

# UNCOVERING THE BEDROCK: UNVEILING THE PERSONAL VALUES OF GLOBAL SCHOOL LEADERS

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## **Abstract:**

Schwartz's Theory of Basic Human Values proposes a framework for understanding and categorizing universal human values. It identifies ten distinct values organized into a circular structure, representing their compatibility and conflict. The theory offers insights into the motivations and priorities that guide individuals' attitudes and behaviors across different cultures and contexts. This study examines the personal values of global school leaders in diverse educational contexts, aiming to understand their key values and predominant higher-order dimensions. The research addresses the existing gap in the literature regarding the personal values of global leaders and their alignment with Schwartz's Theory of Basic Human Values. The researchers administered the PVQ 40 surveys quantitatively to collect data from global school leaders. The values were analyzed and arranged in a circular structure to uncover relationships and motivational goals. The results reveal the values highly valued by global school leaders, including self-direction, universalism, and benevolence, while identifying achievement as the least important value. Additionally, the study explores the four higher-order dimensions of values, highlighting the high value placed on "Openness to Change" and the relatively lower value assigned to "Self-Enhancement." These findings contribute to understanding global educational leadership, decision-making processes, ethical frameworks, policy-making, and cultural understanding, aiming to generate positive student outcomes and foster conducive cultures and climates within the global education context.

*Keywords: leadership, higher-order dimensions, culture and climate, decision-making, ethical framework, global education, policy making*

## **1. Introduction**

Education is the bedrock for societies' growth, development, and prosperity worldwide. School leaders significantly shape the educational environment and the experiences of students, staff, and the larger school community. Values are integral to any organizational culture, serving as guiding principles for successful management (Mashlah, 2015). The personal values held by these school leaders act as guiding principles that inform their decision-making processes, shape their leadership styles, and influence the overall direction and culture of educational institutions. Values represent desirable goals and significant principles that drive people's behavior (Arieli et al., 2020). They define individuals' personal and social identities (Hitlin & Piliavin, 2004) and direct actions and attitudes (Danion & Barni, 2019). Values are instrumental in shaping individuals' beliefs, attitudes, and behaviors, including those of global educational leaders (Schwartz, 1992). Due to the direct influence of values on the choices made by school administrators, discussing personal values within educational contexts and their impact on individuals and society holds universal significance. The impact of values has led to a strong motivation to delve into human values to uncover the underlying factors driving consumer attitudes and behaviors (Anana & Nique, 2014). Consequently, numerous studies have emphasized examining personal values' impact on organizations' long-term sustainability.

The existing research has a gap regarding the character traits of global school leaders in diverse contexts (Jackson et al., 2020), notwithstanding the growing implication of personal values in educational management. Researchers have given limited attention to identifying and examining the character traits of global leaders and their alignment with the dimensions outlined in Schwartz's Theory of Fundamental Human Values within the specific context of global educational leadership (Harris et al., 2018).

This study examines the personal values of global school administrators in diverse educational contexts and specifically answers the following questions: 1) What key values do global school leaders exhibit in diverse educational contexts? 2) Which higher-order dimension(s) of values do these leaders predominantly demonstrate?

The personal values of school leaders are crucial to leadership, making decisions (Begley, 2000), shaping climate and culture (Fullan, 2001), and instructional leadership (Scheurich & Skrla, 2003). The environment for leadership shifts and how successfully a leader has led depends on the global school leader's ability to modify or align one's moral principles in light of the organizational environment (Storey & Beeman, 2009). This study promotes cultural understanding by shedding light on the cultural nuances and influences shaping global leadership behaviors (Brown & Jones, 2023). The findings contribute to policy development and decision-making processes, aligning educational policies with values crucial for positive student outcomes (Davis & Smith, 2021). Additionally, the study informs ethical leadership discussions by identifying overall higher-order dimensions of values, facilitating the development of ethical frameworks and guidelines (Johnson & Lee, 2022).

## 1.1 Personal Values

The aftermath of the pandemic and the impact of technology, such as A.I., in the education system are putting the personal values of students, teachers, and school leaders to the test as they navigate ethical decision-making globally. Personal values are enduring convictions about desirable objectives that act as fundamental concepts in individuals' lives. Although values typically remain consistent over time, they can change as individuals adapt to evolving life circumstances (Bardi et al., 2014). There have been various studies conducted to explore this phenomenon. They have provided evidence supporting the notion that significant life events, such as COVID-19 pandemics and migration to foreign countries, have the potential to shape an individual's personal values (Daniel et al., 2022; Bardi et al., 2014). Additionally, a shift in the cultural environment and lifestyle, economic conditions, or a combination of these elements can trigger a change in values.

