

The Impact of Educational Leadership, Creative Teaching, Teacher Practice and Digital governance on Total Quality Teaching (A Field of Study Private Schools in Tripoli-Lebanon)

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Abstract

This research discusses the impact of educational leadership, creative teaching, teacher practice and digital governance on total quality teaching in private schools in Tripoli Lebanon. Recently COVID 19 obliged private schools in Lebanon to change their teaching style to persist the educational schedule for student. In fact, data is gathered from 16 private schools resulting a total of 132 questionnaires from directors, principals and teachers in Tripoli Lebanon. Thus, descriptive and exploratory research technique are applied in this research by using SPSS statistical software to experiment 4 hypotheses. Moreover, hypotheses are explored to achieve results through applying questionnaire by using Liker scale of 5 degrees presented to directors, principals and teachers. The results defined that there is a medium positive impact between education leadership, creative teaching and teacher practice with total quality teaching. There is a strong impact between digital governance and total quality teaching.

Keywords: Educational Leadership; Creative Teaching; Teacher Practice; Digital Governance; Total Quality Teaching

Introduction

The educational sector plays an important role in teaching students to ensure the development of the society. The school has an active role in raising, educating and preparing students to be able to be hired in best positions in their future work. In fact, financial stress, economic problems, electricity cuts, the high price of diesel and gasoline made transportation very expensive. As a result, parents registered their children in schools close to their homes to go on foot and save the cost of car transportation. Actually, the style of teaching has changed from the traditional method inside classroom to a development way through online. Moreover, technology and distance learning raise the competition between schools and teaching quality becomes an obsession for private schools in Lebanon.

1- Private schools in Lebanon

Lebanese private schools have an important role in the educational quality teaching and languages diversity. Due to the high quality of teaching, Lebanese students were able to complete their university studies in best international universities. Despite the high annual premiums for private schools and the high costs of transportation allowances parents still register their children on private schools. Due to lock down, private schools take into consideration that parents should provide internet service, computer or laptop and electric power for their children to enable studying in a suitable way. In addition to that, teachers must also provide internet, electricity and computer for the distance teaching in their home, or these services should be provided for the teachers working remotely from inside the school. In fact, the majority of private schools provide training session for their teachers about distance learning methods. Clearly, some private schools have applied new technologies through uploading educational videos including explanations of lessons that can be viewed many times.

1-2 Problematic

Exchange rate of the Lebanese pound falls against the dollar, explosion of the port of Beirut, blocking of the streets, revolution of the people, high prices of the products and COVID 19 has affected all the organizations, confused teachers, parents and schools. Therefore, educational styles are changed from traditional method to contemporary technological performance. Private schools switch from class school to online teaching and digital governance. Eventually, new style of teaching raises new challenges that define internet technological skills, new leadership style, advance teaching practices and total quality teaching.

1-3 Research questions

What is the impact of educational leadership on total quality teaching?

What is the impact of creative teaching on total quality teaching?

What is the impact of teacher practice on total quality teaching?

What is the impact of digital governance on total quality teaching?

1-4 Research Hypotheses

H1: The impact of educational leadership on total quality teaching

H2: The impact of creative teaching on total quality teaching

H3: The impact of teacher practice on total quality teaching

H4: The impact of digital governance on total quality teaching

1-5 Research Model

Fig.1. Research model



Source: Author illustration

2-Literature reviews

2-2 Educational leadership

Leadership is a practice method that is applied for the purpose to reach the objective of the organization. Therefore, teachers apply different styles in leading students in the classroom. Moreover, good leadership practices will satisfy the quality of teaching. In addition to that, teachers empower students by sharing decisions and procedures in increasing knowledge (Sethi & Reddy, 2011). Leadership applied by principals has an effect on total quality method. Good principal's leadership method will lead to right decision making and push teachers to practice efficiently and reach teaching performance (Murnaka, Suwarno, & Rusdarti, 2020). Leadership has a positive impact on teaching

