

Enhancing School Organizational Health: Exploring the Nexus of Professional Development, Transformational Leadership, and Cultural Intelligence in Indian and Ethiopian Secondary Schools

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Citation: Lealem Tilahun Agidew, Jagpreet Kaur, (2024), Enhancing School Organizational Health:Exploring the Nexus of Professional Development, Transformational Leadership, and Cultural Intelligence in Indian and Ethiopian Secondary Schools, , *Educational Administration: Theory And Practice*, 30(5), 147-160
Doi: 10.53555/kuey.v30i5.2814

ABSTRACT

Recognizing that the quality of secondary education encompasses more than academic achievement alone, it's crucial to acknowledge the significant role played by the overall organizational health of schools. This includes various elements such as effective leadership, access to professional development opportunities, and the promotion of cultural inclusivity. However, existing literature on school organizational health lacks cohesion in terms of its antecedents and lacks empirically tested research. Therefore, this study addresses two key gaps in the literature: firstly, whether Professional Development, Transformational Leadership, and Cultural Intelligence impact School Organizational Health; and secondly, how this impact compares between Indian and Ethiopian schools. To investigate this, a factorial design of 2x2x2x2 was analyzed using stepwise regression, based on data collected from 600 respondents. The results confirmed that Professional Development, Transformational Leadership, and Cultural Intelligence significantly influence school organizational health in both Indian and Ethiopian secondary schools. Furthermore, the predictive power of these factors appeared to be notably stronger within the Ethiopian context, as evidenced by the higher R² value and the greater explained variance.

Keywords: Professional Development, Transformational Leadership, Cultural Intelligence, School Organizational Health, India, Ethiopia

1. Introduction

The progress of a nation is intricately tied to both the quantity and quality of its educated and skilled workforce (Benavot et al., 2016). Elevating a nation's human resources stands as a pivotal element for its economic prosperity and expansion, facilitating the efficient utilization of its tangible assets. In the framework of the Sustainable Development Goal 2030, education emerges as a transformative force capable of reshaping the lives of individuals, communities, and societies through a lifelong learning approach (UNESCO, 2015). Aligned with this vision, education endeavors to empower the younger generation, equipping them with practical attributes encompassing knowledge, skills, and appropriate conduct, thereby enabling them to emerge as engaged contributors and dynamic members of society. Within this narrative, secondary education assumes a significant role, serving as a cornerstone for the academic, social, and personal development of individuals and societies.

It is essential to recognize that the quality of secondary education extends beyond mere academic outcomes; it is also profoundly influenced by the overall organizational health of schools. This encompasses a multitude of factors, including the effectiveness of leadership, the availability of professional development opportunities, and the promotion of cultural inclusivity. These components collectively shape the educational landscape, influencing not only student achievement but also the holistic development of individuals within the school community. Professional development programs serve as indispensable tools for educators,

facilitating the continual enhancement of their teaching practices, staying abreast of emerging pedagogical trends, and addressing the evolving needs of diverse student populations. Concurrently, effective leadership, notably transformational leadership, has been empirically linked to heightened teacher morale, elevated student achievement, and enhanced overall school performance. Transformational leaders adeptly inspire and motivate their staff, nurturing a collaborative culture characterized by innovation and continuous improvement. In the contemporary globalized landscape, educational institutions are increasingly characterized by diverse student and staff compositions representing various cultural backgrounds. Consequently, cultural intelligence (CQ) has emerged as a critical competency for educators and administrators alike, enabling them to effectively navigate the complexities of cultural diversity. Individuals possessing high CQ demonstrate an aptitude for adapting their behavior, communication, and decision-making to suit diverse cultural contexts, thereby fostering inclusivity and promoting cross-cultural understanding within educational settings. Despite the extensive research conducted on each of these constructs in isolation, there remains a notable gap in the literature regarding their interrelationships and comparative analysis across diverse cultural contexts, particularly within secondary education settings. Therefore, this study aims to assess how Professional Development, Transformational Leadership, and Cultural Intelligence influence the organizational health of schools. India and Ethiopia serve as notable case studies for this comparative research due to their diverse cultural landscapes, varied educational frameworks, and distinct socio-economic contexts. India, with its expansive population and diverse cultural heritage, grapples with significant disparities in educational access, quality, and outcomes across various regions. Conversely, Ethiopian secondary schools operate within a milieu of rapid socio-economic development and cultural diversity, with ongoing efforts aimed at improving education accessibility and quality. Through the examination of the correlations between professional development, transformational leadership, cultural intelligence, and school organizational health in Indian and Ethiopian secondary schools, this study endeavors to enrich the existing literature by providing empirical evidence and insights into the factors that underpin educational effectiveness within diverse cultural settings. Such knowledge is imperative for guiding the formulation of policies, practices, and interventions aimed at enhancing the quality and equity of secondary education on a global scale.