Educational leaders, such as school principals and administrators, have demonstrated the importance of personal values aligned with Schwartz's (1992) ten dimensions of values, including adaptability, resilience, and a commitment to equitable education, in their response to the crisis (Smith, 2021). Increasing school leaders' awareness of their principles and how those values affect their leadership style enables them to modify their behavior to fit their intended effects (Sverdlik et al., 2022). Thus, there is a need to reinforce, enhance, and improve the personal values of school leaders due to their very high correlation with group dynamics and juggling work and personal lives. These relate to how leaders respond behaviorally to their duties and demanding circumstances (Reyes et al., 2021). According to their motivational requirements, Schwartz (1992) identifies ten universally recognized basic value types. Table 1 presents these ten values.

*Table 1. Schwartz's ten values, along with their corresponding motivational goals*

Value	Definition
Tradition	Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide to the self.
Conformity	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.
Security	Safety, harmony, and stability of society, of relationships, and of self.
Hedonism	Pleasure or sensuous gratification for oneself.
Stimulation	Excitement, novelty, and challenge in life.
Self-direction	Independence thought and action; choosing, creating, exploring.
Power	Social status and prestige, control or dominance over people and resources.
Achievement	Personal success through demonstrating competence according to social standards.
Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.
Benevolence	Preserving and enhancing the welfare of those with whom one is in frequent personal contact.

## 1.2 Global School Leaders

In this study, "global school leaders" refers to principals, assistant principals, school heads, and department heads accountable for the school's daily managerial and instructional operations. As global school leaders tackle their daily responsibilities, they encounter numerous regular and unconventional challenges, often requiring them to balance and prioritize different values in their decision-making processes (Storey & Beeman, 2009). Cranston et al. (2003) defined the situation as an ethical dilemma. Every day, these were given solutions by the school leaders, with or without any experience or knowledge about the ethics framework, as a basis for decision-making.

Amidst the pandemic and rapid technological progress, school leaders on a global scale need to actively gather high-quality data to make essential decisions that steer the education system and guide policy-making processes. Bergmark (2009) claimed that values permeate schools and impact leaders' thoughts and behaviors. Their personal values play a crucial role in shaping their leadership approaches and influencing their ability to navigate the dynamic educational landscape. Storey & Beeman (2009) emphasize in Leithwood, Steinbach, and Raun's (1993) study that once a person internalizes a value, it becomes a benchmark for morally assessing oneself and others, guiding their actions and thoughts while also influencing the behaviors and thoughts of others. These values guide their decision-making processes, determine their priorities, and shape their strategies in response to education's evolving needs and complexities (Harris et al., 2018). Additionally, Luby (2018) reported that the award-winning school leaders who took part in her study were highly influenced by their values when making judgments about their careers and work. Their core values guide their practice and help them set priorities. Aside from these, personal values directly affect the perceptions of the effective type of leader, which is why their leadership style matches their values (Zibenberg & Da'as, 2022).

## 1.3 Personal Values of Global School Leaders

Personal values and leadership inevitably influence organizational culture (Ertosun & Adiguzel, 2018). These values shape their vision for education, their beliefs about teaching and learning, and their priorities in resource allocation. They influence how leaders interact with their staff, students, and community members, thereby establishing the ethos and values of the entire school community.

Additionally, Miller and Marks' research (2020) found a significant connection between leadership approaches, personal values, and academic institutions' overall achievements. Consequently, obtaining a deep understanding of the personal values held by global school leaders is of utmost importance, as it is pivotal in cultivating effective leadership practices, fostering positive school climates, and attaining optimal educational outcomes.

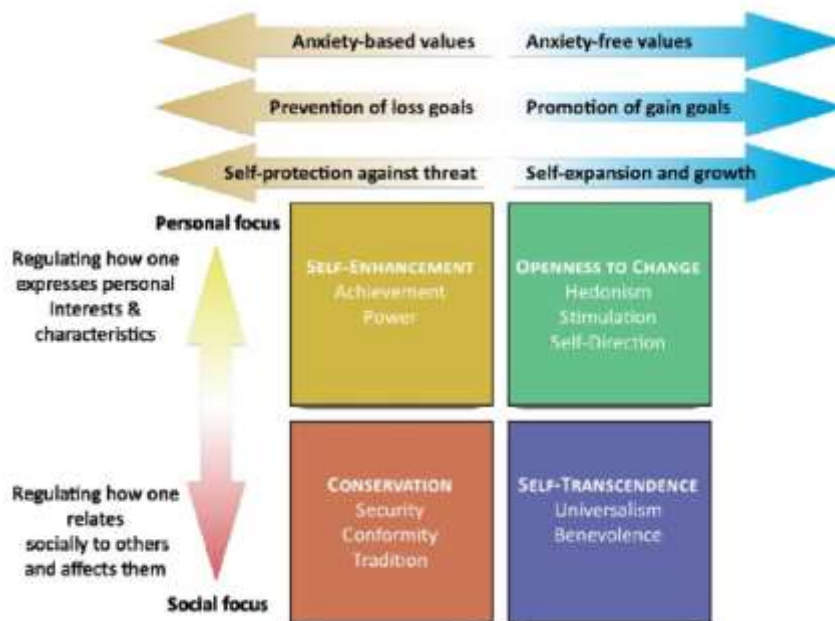
### 1.4 Values Four Higher Order Dimensions