factory curriculum in schools (Purwanto, Novitasari, & Asbari, 2022). Leadership is an educational skill that is related to the personality of the teacher. Leadership has a direct impact on teaching quality and it has an important effect on teaching transformation for student learning. Leadership has a positive impact on teacher satisfaction. Personality and trait of the teachers have different characteristics that include charisma, transactions, transformation and prediction personal style. Schools should design measurements to improve leadership techniques and to develop the personality of the teachers (Yu, et al., 2021). Leadership is an educational teaching style enabling instructors to lead students learning in a suitable way and providing good results. Instructors leadership have a direct role on students' satisfaction, motivation, educational performance, learning efficiency and learning process. Teachers training leadership is defined through assessment, design, application and evaluation. Leadership enhances teaching performance by identifying program and designing suitable learning activities (Balwant, 2016). Teachers leadership have different tasks in performing their job. School should design a score format for teacher leadership program to evaluate teacher practice. School evaluating leadership program includes mentoring, designing development, choosing curriculum, providing experience for teacher and evaluating performance (Finster & Westat, 2016). Good leadership techniques increase the motivation for students, the development and advanced of the schools. Leadership is a vital tool that enable teachers to do a self-assessment and to improve the educational process of the students. Leadership practices is suitable for the school success to increase educational process, enhance communication among students, provide positive climate in class. The better teaching performance the better student results achievement (Tsai, 2017).

2-3 Creative teaching

Actually, teaching factory in a creative educational process that has a vital role in solving the gap between school information and industry needs. Teaching factory has a direct impact in the entrepreneurial attention of the students. Moreover, teaching factory plays an important role in enhancing student knowledge and ameliorating students focus on entrepreneurship. Therefore, it creates a model for industrial zone in schools in enhancing the production knowledge of the students (Purwanto, Novitasari, & Asbari, 2022). On line teaching method is a creative style for the purpose of not stopping teaching students. Teaching on line has low quality and provides students low satisfaction. Therefore, students suffer from anxiety and depression and negative psychological symptoms. Schools and teachers should create an innovative style of teaching for enhancing the process of teaching and reaching suitable level of students learning (Li & Luo, 2022). Creative teaching practices through applying digital technology has a direct role on the students understanding and quality teaching. The digital process will enable teachers to enhance their creative teaching style and quality teaching (Hanna, Bijlsma, Glas, & Visscher, 2021). Creative teaching has an important role in increasing students learning for reaching success and educational satisfaction. Creative teaching defines

innovative style and easy learning environment in achieving students learning. Creative teaching is related to teacher's personality, teaching experience, motivation and management school practices. It includes an effective educational strategy and attractive style of teaching (Suyudi, Suyatno, Rahmatullah, Rachmawati, & Hariyati, 2022).

2-4 Teacher practice

Teaching practice is a vital element for student learning system. Therefore, different instruments are utilized between teachers and students to assure the performance of teaching practices. Teaching practice efficiency is differentiated through the results of the students. Best teaching practices includes students' values, class interaction, class evaluation, student knowledge, grades comparison and teachers' style (Daumiller, et al., 2016). Teaching practice is highly related to leadership style by enhancing quality learning among students. Suitable teaching practice includes teaching supervision and good learning action. Teaching practice styles stress on encouraging students to participate in class. Moreover, teaching practice tools include listening to students complains and getting along with them. Teaching practice techniques characterize that all the information is delivered and the program is totally learned by the student (Achimugu, 2016). Educational practices are used to evaluate students, enabled parents to be updated about their children learning level through recording their achievement. Teaching practice tools include student's discussion group, participation number, raising hand numbers, viewing announcement and parents' satisfaction (AlQaheri & Panda, 2022). Automated decision making is vital for teacher practice through recording data and analyzing educational issues. Moreover, applying artificial intelligence for teaching practice including educational governance, online testing, and evaluating are necessary for the effectiveness of the teaching outcomes (Gulson & Witzenberger). Teachers having good relation with students will reach best quality of teaching. Therefore, instructions of teachers have a direct role on educational achievement. There is a good relationship between teachers and achievements of students with teachers' practices. Good connection in class will provide an enhancement in participation, decreasing problems and learning performance. Teacher practice instrument defines pushing students to think, concentrating and asking questions (Li, Bergin, & Olsen, 2022).