These studies highlight the significance of different factors, such as leadership behaviors, gender, communication, and health literacy, in influencing the overall health of schools and its effects on stakeholders such as teachers and students. While current research primarily focuses on regions such as Turkey, Pakistan, and Malaysia, there is a significant lack of studies examining school organizational health in other global regions, particularly in diverse cultural and socio-economic contexts like India. In addition, although the current review examines several factors that affect organizational health, such as leadership behavior and communication, there is still a chance to investigate other important factors like professional development, transformational leadership, and cultural intelligence. Although some studies examine the organizational health of different types of schools (public versus private), there is the possibility of conducting more comprehensive comparative analyses that encompass a wide range of educational systems in various countries.

In summary, the proposed study can enhance understanding in the field of education by providing valuable insights into the factors that influence the overall well-being of secondary schools in various cultural contexts. Moreover, the suggested investigation enhances the current body of knowledge by filling in research deficiencies, presenting fresh perspectives on the connections between various concepts, and offering practical applications for educational policies and practices. Prior research has yielded valuable knowledge regarding the factors that impact the overall health of educational institutions, such as the behavior of leaders, opportunities for professional growth, leadership that fosters positive change, and the ability to understand and navigate different cultures. Nevertheless, there are still several deficiencies in the existing body of literature that the current study seeks to resolve:

1. Geographical Emphasis: The majority of previous research has concentrated on particular regions, namely Turkey, Pakistan, Malaysia, and select African countries such as Nigeria, Ghana, and Ethiopia. There is a significant lack of research investigating the state of school organizational health in various global regions, especially in culturally diverse settings such as India and Ethiopia. This study aims to address this gap by examining the organizational health of secondary schools in India and Ethiopia, thus expanding the geographical range of research in this field.

2. Cultural and Socio-economic Contexts: Although certain studies have briefly discussed the impact of cultural and organizational factors on organizational health, there is a requirement for a more thorough investigation of these dynamics. The importance of cultural intelligence in educational settings has been recognized, but its specific impact on organizational health has not been thoroughly investigated. The current study seeks to further investigate the impact of cultural intelligence on organizational health, specifically in diverse cultural and socio-economic settings such as India and Ethiopia.

3. Integration of Factors: Although previous studies have explored professional development, transformational leadership, and cultural intelligence as separate entities, there is a dearth of comprehensive research that combines these factors to offer a comprehensive understanding of organizational health. This study aims to close this gap by examining how professional development, transformational leadership, and cultural intelligence collectively impact the overall health of schools. This will provide a more detailed analysis of the factors that contribute to organizational effectiveness.

4. Subject Areas and Teaching Levels: While some studies have examined the professional development needs of educators, there is a lack of research specifically addressing the requirements for specific subject areas or teaching levels. The objective of this study is to investigate the impact of professional development, transformational leadership, and cultural intelligence on the overall well-being of Indian and Ethiopian secondary schools, considering various subject areas and teaching levels. The primary objective of this study is to fill in the gaps in knowledge and provide a thorough understanding of the factors that impact the overall health of schools. Additionally, the study aims to provide valuable insights that can be used to shape policies and practices in various educational settings.

2. Literature Review

Studies Related to School Organizational Health

Numerous studies have delved into the realm of school organizational health, scrutinizing various dimensions such as leadership conduct, gender differentials, and their repercussions on teacher contentment and student accomplishments. Siritheeratharadol, P. et. al., (2023), efficacy, and teacher satisfaction revealing substantial direct impact and subsequent effects on teachers' dedication and contentment. Mark Jezreel P. Blanquisco (2023) undertook a descriptive-correlational exploration of the organizational health and well-being of public-school educators, unveiling a positive association between teachers' professional well-being and the organizational health of schools. Tufail et al., (2021) conducted a comparative analysis of school organizational health in Punjab, Pakistan, unearthing disparities in perceptions between genders and types of schools, encompassing both public and private institutions. Armugam et al. (2021) scrutinized the nexus between transformational leadership and organizational health in educational settings, revealing notable correlations between various facets of transformational leadership and components of organizational health. Amani et al. (2021) researched the repercussions of transformational leadership on the well-being of the General Directorate of Education in North Khorasan, unveiling positive ramifications on employee welfare. Begum (2021) investigated the engagement levels of secondary school educators vis-à-vis the leadership conduct of principals, psychological well-being, and organizational health, identifying significant influences of gender, managerial style, and teaching experience on educator's perceived organizational health. Moreover, various other inquiries have tackled factors such as internal communication (J. Y. Li et al., 2021), health literacy (Kirchhoff et al., 2022), and the development of organizational health scales (A. K, 2022) among educational personnel, underscoring their sway on organizational health. Özgenel & Aksu (2020) explored the way school principals' ethical leadership behaviors on organizational health, unearthing a positive correlation between ethical leadership and organizational well-being, thereby indicating that bolstering ethical leadership augments the overall health of schools. Tatlah et al. (2020) scrutinized the organizational health of secondary schools and its repercussions on student achievements in Punjab, Pakistan, unveiling a notable correlation between organizational health and student performance, with certain organizational health facets assuming pivotal roles. Additionally, Doğanay & Dağlı (2020) devised a dependable measurement instrument for evaluating school organizational health, affirming its validity and reliability, thereby indicating its suitability for gauging school health among educators.