Understanding the four dimensions of values—Self-Enhancement, Conservation, self-transcendence, and Openness to Change—can provide valuable insights into the personal values of global school leaders (Schwartz, 1992). (Schwartz, 1992). Leaders who prioritize Openness to Change may value innovation, flexibility, and adaptability, influencing their values to include creativity, continuous learning, and embracing change. Those who prioritize Conservation may develop personal values that emphasize stability, respect for tradition, and the preservation of cultural heritage. Leaders who value Self-enhancement manifest their drive for achievement, personal growth, and recognition. On the other hand, leaders who prioritize Self-Transcendence may embody personal values centered on empathy, social justice, and the well-being of others.



The dynamic pattern of interconnectedness among values is universal across all human societies. Figure 2, presented below, visually represents how different values relate to personal interests, social relationships, and anxiety. The values displayed in the top panel (power, hedonism, achievement, self-direction, and stimulation) largely control how people communicate their preferences and traits. On the other hand, the lower panel values (conformity, tradition, universalism, benevolence, and security) mainly control how individuals interact with others and impact their interests. The figure also highlights that

some values, like universalism and security, possess a dual nature, as they concern both others and the act of pursuing one's goals. Additionally, the figure shows that values on the left side (conformity, tradition, security, and power) are associated with coping with anxiety by maintaining order, avoiding conflict, or controlling threats. In contrast, the right-side values (hedonism, self-direction, benevolence, stimulation, and universalism) reflect drives free from anxiety and focus on personal growth and self-expansion.



By understanding the higher-order value dimensions, leaders can gain valuable insights into their value systems, which can guide their decision-making processes and approaches to leadership, ultimately shaping the educational environments they oversee. Balancing these dimensions and aligning personal values with broader educational goals is crucial for effective leadership. This approach promotes innovation, cultural preservation, personal growth, and social responsibility within the global education context (Schwartz, 1992). Moreover, understanding the relationships between values, underlying interests, and anxieties can provide a basis for predicting and comprehending how values influence the attitudes and behaviors of global school leaders (Schwartz, 2012).

## 2. Methodology

### 2.1: Research design

The researchers investigated a quantitative-descriptive study utilizing an online survey administered through Google Forms. Quantitative research involves gathering numerical data that can be analyzed using statistical methods (Muijs, 2004; Wright, 2014, as cited in Aliaga and Gunderson, 2000). Data collection, description of phenomena, organization, tabulation, representation, and description of the gathered data are all components of descriptive design (Glass & Hopkins, 1984).

### 2.2 Participants and Locale

The survey included a sample of 28 global school leaders from various countries, encompassing 12 participants from the United States of America, eight from Cambodia, four

from Taiwan, and one each from Ghana, India, London, and China. It is important to understand that each participant in this study is a global school leader outside the Philippines, occupying leadership positions in international educational settings. These leaders bring diverse perspectives and experiences influenced by their respective countries' educational systems and cultural contexts. As such, their responses and insights reflect a broad range of international perspectives and practices in the field of education.

### **2.3 Research Tool**

The researchers employed a survey tool as the main technique for gathering data for this quantitative investigation. The study utilized the Schwartz Portrait Values Questionnaire (PVQ). The PVQ indirectly measures personal values, thus lessening social bias (Danioni & Barni, 2021). It is a shorter instrument than the Schwartz Value Survey (Schwartz, 2003). Children, teens, and older people from diverse demographic backgrounds may utilize it, providing a strong basis for self-evaluation (Davidov et al., 2008).