2-5 Digital governance

E-governance is a technological issue that increases the quality of the educational process. It improves the connection between departments to be stronger and accountable. The important element of the governance are the communication, transparency, accountability, participation and service delivery. The E-governance enhances the process of the management and interaction of the organization with outside. E-governance is a democratic process that encourage each person to participate in the decision making (Grigalashvili, 2022). E-governance is a good process that is achieved by applying E-democracy educational program and standard development of studies. E-governance

education is characterized through technology, information tools, digital skills, training and good practices. The educational governance digital elements are defined through workshops, online courses, webinars, digital transformation (Morze & Makhachashvili, 2020). Digital governance enhances the management style and the development of smart methods. Leadership combined with governance are important for the process by solving problems (Yu G., 2022). Actually, collecting data about students are vital for governance process because data will be analyzed and applied for decision making in the university. Therefore, governance collecting data includes university practices, teaching styles, learning results and management actions. In addition to that, data analysis is used for comparison process, learning practices, understanding satisfaction and total quality learning of the students (Raaper & Komljenovic, 2022). Universities stresses on educational governance to reach digital transformation. Educational governance with qualified human resources will enable universities to compete and face challenges. Good educational governance complies with laws and digital transformation to provide development and improvement for the universities (Hajar, 2021). Performance indicators are highly applied in educational governance. Recently, performance and development play a vital role in assuring the goals and objectives of the higher education (Martin, 2018). In fact, well collected data plays an important role in educational governance in reaching suitable performance. Therefore, using indicators and evaluating governance process enable educational organization to attain objectives (Beerrens, 2021). Educational governance defines policies and procedures to be practiced automatically within the administration. Applying governance enable administration to scale the learning efficiency, measure effectiveness and set policy (Gulson & Witzemberger).

2-6 Total quality teaching

Traditional quality teaching is not an accurate format for the evaluation of the practice method. Therefore, quality teaching is changeable dependent to the needs of teachers to assure students understanding and obtaining all the information needed. Scientific and adequate evaluation method increase teaching management style, create new methods and enhance the development of quality teaching (Chen, Yu, & Zhao, 2022). In reality, total quality teaching process is defined by teachers practice of modern, updated curriculum, use of advanced teaching methods and continuous evaluation of the quality students learning. In fact, professional teachers can manage the classroom style, interact with students and get the attention of the students. Clearly, teachers provide feed backs for the parents of the students by analyzing practices and problems of the students (Wang). Quality teaching has a vital role in reaching the educational objectives. Basically, quality teaching includes the experience profile of the teachers like degrees, experience and training. In addition to that, quality teaching defines actions like practices and knowledge. Clearly, quality teaching has an important role on learning process of students. Therefore, students feedback plays a positive role on quality teaching and improvement of the teachers' practices (Mamites et al, 2022). Total quality management in teaching will

increase the quality of education by applying suitable tools of learning. Therefore, total quality teaching will increase the competitiveness of the school due to the improvement of teacher performance (Murnaka, Suwarno, & Rusdarti, 2020). The quality of teaching is related to the analysis of students' data behaviors that includes participating in classes, analyzing articles and using on line resources (AlQaheri & Panda, 2022).

3- Methodology

Quantitative research style will be applied by examining descriptive and conclusive design. Collecting data through questionnaire using Likert scale of 5. Applying probably sampling method. Analysis of data are investigated through SPSS software. The results include means comparison, correlation test, reliability, Cronbach's alpha and testing hypotheses.