Studies Related to Professional Development

Ventista & Brown (2023) synthesized existing research to identify effective professional development approaches for educators, emphasizing collaborative and ongoing CPD as beneficial for student learning outcomes. Abakah (2023) investigated Ghanaian teachers' participation in continuing professional development and their application of knowledge in the classroom. Mark Jezreel P. Blanquisco (2023) examined the correlation between public school teachers' professional well-being and school organizational health. Galdames-Calderón (2023) studied school principals' practices in promoting teacher leadership and professional development in Chilean public schools. Mengistu et al. (2023) explored the impact of lesson study on English teachers' classroom practices in Ethiopia. Geletu (2023) investigated the effects of pedagogical mentoring and coaching on teachers' professional development and student learning engagements. Methlagl (2022) analyzed the participation of teachers in professional development activities and its impact on teaching practices. Başaran & Başak Dinçman (2022) examined various aspects of teacher professional development, including course design, mentoring practices, and opportunities during summer holidays. Santos et al. (2022) investigated teacher learning and professional development in Myanmar school-university partnerships. Karacabey et al. (2022) investigated the relationship between school leadership styles and teacher professional learning, emphasizing the importance of instructional and

transformational leadership. Geletu (2022) identified challenges in the policy framework and practical implementation of continuous professional development for Ethiopian teachers. Ajani (2022) light on teachers' perspectives regarding professional development activities in Nigerian schools. Thant Sin (2022) explored the benefits of school-university partnerships on teacher learning and professional development in Myanmar. Mduma & Mkulu (2021) highlighted the significant role of teacher training in improving teaching strategies and enhancing job performance. Mustafa & Paçarizi (2021) underscored the transformative effect of professional development programs on EFL teachers' beliefs. Asiyah et al. (2021) demonstrated the significant impact of professional development and innovative work on teacher learning quality. Wani (2021) investigated the level of professional development among teachers in colleges, highlighting varying levels of development and negligible gender differences. Şenol (2020) emphasized the pivotal role of professional development for educational leaders in shaping school culture and enhancing student achievement. Avalos-Bevan & Bascopé (2020) explored informal collaboration among teachers for professional growth, revealing positive perceptions of collective efficacy among practitioners but limited engagement from parents.

While the existing studies cover various regions such as Nigeria, Myanmar, Chile, Ethiopia, and Ghana, there is still a gap in research focusing on other regions, particularly in areas with distinct cultural and socio-economic contexts, country like India. Although certain studies delve into the professional development requirements of teachers overall, there exists a dearth of research concentrating on particular subject areas or teaching levels.

Studies Related to Transformational Leadership

In a recent study by Bakker et al. (2023), the focus was on the relationship between transformational leadership, follower work engagement, and performance among Norwegian naval cadets. The findings suggested that transformational leadership positively influences job performance by encouraging followers to utilize their strengths and take personal initiative. Moving back to 2022, Tsang et al. explored the relationships between teacher burnout, transformational leadership, and psychological empowerment among primary and secondary school teachers in China. The study revealed that transformational leadership and psychological empowerment were negatively associated with teacher burnout, with psychological empowerment mediating the relationship. In 2022, Anderson (2022) investigated teacher perceptions of the influence of transformational leadership on teaching practice, finding that positive interactions with school leaders and meaningful professional development were crucial for teachers' professional growth. In the year 2021, Choi & Kang (2021) evaluated the impact of transformational leadership on teachers' self-efficacy in sustainable education, indicating significant positive relationships between transformational leadership and self-efficacy. Transitioning to 2020, Trigueros et al. (2020) analyzed the influence of teacher leadership on academic resilience, motivation, burnout, and academic performance among university students, highlighting the positive effects of teacher leadership on student outcomes. Meanwhile, Bernarto et al. (2020) investigated the impact of transformational leadership on perceived organizational support, job satisfaction, and life satisfaction among school teachers, finding positive relationships between these variables. Above cited literature collectively underlines the significance of transformational leadership in educational settings and its profound impact on both teachers and students.