The survey had 40 questions, and the respondents rated each on a six-point Likert scale (1 being the least like me and six being the most like me). to indicate how closely they identified with each portrait. To distribute the questionnaire to participants globally, the researchers utilized Google Forms, which allowed for convenient sharing via online applications. The researchers distributed the questionnaires to all leaders through multiple communication channels, including email, Messenger, text, and Telegram. Using Google Forms streamlined the data collection process, minimizing human errors and ensuring the accuracy of responses. Surveys effectively and flexibly collect data from a large sample size (Muijs, 2004). They enable researchers to gather information from participants in a standardized manner, ensuring consistency and comparability of responses. In this study, research surveys allowed the researchers to collect data from diverse global school leaders and obtain valuable insights into their values and perspectives. The research survey provided answers to the key values exhibited by global school leaders. The researchers determined the global leaders' higher-order value dimension by clustering the results of the key values.

### **2.4 Data Gathering Procedure**

This study distributed a survey and a consent form to global school leaders to collect data. Before their participation, the researchers provided the participants with detailed information about the purpose and objectives of the study. Participants were free to make a voluntary decision regarding their participation. They could also choose not to participate by simply submitting the form. For those participants who voluntarily consented to participate, they were able to proceed to the subsequent sections of the questionnaire. Once they completed the questionnaire, they could submit their responses. The researchers took advantage of Google Forms to conduct and facilitate the survey. The method makes data collection easier worldwide. Google Forms automatically gathered all the responses to answer the global school leaders' key values and determine their higher-order value dimension. After the data collection phase, the researchers exported the data from Google Forms and transferred it to Microsoft Excel for further analysis. Microsoft Excel, a powerful tool (Gupta, 2023), provided the tools and functionalities for data analysis, including statistical calculations, graphical representations, and other analytical procedures.

### **2.5 Data Analysis**

The study administered surveys to participants and non-participants. The forty items in the survey were sorted based on the ten Schwartz values used to analyze the values exhibited by global school leaders in diverse educational contexts. The results were then clustered based on the Schwartz ten values. Arithmetic means were calculated from the collected data to determine the key values demonstrated by these leaders. Additionally, the researchers divided the ten Schwartz values by higher-order dimensions. The researchers used arithmetic means to identify the higher-order dimension(s) of values predominantly displayed by global leaders in their workplace. A Likert scale assessed the participants' perceptions of these values. The Likert scale ranged from 0 to 6, with corresponding descriptions for each value range. The participants indicated how much they agreed with each value statement on the Likert scale. According to Clason and Dormody (1994), a Likert scale constitutes a series of four or more Likert-type items aggregated into a single composite score or variable during the data analysis. The data collected using this scale were analyzed and presented through various means, including tabulation and graphical representation. This analysis aims to identify the key values exhibited by global school leaders in diverse educational contexts and determine the higher-order dimension(s) of values predominantly demonstrated by these leaders. The values were also analyzed and arranged in a circular structure to uncover relationships and motivational goals.

## **2.6 Ethical consideration**

The researchers conducted the study following ethical considerations. To obtain permission for data collection, the researchers prepared a letter that underwent approval and endorsement from key authorities, including the course promoter, the Graduate Program Coordinator of Teacher Education, and the Dean of the Advanced Studies School. The letter was reviewed and approved by the Graduate Program Coordinator and endorsed by the Dean of the Advanced Studies School. The researcher provided comprehensive information about the purpose of the research prior to completing the survey. The privacy and anonymity of the participants were duly acknowledged, ensuring that the researchers would not disclose their names. The participants' information was all acquired in the strictest confidence and solely utilized for academic purposes. These ethical measures aimed to protect the participants' rights and well-being and maintain the research process's integrity. By upholding privacy and confidentiality, the study fostered an environment of trust and openness, encouraging participants to provide honest and uninhibited responses.

## **3. Results and Discussion**

The researchers of this study utilized a scale to interpret the data results. The Likert scale ranged from 0 to 6, with six categories. This scale provided a framework for interpreting the participants' responses and understanding their level of alignment with each value.

5.01 to 6: "Very much like me" (strong alignment with the value)

4.01 to 5: "Like me" (significant association with the value)

3.01 to 4: "Somewhat like me (moderate alignment with the value)

2.01 to 3: "A little like me" (weak connection to the value)

1.01 to 2 - "Not like me" (lack of association with the value)

0.00 to 1: "Not like me at all" (complete absence of the value)