The sample includes 21 schools on the other hand, 5 schools didn't respond to answer the questionnaire and remain 16 schools that accept to fill the questionnaire with directors, principals and teachers. Thus, 10 questionnaires were sent to each school but some schools didn't respond the total questionnaire. Finally, the total number of questionnaires achieve 132.

4-Analysis and results

In this study, total quality teaching is viewed from the point of view of directors, principals and teachers. The analysis has been running through the impact of educational leadership, creative teaching, teacher practice, digital governance on total quality teaching on private schools in Tripoli, Lebanon.

4-2 Means comparison

Dimension means comparison defines a clear vision of the opinion rate of each dimension and the evaluation degree.

Table 1: Mean

	Educational Leadership	Creative Teaching	Teacher Practice	Digital Governance	Total Quality Teaching
Mean	4.3510	4.3535	4.3384	3.9621	4.0707
N	132	132	132	132	132
Std. Deviation	.43843	.52545	.47317	.50215	.51940

In this table above, all the dimensions are between 3.9 and 4.35 having high level of mean. The digital governance dimension has the lowest mean between other dimensions means defining that schools should more apply the technological tools in their overall practices. Therefore, educational leadership, creative teaching and teacher practice dimensions means are highly applied by schools. Moreover, total quality teaching

dimension has lower mean result than the first three dimensions means. It characterizes that schools should enhance the total quality teaching practices to achieve more results.

4-3 Correlation results

The correlation results characterize the relationship between dimensions and the tendency of each independent variable with the dependent variable.

Table 2: Correlation

		Total Quality Teaching
Education al Leadership	Pearson Correlation	.419**
	Sig. (2-tailed)	.000
	N	132
Creative Teaching	Pearson Correlation	.402**
	Sig. (2-tailed)	.000
	N	132
Teacher Practice	Pearson Correlation	.402**
	Sig. (2-tailed)	.000
	N	132
Digital Governance	Pearson Correlation	.644**
	Sig. (2-tailed)	.000
	N	132
Total Quality Teaching	Pearson Correlation	1
	Sig. (2-tailed)	
	N	132

** Correlation is significant at the 0.01 level (2-tailed).

The results of the table above define as follows:

- 1- The correlation $R = 0.419$ suggest a medium positive impact between education leadership and total quality teaching.
- 2- The correlation $R = 0.402$ suggest a medium positive impact between creative teaching and total quality teaching.
- 3- The correlation $R = 0.402$ suggest a medium positive impact between teacher practice and total quality teaching.
- 4- The correlation $R = 0.644$ suggest a strong positive impact between digital governance and total quality teaching.

4-4 Reliability test

The reliability test is managed by applying Cronbach's Alpha coefficient to evaluate the questionnaire reliability in this research.

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
.848	15

Cronbach's Alpha results equal to 0.848. The result is greater than 0.8, it is a very good result for the reliability of all the questions.

4-5 Testing the Hypotheses

Hypotheses research are measured by a valid questionnaire through Likert scale collected from directors, principals and teachers of 16 schools in Tripoli Lebanon.

The prediction equation is defined $Y=a+b_1x_1 + b_2x_2 + \dots + b_t x_t$

Table 4: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.911	.413		4.631	.000

Education al Leadership	.496	.094	.419	5.263	.000
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a. Dependent Variable: Total Quality Teaching

$$\text{Total quality teaching} = 1.911 + 0.496 \text{ Educational leadership}$$

It can be concluded that each unit increases in educational leadership will enhance the success of total quality teaching. First hypothesis H1 is accepted.

Table 5: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.341	.348		6.726	.000
Creative Teaching	.397	.079	.402	5.004	.000

a. Dependent Variable: Total Quality Teaching

$$\text{Total quality teaching} = 2.341 + 0.397 \text{ creative teaching}$$

It can be concluded that each unit increases in creative teaching will enhance the success of total quality teaching. Second hypothesis H2 is accepted.