While these studies have explored the positive effects of transformational leadership on various aspects such as teacher self-efficacy, job satisfaction, student academic performance, and psychological empowerment, they often overlook the potential influence of cultural, organizational, and situational factors. Moreover, few studies have examined the differential impact of transformational leadership across diverse educational contexts, such as different school levels (e.g., primary, secondary) or geographical regions. Additional research is required to bridge these gaps and offer a more thorough comprehension of the intricate correlation between transformational leadership and its impacts in the realm of education.

Studies Related to Cultural Intelligence

Recent studies on cultural intelligence have shed light on various aspects related to its influence on educational settings and leadership effectiveness. Setyawan et al. (2023) focused on military leadership and its cultural intelligence, revealing that moderate leaders tend to dominate in terms of cultural intelligence, which significantly affects their performance. Karataş (2022) investigated how cultural intelligence mediates between social justice and global citizenship, revealing a notable indirect influence of social justice on global citizenship through cultural intelligence. Dhaheri & Ali (2022) developed a cultural intelligence scale for school leaders in the United Arab Emirates, showing a high level of cultural intelligence among them. Plutzer (2021) examined how cultural intelligence impacts multicultural team effectiveness, highlighting the strong relationship between motivational and metacognitive aspects of cultural intelligence and team effectiveness. Cobanoglu (2021) investigated the relationship between transformational leadership, teachers' cultural intelligence, and principals' diversity management skills, emphasizing the importance of cultural intelligence in enhancing transformational leadership. Kozikoglu & Tosun (2020) studied teachers' opinions on culturally responsive pedagogy and their cultural intelligence levels, finding a moderate, positive relationship between them. Barnatt et al. (2020) identified intercultural competence among participants from academic institutions in the United States, highlighting the role of cultural intelligence in facilitating interactions across cultures. Abacioglu et al. (2020) explored culturally responsive teaching in primary school teachers,

emphasizing its correlation with multicultural attitudes and perspective-taking abilities. Gandhi & Sankhian (2020) investigated the predictors of psychological well-being and effectiveness of school teachers, indicating significant correlations between cultural intelligence, mindfulness, psychological well-being, and teacher effectiveness. Overall, while these studies have contributed valuable insights, there remains a need for further research to explore the nuanced dynamics of cultural intelligence in various contexts, including its implications for leadership, education, and cross-cultural interactions.

Despite the valuable contributions made by recent studies on cultural intelligence, several research gaps warrant further investigation. First, while studies such as those by Cobanoglu (2021) and Kozikoglu & Tosun (2020) have examined the relationship between cultural intelligence and leadership or pedagogical practices, there is a need for more comprehensive research on the specific mechanisms through which cultural intelligence influences these domains. Furthermore, although studies like Plutzer (2021) have explored the impact of cultural intelligence on team effectiveness, there is limited research on how cultural intelligence interventions or training programs can be effectively implemented to enhance organizational outcomes, like organizational health. Additionally, while some studies have examined the relationship between cultural intelligence and various outcomes, there is a need for more research exploring potential influence caused by individual and organizational factors. Addressing these research gaps can provide a more nuanced understanding of cultural intelligence and its implications for individuals, organizations, and society at large. Based on above discussed literature about Organizational Health, The Researcher proposed that:

Hypothesis 1: Professional Development, Transformational Leadership, and Cultural Intelligence, significantly influence school organizational health in Indian and Ethiopian secondary schools.

H1.1: Professional Development, Transformational Leadership, and Cultural Intelligence, significantly influence school organizational health in Indian secondary schools.

H1.2: Professional Development, Transformational Leadership, and Cultural Intelligence, significantly influence school organizational health in Ethiopian secondary schools.

The significance of the study can be effectively conveyed to readers and stakeholders in the field of education through research. The formulation of these hypotheses is based on the understanding that a thorough examination of these factors can yield valuable insights into the mechanisms that influence organizational health in various cultural contexts. Researchers can enhance their understanding of the intricate dynamics that influence educational effectiveness and use this knowledge to develop specific interventions that improve the overall health of schools worldwide by conducting empirical tests on these hypotheses. By conducting a thorough analysis and identifying areas where the existing literature is lacking, the literature review now offers a more complete basis for the proposed hypotheses. Furthermore, this study recognizes the significance of considering various factors such as leadership, professional development, and cultural intelligence in promoting the overall health of schools. The study emphasizes the necessity for a thorough investigation that considers various cultural contexts and examines the interplay between different variables. Moreover, the discoveries presented in the paper can provide valuable insights for educational policies and practices that seek to enhance educational achievements and foster inclusiveness in school communities.

3. Methodology

This study employs a quantitative approach to study the associations between professional development, transformational leadership, and cultural intelligence, and their influence on school organizational health as perceived by secondary school teachers in India and Ethiopia. Utilizing the descriptive method, data collection involves the use of research tools administered to secondary school teachers in Patiala, India, and Amhara, Ethiopia.