### 3.1 Global School Leaders Key Exhibited Values

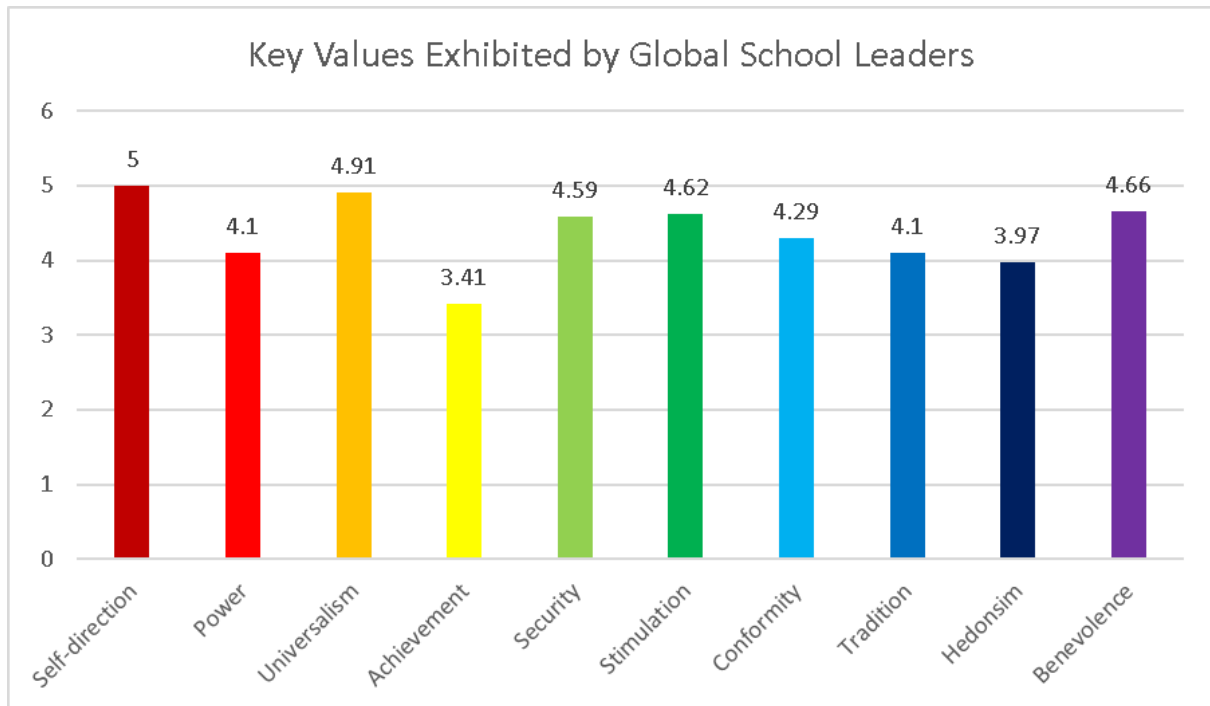


Figure 1: Global School Leaders Key Exhibited Values

The bar graph presents the values that global school leaders prioritize and the values the participants least exhibit. According to the graph, the value of self-direction, with a mean score of 5.00 (interpreted as "very much like me"), is highly valued by global school leaders. Universalism ranks second with a mean score of 4.91 (interpreted as "like me"), followed by benevolence, with a mean score of 4.66 (also interpreted as "like me" but with a slightly lower value). On the other hand, the value of achievement, with a mean score of 3.41 (interpreted as "somewhat like me"), is the least important to the participants. The second lowest value is hedonism, with a mean score of 3.97 (also interpreted as "somewhat like me" but with a higher value), and tradition and power, both with a mean score of 4.10 (interpreted as "like me").

Principals' behaviors are vital in encouraging higher performance among students and teachers. Using measures like classroom management, direction, goal-setting, cooperation, collaboration, continuing evaluation of student progress, and teacher autonomy support, principals can effectively contribute to realizing the institution's vision and mission. Effective leadership styles and methods employed by school principals have the potential to positively impact students' academic progress, as it is their responsibility to advance academic achievement (Tedla & Kilango, n.d.).

Self-direction values emphasize personal autonomy, independence, and the freedom to choose. Since global school leaders value self-direction, they will likely encourage student and staff autonomy and promote self-directed learning, critical thinking, and decision-making. They are also likely to support initiatives that empower students to take responsibility for their education and help create an environment that fosters independence and personal growth. Although individuals who prioritize self-direction values may



experience greater satisfaction and motivation when working together, it is important to note that this focus on self-direction can also lead them to prioritize their interests above others (Dust et al., 2019). However, self-directed individuals know that their attitudes, behaviors, and issues directly result from their decisions. That is why they tend to take ownership of their attitudes and actions, giving the impression that they are dependable and trustworthy (Garcia et al., 2017).

Global education leaders exhibit self-direction values because they operate in a rapidly evolving and diverse educational landscape due to various factors, such as technological advancements and emerging global challenges. In such a situation, global education leaders need to be proactive, innovative, and adaptable to effectively address the evolving needs of learners and implement educational reforms. In addition, exhibiting self-direction helps global education leaders navigate uncertainties, make timely decisions, and grab opportunities for positive change.