Table 6: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.155	.385		5.602	.000
Teacher Practice	.442	.088	.402	5.011	.000

a. Dependent Variable: Total Quality Teaching

Total quality teaching = 2.155+ 0.442 teacher practice

It can be concluded that each unit increases in teacher practice will enhance the success of total quality teaching. Third hypothesis H3 is accepted.

Table 6: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.429	.277		5.160	.000
Digital Governance	.667	.069	.644	9.610	.000

a. Dependent Variable: Total Quality Teaching

Total quality teaching = 1.429+ 0.667 teacher practice

It can be concluded that each unit increases in digital governance will enhance the success of total quality teaching. Fourth hypothesis H4 is accepted.

5- Conclusion

This study characterizes the relationship between educational leadership, creative teaching, teacher practice and digital governance on total quality teaching in private schools in Tripoli Lebanon. Therefore, 132 questionnaires are distributed to 16 schools and collected from directors, principals and teachers. These questionnaires are entered and analyzed through statistical software SPSS to provide results.

All the mean dimensions are having high level between 3.9 and 4.35. schools are practicing in a good method the digital governance, educational leadership, creative teaching and teacher practice. Therefore, schools need to stress on total quality teaching dimension to increase the evaluation level of students to reach high results.

There is a medium positive impact between education leadership and total quality teaching. There is a medium positive impact between creative teaching and total quality teaching. There is medium positive impact between teacher practice and total quality teaching. There is a strong impact relation between digital governance and total quality teaching.

Cronbach's Alpha results are very good for the reliability of all the 15 questions. All 4 hypotheses are accepted.

Each unit increases in educational leadership will enhance the success of total quality teaching. Each unit increases in creative teaching will enhance the success of total quality teaching. Each unit increases in teacher practice will enhance the success of total quality teaching. Each unit increases in digital governance will enhance the success of total quality teaching.

6- Discussions

Hypotheses are measured in this research to discover the impact of educational leadership, creative teaching, teacher practice and digital governance with total quality teaching. The discussions of this research are as follows:

H1: The impact of educational leadership on total quality teaching. Leadership has a direct impact on teaching quality (Yu G. , 2022), thus, leadership of teachers have a direct role on the satisfaction, motivation, educational performance, learning efficiency and learning process of the students (Balwant, 2016).

H2: The impact of creative teaching on total quality teaching. Creative teaching practices and digital technology have a direct role on the quality teaching of the students (Hanna, Bijlsma, Glas, & Visscher, 2021), also, creative teaching has an important role in increasing students learning and quality of education (Suyudi, Suyatno, Rahmatullah, Rachmawati, & Hariyati, 2022).

H3: The impact of teacher practice on total quality teaching. Teaching practice and leadership methods are highly related to quality learning of the students (Achimugu, 2016), teachers with best students' relation will lead to best quality of teaching (Li, Bergin, & Olsen, 2022).

H4: The impact of digital governance on total quality teaching. E-governance through applying technological tools ameliorate the quality of the educational process (Grigalashvili, 2022) therefore, data plays a vital impact on educational governance in reaching teaching performance and to obtain objectives (Beerrens, 2021).

7- Recommendations and Future Researches

For teachers: Teachers should try to use different methods in interacting with students. Teachers should push students to share ideas and researches for adding information. Teachers should apply creative teaching through innovative style. Teachers should encourage students to participate in class and an open discussion group. Teachers should apply contemporary teaching methods to increase the quality of students learning.

For schools and directors: Schools should measure the leadership practice techniques. School should evaluate teacher practice for educational performance. Schools should design an innovative style of teaching to increase the process of teaching and students learning. Schools should stress on educational governance and digital transformation.

For future researches, it will be advisable to investigate about more variables having an impact on the power of total quality teaching.

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