3.1. Research Tool

In the present study, various questionnaires were employed as instruments for data collection. Recognizing the demographic context of the study involving school teachers in Punjab, bilingual versions of all research tools were meticulously prepared in both English and Punjabi languages. The decision to employ an anonymous questionnaire as the research tool was based on its consistent usage for data collection in a series of comparable studies conducted in recent years in Thailand, (Meesuk et al. 2021).

The questionnaires employed in this study commence with demographic inquiries aimed at gathering data pertinent to the independent variables utilized in the research. These demographic questions inquire about respondents' country of origin, teaching level, total professional experience, school type, and the geographical area of their school. Specifically, the study investigates five independent variables, namely: the professional development of teachers, transformational leadership, cultural intelligence, respondents' country of origin, and the professional experience of respondents, along with school type and geographical area. The demographic questions about these independent variables primarily adopt an open-ended format, allowing respondents to provide detailed and nuanced responses. This approach facilitates a comprehensive

exploration of the demographic characteristics under investigation, enabling a deeper understanding of their potential influence on the variables of interest.

The completed questionnaire comprised two distinct types of measurements. The initial category of measurement centered on variables that could be classified as general characteristics of the sample, as outlined in Table 1. These variables encapsulate fundamental attributes and demographic features pertinent to the study participants, facilitating a comprehensive understanding of the sample composition and contextualizing subsequent analyses. The researcher used a Standardized questionnaire to measure Organizational Health, a scale developed by Taj, (2000) was validated for the present study. Also, Professional Development was measured using (Bahutia, 1971). To measure Transformational Leadership, a scale was constructed and validated by the researcher. A scale developed by Ang et al. (2007) was validated to measure the cultural Intelligence of teachers.

Table 1: Frequencies of demographic and occupational characteristics of the sample (N=600)

Demographic Variable		India		Ethiopia	
		N	%	N	%
Gender	Male	59	19.7	193	80.3
	Females	241	80.3	107	35.7
Age	20 years or less	3	1	1	0.3
	21 years to 25 years	10	3.3	5	1.7
	26 years to 30 years	16	5.3	35	11.7
	31 years to 35 years	57	19	69	23
	36 years to 40 years	104	34.7	69	23
	41 years to 45 years	30	10	45	15
	Above 45 years	80	26.7	76	25.3
	Graduate	56	18.7	121	40.3
Educational Qualifications	Masters	240	80	177	59
	Ph.D.	4	1.3	2	0.7
Experience	less than 2 years	10	3.3	6	2
	2 years to 4 years	22	7.3	17	5.7
	5 years to 7 years	39	13	12	4
	8 years to 10 years	23	7.7	17	5.7
	Above 10 years	206	68.7	248	82.7

Table 1 furnishes comprehensive insights into various demographic and occupational characteristics prevalent within the sample population. The gender distribution reveals that 42.0% of the respondents identified as male, while 58.0% identified as female. This delineation unveils the gender composition of the sample, potentially influencing analyses about professional development preferences or leadership perceptions, which may vary contingent upon gender considerations.

In terms of age distribution, the majority of respondents, comprising 28.8% of the sample, fall within the age range of 36 to 40 years, with an additional notable presence of respondents aged above 45 years, constituting 26.0% of the sample. These age demographics offer valuable insights into the generational diversity within the sample, potentially impacting perspectives on educational practices, leadership styles, and professional development requisites.

The designation section underscores the occupational roles held by respondents within the education sector. A substantial majority, accounting for 91.5% of the sample, serve as teachers, signifying their pivotal role within the study cohort. Nonetheless, smaller proportions of respondents hold administrative positions such as department heads (5.0%), vice directors (2.2%), or main directors (1.2%), indicative of a diverse representation of roles within the educational hierarchy.

Further, the distribution of respondents based on school type sheds light on the organizational milieu of the study. The preponderance of respondents, comprising 65.8% of the sample, are affiliated with government schools, while 34.0% are associated with private schools. This differentiation in school type may influence factors such as resource availability, organizational culture, and approaches to leadership and professional development.

Geographically, the predominance of respondents, accounting for 69.8% of the sample, operates in urban areas, while 30.0% work in rural settings. This geographical distinction may impact various facets of education delivery, encompassing infrastructure, community engagement, and resource accessibility, thereby influencing educational practices and organizational dynamics.

Lastly, the section about service years provides insights into respondents' tenures within the education sector. The majority, comprising 75.7% of the sample, have served for more than 10 years, indicating a significant level of professional experience. Conversely, smaller proportions of respondents possess service durations ranging from less than 2 years to 10 years, distributed across various intervals. This variation in service years

augments understanding of the workforce composition, with implications for professional development needs, leadership capacity, and institutional stability.