The direction-setting techniques used by principals have a major impact on teachers' stress levels, personal efficacy, and organizational commitment, according to research titled "Successful School Leadership" from the U.K.'s Education Development Trust. It goes on to say that good leaders set goals for creating a common vision, choosing precise short-term objectives, setting high standards for performance, and communicating the vision and goals.

Global education leaders highly exhibit universalism values because they operate within a context emphasizing diversity, inclusivity, and the importance of education as a universal right. They appreciate that education is important for advancing social justice, equitable opportunity, and cultural sensitivity. The United Nations Educational, Scientific, and Cultural Organization fights for inclusive and equitable educational institutions worldwide and promotes education as a fundamental right. It emphasizes the need for global education leaders to embrace universalist values that value diversity, inclusivity, and equal access to education. In addition, Global education leaders understand that education is essential to promoting social justice, providing equal opportunities, and fostering cultural understanding. They recognize that education can empower individuals, bridge societal gaps, and foster a more equitable and inclusive society.

In terms of universalism's values, they emphasize equality, inclusivity, and social justice. Global school leaders with universalist values consider the welfare and risks of all parties when considering policy decisions and outcomes. (Bright et al., 2019) affirmed that universalists recognized individuals' involvement and choices in decision-making and protected their welfare (Bright et al., 2019). The finding further suggests that global school leaders value diversity, respect for all individuals, and fair treatment of everyone. They also strive to create an inclusive school culture that celebrates diversity, promotes equal opportunities, and addresses issues of discrimination and inequality. They most likely prioritize multicultural education, promote inclusive policies and practices, and seek to eliminate biases and prejudices within the school community.

Lastly, the core principles of benevolence include kindness, compassion, and care for the welfare of others. Benevolent school leaders help control employee negativity, instill positive energy in the workforce, accelerate employee productivity, and reduce turnover, which helps organizations survive in tough conditions (Iqbal & Abdullah, 2021). That is why global school leaders prioritize the holistic development and well-being of students, staff, and the wider community. They foster a caring and supportive school climate, promote positive relationships, and prioritize students' social-emotional development. They may even advocate

for and implement initiatives that promote kindness and empathy and prioritize the overall well-being of all stakeholders.

These findings imply that global school leaders strongly identify with and prioritize values related to self-direction, universalism, and benevolence, indicating a significant alignment with these values. Global school leaders put forward the prioritization of values that emphasize personal autonomy, concern for others, and broader perspectives while less emphasizing individualistic pursuits or adherence to traditional structures of power. The principles of global school leaders are crucial for leadership and decision-making (Begley, 2000), shaping climate and culture (Fullan, 2001), and instructional leadership (Scheurich & Skrla, 2003). Furthermore, a strong link exists between individual values and management styles, as well as the overall performance of educational institutions (Miller & Marks, 2020). Thus, self-direction, universalism, and benevolence shape global school leaders' leadership styles, decision-making processes, and the overall culture of their school community, ultimately promoting student well-being, equity, and a sense of belonging.

The findings also showed that achievement, hedonism, tradition, and power were the least exhibited values. It implies that global school leaders prioritize different aspects of their role and focus differently on their approach to leadership.

Based on the study of Sijbom et al. (2018), leaders' achievement goals are connected to employee burnout on top of the consequences of employees' own achievement goals. The lesser emphasis on achievement means that school leaders do not primarily prioritize individual success, competition, or status-driven outcomes. Instead, they may focus on holistic development, collaboration, and fostering a supportive environment where stakeholders can thrive. They may prioritize growth, progress, and personal fulfillment over narrowly defined measures of success.

Since hedonism is one of the least exhibited values among global school leaders, it implies that personal pleasure or immediate gratification is not their driving force. Rather, they prioritize long-term goals, the well-being of others, and creating an environment that promotes purposeful engagement and personal growth. They may emphasize the importance of intrinsic motivation, meaning, and a sense of purpose in education. If global school leaders are hedonistic, their ultimate objective is to maximize net pleasure and consider pleasure as the basis of their work and purpose (Khajegir & Afroogh, 2018). Thus, global school leaders are more likely to create environments that benefit both the individuals they lead and the organization or community.

