-making under pressure can be strengthened through case studies and role-playing activities that simulate real-world challenges, allowing school heads to develop logical and confident responses.

REFERENCES

- Ahmed, R., & Anantatmula, V. S. (2017). Empirical study of project managers' leadership competence and project performance. *Engineering Management Journal*, 29(3), 189–205. <https://doi.org/10.1080/10429247.2017.1343005>
- Atkins, P. W. B., & Parker, S. K. (2017). Understanding individual compassion in organizations: The role of appraisals and psychological flexibility. *Academy of Management Review*, 37(4), 524–546. <https://doi.org/10.5465/amr.2010.0490>
- Bakker, A. B., Tims, M., & Derks, D. (2018). Proactive work behavior: When and why does it pay off? *The Journal of Applied Psychology*, 99(2), 213–222. <https://doi.org/10.1037/a0034133>
- Boyatzis, R. E., Goleman, D., & Rhee, K. (2020). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 343–362). Jossey-Bass.
- Buonomo, I., Santoro, P. E., Benevene, P., Borrelli, I., Angelini, G., & Fiorilli, C. (2022). Buffering the effects of burnout on healthcare professionals' health—The mediating role of compassionate relationships at work in the COVID era. *International Journal of Environmental Research and Public Health*, 19, 8966. <https://doi.org/10.3390/ijerph19158966>
- Chiang, F. F. T., Birtch, T. A., & Kwan, H. K. (2020). The moderating roles of job control and work-life balance practices on employee stress in the hotel and catering industry. *International Journal of Hospitality Management*. <https://doi.org/10.1016/j.ijhm.2009.04.005>
- Collins, M. D., & Jackson, C. J. (2020). A process model of self-regulation and leadership: How attentional resource capacity and negative emotions influence constructive and destructive leadership. *The Leadership Quarterly*. <https://www.sciencedirect.com/science/article/abs/pii/S1048984315000417>
- Day, C., & Sammons, P. (2020). *Successful school leadership*. Education Development Trust. <https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership>
- Ferdous, T., Ali, M., & French, E. (2023). Use of flexible work practices and employee outcomes: The role of work-life balance and employee age. *Journal of Management & Organization*, 29(5), 833–853. <https://doi.org/10.1017/jmo.2020.44>
- Gragano, A., Simbula, S., & Miglioretti, M. (2018). Work-life balance: Weighing the importance of work-family and work-health balance. *International Journal of Environmental Research and Public Health*, 15(9), 1926. <https://doi.org/10.3390/ijerph15091926>
- Greenhaus, J. H., & Allen, T. D. (2021). Work-family balance: A review and extension of the literature. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (2nd ed., pp. 165–183). American Psychological Association. <https://doi.org/10.1037/12170-009>
- Grobler, B. (2017). Changing perceptions of teachers regarding the importance and competence of their principals as leaders. *South African Journal of Education*. <https://www.ajol.info/index.php/saje/article/view/74334>
- Gross, J. J. (2022). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39(3), 281–291. <https://doi.org/10.1017/S0048577201393198>
- Gupta, J., Connelly, S., Griffith, J., & Gooty, A. (2016). Transformational leadership and followers' attitudes: The mediating role of core self-evaluations. *Journal of Applied Social Psychology*, 46(3), 148–157. <https://doi.org/10.1111/jasp.12354>
- James, A. M. (2015). Self-leadership and self-regulated learning: An investigation of theoretical relationships. *Journal of Business Leadership*. <https://scholars.fhsu.edu/cgi/viewcontent.cgi?article=1146&context=jbl>



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Kossek, E. E., & Ozeki, C. (2018). Work–family conflict, policies, and the job–life satisfaction relationship: A review and directions for organizational behavior–human resources research. *Journal of Applied Psychology*, 83(2), 139–149. <https://doi.org/10.1037/0021-9010.83.2.139>
- Laurie, T. L. (2023). *Exploring the application of compassionate leadership behaviors in the workplace*. <https://doi.org/10.1102/job.2111>
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2018). *Seven strong claims about successful school leadership*. National College for School Leadership. <https://dera.ioe.ac.uk/6967/1/download%3Fid=17387&filename=seven-strong-claims-about-successful-school-leadership.pdf>
- McBrayer, J. A., Jackson, B., Pannell, J., Sorgen, J., Gutierrez de Blume, M., & Melton, C. (2018). School leaders' self-efficacy and instructional leadership: Exploring the relationship between self-regulation and leadership competencies. *School Leadership Review*, 15(1). <https://scholarworks.sfasu.edu/slr/vol15/iss1/13>
- Murphy, J. F., & Louis, K. S. (2018). *Positive school leadership: Building capacity and strengthening relationships*. Teachers College Press.
- Ramachandran, S., Balasubramanian, S., James, W. F., & Al Masaeid, T. (2023). Whither compassionate leadership? A systematic review. *Frontiers in Psychology*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10072040/>
- Sani, K. F., & Adisa, T. A. (2020). Work–life balance: Does leadership matter? *Employee Relations*. <https://www.emerald.com/insight/content/doi/10.1108/ER-03-2023-0145/full/html>
- West, M., Eckert, R., Collins, B., & Chowla, R. (2017). *Caring to change: How compassionate leadership can stimulate innovation in health care*. The King's Fund. <https://www.kingsfund.org.uk/publications/caring-change>