3.2. Sample and Data Collection

The data was collected with the help of the research tools from the secondary school teachers from Punjab state in India and Amhara state in Ethiopia.

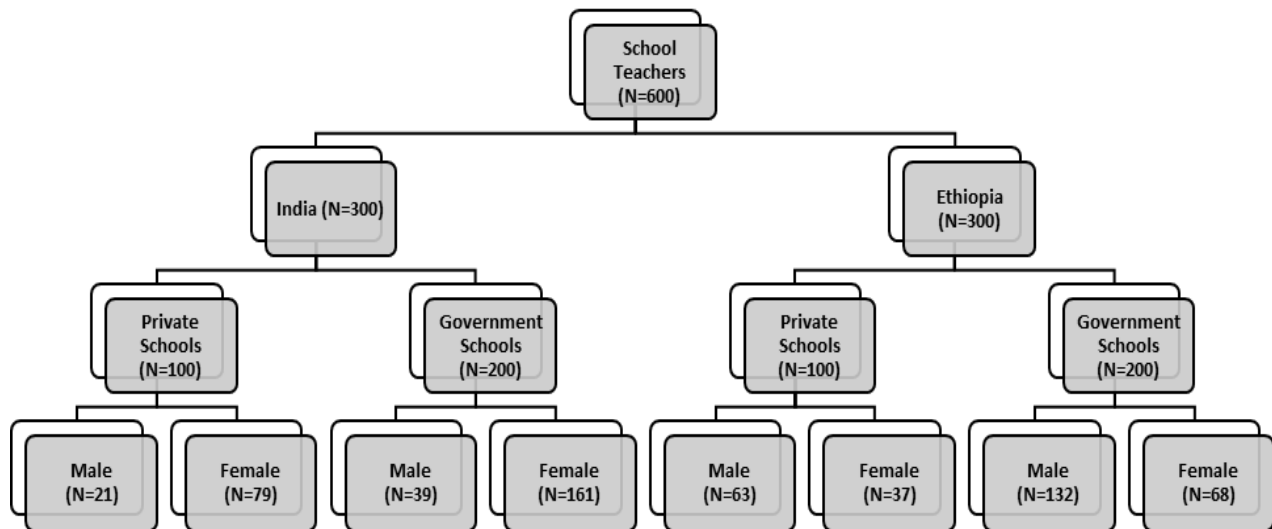


Figure 1: Factorial design of 2x2x2x2

The sampling technique involved the selection of sampling units. In this study, a stratified random sampling method was employed to choose a sample of secondary school teachers from India and Ethiopia. A stratified random sample of 600 school teachers was selected for the study, considering factors such as gender, location, and country. The factorial design of the study is illustrated in Figure 1.

The investigator gathered data concerning professional development, transformational leadership, cultural intelligence, and school organizational health from secondary school teachers in India and Ethiopia. This process followed the selection of schools from a stratified random sample, encompassing both governmental and private institutions situated in Punjab and Amhara. The sample included teachers from both governmental and private institutions located in Punjab and Amhara. Teachers were administered the questionnaire through face-to-face interactions. The questionnaire was then completed by school teachers, whose demographic details are provided in Table 1. The research sample was drawn from two regions: Ethiopia and India. Ultimately, 600 completed questionnaires were obtained from schools in the aforementioned areas, meeting the criteria for further statistical analysis, representing an 18% response rate.

3.3. Data Analysis

The statistical analysis of the study's findings was performed using SPSS software version 21. Various statistical techniques were utilized to address the study's objectives, including Cronbach's α for internal reliability assessment, calculation of descriptive statistics (means, standard deviations), independent samples T-tests, analysis of variance (ANOVA), Pearson correlations (two-tailed), and regression analysis. Examination of the internal consistency of the questionnaire items revealed reliability coefficients for each subscale ranging from .80 to .93, as delineated in Table 2. Furthermore, the overall reliability of the questionnaire was computed to be .958. Additionally, a preliminary analysis was conducted to validate assumptions concerning normality, linearity, multicollinearity, and singularity. The results indicated that all association coefficients fell within the range of .30 to .80, the Tolerance index exceeded .10, and the Variance Inflation Factor (VIF) remained below 10. Consequently, by the guidelines provided by Raykov & Marcoulides (2019), no issues regarding multicollinearity were identified.

Table 2. Reliability statistics

Dimensions	Number of Items	Cronbach Alpha Score
Organizational Health	40	0.887
Cultura Intelligence	20	0.808
Transformational Leadership	48	0.825
Professional Development	68	0.933

The table presents reliability statistics for three dimensions: Organizational Health (40 items, $\alpha = 0.887$), Cultural Intelligence (20 items, $\alpha = 0.808$), Transformational leadership (48 items, $\alpha = 0.825$), and Professional Development (68 items, $\alpha = 0.936$) were above the threshold value of 0.7 (Cortina, 1993). These

scores indicate the internal consistency of items within each dimension, with higher scores suggesting a more reliable measurement of the respective constructs.