Finally, the fact that global school leaders do not give so much significance to tradition and power suggests that they may not be tied to rigid adherence to past practices or resisting change, and they do not seek authoritarian control or hierarchical dominance. Instead, they may value innovation, adaptability, the ability to respond to evolving educational needs, shared leadership, collaboration, and the empowerment of teachers, students, and other stakeholders. They are open to exploring new ideas, approaches, and pedagogies that align with the changing demands of education and broader society. Likewise, they value distributed decision-making, participatory processes, and creating a democratic and inclusive school culture. The study by Spreitzer et al. (2005) emphasizes the significance for leaders who uphold traditional values to acknowledge the need for change, create a future-focused vision, and mobilize follower commitment to achieve results that go beyond conventional expectations, which are typically considered less relevant in terms of effective leadership. Leaders who strongly value tradition may prioritize maintaining the status quo

and view change as a potential threat to established traditions, which can limit innovation and adaptability within the organization. According to Qu et al. (2019), leaders with strong power values can only motivate followers when they perceive their values align with their own. However, strong, benevolent leaders could inspire followers without regard to perceived degrees of value congruence. Power-oriented leaders may have a short-term performance impact. Nevertheless, a sustainable and long-term approach prioritizes benevolence, trust, and shared values is more effective in promoting follower engagement, satisfaction, and overall performance.

### 3.2 Global School Leaders' Four Higher Order Value Dimensions

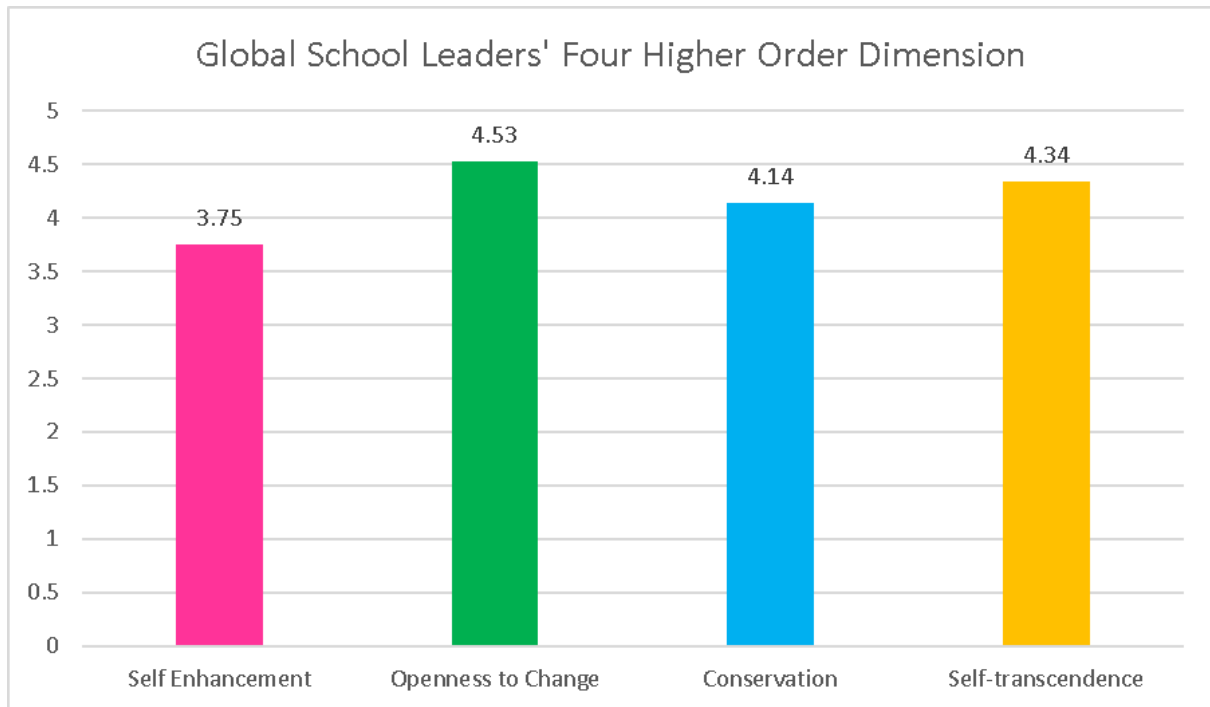


Figure 2: Global School Leaders' Four Higher Order Value Dimensions

Out of the four higher-order dimensions of values, the graph's tallest bar represents "Openness to change," with a mean score of 4.53, interpreted as "like me." The results indicate that global school leaders highly value this dimension as the highest among the four. On the other hand, the shortest bar represents "Self-enhancement," with a mean score of 3.75, interpreted as "somewhat like me," indicating that this dimension is the least valued among the four.

Global school leaders are open to change, have a high personal focus, regulate how they express personal interests and characteristics, and reflect motivations free from anxiety and focused on personal growth and self-expansion (Schwartz, 2012). The findings also emphasize that global school leaders prioritize openness, innovation, and adaptability. These values encompass the dimension of "Openness to Change.". This dimension reflects their inclination towards embracing new ideas, flexibility, and continuous learning. Sosik (2015), however, argued that liking change is not always congruent with understanding its necessity for one's organization. Conversely, Santhidran et al. (2013) found that a leader's qualities that

support and facilitate readiness for change would encourage staff to support change efforts by reducing opposition.