4. Results

The objective of this study was to evaluate the influence of professional development, transformational leadership, and cultural intelligence within secondary schools in India and Ethiopia on the organizational health of teachers. Initially, the association between organizational health, professional development, transformational leadership, and cultural intelligence was determined. Subsequently, this association was compared between secondary schools in both India and Ethiopia.

Table 3 shows the results of the correlation analysis between Organizational Health, Professional Development, Transformational Leadership, and Cultural Intelligence of teachers in Secondary Schools in India. In India, a significant strong positive correlation ($r = 0.758$) exists between Organizational Health and Professional Development, indicating that as Organizational Health increases, so does Professional Development. Similarly, Organizational Health shows a moderate, but statistically significant positive correlation ($r = 0.573$) with Transformational Leadership, and Professional Development significantly correlates moderately and positively ($r = 0.551$) with Transformational Leadership.

Table 3: Organizational Health of Teachers about Professional Development, Transformational Leadership, and Cultural Intelligence in Secondary Schools of India (N=300)

Country		Organizational Health	Professional Development	Transformational Leadership	Cultural Intelligence
India	Organizational Health	1	.758**	.573**	.485**
	Professional Development		1	.501**	.551**
	Transformational Leadership			1	.247**
	Cultural Intelligence				1

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

Similarly, as shown in Table 4, in case of Ethiopian Teachers, there is a strong significant positive correlation between Organizational Health and Professional Development ($r = 0.758$), a moderate positive correlation between Organizational Health and Transformational Leadership ($r = 0.573$), and a moderately positive correlation between Professional Development and Transformational Leadership ($r = 0.551$).

Table 4: Organizational Health of Teachers about Professional Development, Transformational Leadership, and Cultural Intelligence in Secondary Schools of Ethiopia (N=300)

Country		Organizational Health	Professional Development	Transformational Leadership	Cultural Intelligence
Ethiopia	Organizational Health	1	.903**	.917**	.821**
	Professional Development		1	.900**	.782**
	Transformational Leadership			1	.831**
	Cultural Intelligence				1

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

Further, Table 5 compares the coefficients of determination for Organizational Health, Professional Development, Transformational Leadership, and Cultural Intelligence in secondary schools of India and Ethiopia. The analysis reveals higher percentages in India for Organizational Health (57.46%) compared to Ethiopia (81.54%), indicating a stronger relationship. Similarly, Professional Development (32.83%) and Transformational Leadership (23.52%) in India demonstrate weaker associations than in Ethiopia (84.09% and 67.4%, respectively), suggesting differing influences of these factors between the two countries.

Table 5: The Comparison of Coefficients of Determination on Organizational Health, Professional Development, Transformational Leadership Cultural Intelligence, on Organizational Health of Secondary Schools of India

and Ethiopia

S. No.	Variable	Coefficient of Determination		
		India (%)	Ethiopia (%)	Differences (%)
1	Professional Development	57.46	81.54	24.08
2	Transformational Leadership	32.83	84.09	51.26
3	Cultural Intelligence	23.52	67.4	43.88

Researchers further compared the results of correlation analysis and Z scores for India and Ethiopia across various variables (table 6). In India, Professional Development ($r = 0.758$, $Z = 0.568$) and Transformational Leadership ($r = 0.573$, $Z = 0.261$) show significant positive correlations, while Cultural Intelligence ($r = 0.485$, $Z = 0.107$) also exhibits a significant positive correlation, albeit weaker. Similarly, in Ethiopia, Professional Development ($r = 0.903$, $Z = 0.384$), Transformational Leadership ($r = 0.917$, $Z = 0.448$), and Cultural Intelligence ($r = 0.821$, $Z = 0.149$) demonstrate significant positive correlations, with stronger associations compared to India.

Table 6: Summary of the Comparison of Correlation Coefficients, Z Scores value for India and Ethiopia

S. No.	Independent Variables	India		Remark	Ethiopia		Remark
		r_1	Z Value		r_2	Z Value	
1	Professional Development	0.758	0.568	sig	0.903	0.384	sig
2	Transformational Leadership	0.573	0.261	sig	0.917	0.448	sig
3	Cultural Intelligence	0.485	0.107	sig	0.821	0.149	sig

To determine the impact of Professional Development, Transformational Leadership, and Cultural Intelligence on the Organizational Health of Teachers in Secondary Schools in India and Ethiopia stepwise regression analysis was used. The outcomes of step-wise regression analysis, as depicted in Table 7, explained the predictive efficacy of professional development, transformational leadership, and cultural intelligence on the organizational health of teachers within secondary school environments in India and Ethiopia.