On the contrary, the "Self-Enhancement" dimension, which includes values like achievement and power, holds relatively less importance for global school leaders. When self-enhancement is less important to them, the focus shifts towards collective success, servant leadership, humility, authenticity, team empowerment, and ethical conduct. By emphasizing the well-being and growth of others, they create a positive and empowering leadership environment that fosters collaboration, trust, and sustainable success. Kim et al. (2022) found that although leaders perceived that their genuine self-enhancement led others to trust them, their co-workers expressed low trust when the leaders displayed their true positive traits. When trust is absent, the institution's members may feel demotivated, skeptical, and less committed to their work. Indeed, leaders who devalue self-enhancement are more likely to empower their team members and foster their autonomy and decision-making capabilities.

Due to the contextual diversity of global schools, it is essential to understand that a singular set of administrative competencies cannot effectively meet the needs of all schools and social environments (Davis et al., 2005). It is equally crucial to recognize the presence of culturally specific values and behaviors that shape the implementation of these constructs in each unique context. Understanding these findings provides valuable insights into the value systems of global school leaders. It emphasizes fostering a culture of openness, embracing change, and encouraging innovation within educational contexts. By prioritizing the dimension of "Openness to Change," leaders can create environments that promote creativity, flexibility, and adaptability, ultimately contributing to the growth and development of educational institutions.

#### **4. Conclusion**

In several educational environments, this study sought to analyze the personal values of global school leaders and address key questions regarding their exhibited values and predominant higher-order dimensions.

The present study reveals that global school leaders' top three personal values are self-direction, universalism, and benevolence. These values reflect their emphasis on individual autonomy, inclusivity, and the well-being of others. The values of global school leaders are crucial for decision-making, shaping the culture and atmosphere within the school, and directing instructional leadership. Furthermore, leadership styles and personal values are closely related, as is the overall performance of educational institutions. Self-direction, universalism, and benevolence shape global school leaders' leadership styles, decision-making processes, and overall culture, improving student well-being, equity, and a sense of belonging.

Additionally, the study highlights that the primary higher-order dimension of values demonstrated by global school leaders is openness to change. These higher-order dimension values prioritize innovation, adaptability, and embracing new ideas and practices. Moreover, they exhibit personally focused values that regulate how they express their interests and characteristics. These values encourage achieving goals of gain and self-expansion without causing distress.

Global school leaders who value self-direction will likely encourage autonomy among students and staff and promote self-directed learning, critical thinking, and decision-making. They are also inclined to support initiatives that empower students to take ownership of their education and create an environment conducive to independence and personal growth. Universalist global leaders likely consider all parties' welfare and risks when making policy decisions. Global school leaders identify individuals' needs and provide the necessary information and choices to safeguard their well-being. In addition, global school leaders prioritize multicultural education, advocate for inclusive policies and practices, and strive to eliminate biases and prejudices within the school community. Benevolent school leaders effectively manage negativity among employees, foster positive energy in the workforce, enhance employee productivity, and reduce turnover, which contributes to organizational resilience in challenging conditions. They prioritize the holistic development and well-being of students, staff, and the wider community. Global school leaders exhibit openness to change, maintain a high personal focus, are innovative and adaptive, regulate the expression of their interests and characteristics, and demonstrate motivations free from anxiety, focusing on personal growth and self-expansion.

These values shape educational institutions' decision-making, leadership styles, and overall culture, contributing to student well-being and fostering a sense of inclusivity and innovation.

## **5. Recommendations**

The researchers acknowledge the constraints of this study. While the number of participants is sufficient to generalize the values of global school leaders, including more countries with equal representation from each country may yield different results. Therefore, expanding the sample by including leaders from various educational institutions, such as primary, secondary, vocational, and higher education schools, is recommended for future research. This broader representation would provide a more comprehensive investigation of the global school leaders' personal values across different levels of education. Additionally, Comparative analyses of leaders from diverse cultural backgrounds or countries could offer valuable insights into how culture affects managerial approaches and personal values.

Moreover, incorporating cross-sectional surveys and qualitative research, like interviews or focus groups, would provide deeper insights into the underlying motivations and experiences that shape the values of global school leaders. Furthermore, school leaders need to recognize the significance of values and not prioritize one specific value over others.

Instead, they should embrace various values that can adapt to social changes and life experiences. When leaders and staff within an institution share and prioritize the same values, their collective work is more likely to be successful.

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