In the case of India, the coefficient of determination (R^2) was computed at 0.63, denoting that approximately 63% of the variance in organizational health among teachers could be explicated by the amalgamation of professional development, transformational leadership, and cultural intelligence. Subsequently, the step-wise regression equation elucidated that this combination significantly forecasted organizational health among teachers in Indian secondary schools ($F = 169.85$, $p \leq 0.01$). Thus, hypothesis H1.1 was accepted. The equation representing the Indian sample was delineated as follows:

Organizational Health = $57.37 + (62.20 * \text{Professional Development}) + (62.9 * \text{Transformational Leadership}) + (62.9 * \text{Cultural Intelligence})$.

Likewise, in the context of Ethiopia, the coefficient of determination (R^2) exhibited a higher value of 0.879, indicating that approximately 87.9% of the variance in organizational health among teachers within Ethiopian secondary schools could be expounded by the confluence of professional development, transformational leadership, and cultural intelligence. The step-wise regression analysis revealed a significant predictive relationship among these variables concerning organizational health among teachers in Ethiopian secondary schools ($F = 718.76$, $p \leq 0.01$). Thus hypothesis H1.2 was accepted. The equation representing the Ethiopian sample was articulated as follows:

Organizational Health = $83.90 + (87.10 * \text{Professional Development}) + (87.80 * \text{Transformational Leadership}) + (87.80 * \text{Cultural Intelligence})$.

Table 7: Step-wise Regression Analysis of Professional Development, Transformational Leadership, and Cultural Intelligence as Predictors of Organizational Health of Teachers in Secondary Schools of India and Ethiopia

Country.	Dependent Variable	Predictor Variable	R	R^2	Adj R^2	Variance (%)	F	Stepwise Regression Equation
India	Organizational Health (Y)	Professional Development (X1), Transformational Leadership (X2), Cultural Intelligence (X3)	0.8	0.63	0.63	62.88	169.85**	$182.46 = 57.37 + 62.20 + 62.9$
Ethiopia	Organizational Health (Y)	Professional Development (X1),	0.938	0.879	0.878	87.8	718.76**	$258.80 = 83.90 + 87.10$

Table 7: Step-wise Regression Analysis of Professional Development, Transformational Leadership, and Cultural Intelligence as Predictors of Organizational Health of Teachers in Secondary Schools of India and Ethiopia

Country.	Dependent Variable	Predictor Variable	R	R ²	Adj R ²	Variance (%)	F	Stepwise Regression Equation
		Transformational Leadership (X2), Cultural Intelligence (X3)						+87.80

**** $p \leq 0.01$**

Table 8: The Comparison of the Predictive Power of Professional Development, Transformational Leadership, and Cultural Intelligence on Organizational Health of Secondary School Teachers Between India and Ethiopia

R ²	
India	Ethiopia
0.63	0.879
Variance (%)	
62.88	87.8

Overall, the findings derived from the stepwise regression analysis underscored the robust predictive capacity of professional development, transformational leadership, and cultural intelligence concerning organizational health among teachers in both Indian and Ethiopian settings. Thus, hypothesis H1 was accepted that Professional Development, Transformational Leadership, and Cultural Intelligence, significantly influence school organizational health in Indian and Ethiopian secondary schools. Nonetheless, the predictive efficacy appeared notably stronger within the Ethiopian context, as evidenced by the higher R² value and the greater variance explained (Table 8).

5. Discussion

The findings of this study shed light on the relationship between professional development, transformational leadership, cultural intelligence, and school organizational health among secondary school teachers in India and Ethiopia. The study identified a significant relationship between school organizational health and professional development among secondary school teachers in India and Ethiopia. This highlights the interconnectedness between the organizational environment of schools and the professional growth of teachers. Investment in strategies promoting both organizational health and professional development concurrently is essential for fostering positive teacher morale and student achievement.

Additionally, the significant relationship between school organizational health, cultural intelligence, and transformational leadership emphasizes the complex interplay among these factors. Schools with higher levels of organizational health are more likely to cultivate environments that foster cultural intelligence and promote transformative leadership practices. Educational stakeholders should adopt holistic approaches that address all three aspects simultaneously to create inclusive learning environments responsive to the needs of all students.

6. Conclusion

In conclusion, this study has conducted a comprehensive analysis of the key factors impacting organizational health within secondary school settings in India and Ethiopia, focusing on professional development, transformational leadership, and cultural intelligence. The significant association uncovered between organizational health and professional development underscores the interdependence of these components. Schools that prioritize organizational health create environments conducive to ongoing professional growth among educators, thereby enhancing the overall efficacy and vigor of the educational system. This underscores the importance of implementing holistic approaches that concurrently address organizational health and professional development, thereby fostering a cycle of continuous enhancement.

Moreover, the observed correlations between organizational health, cultural intelligence, and transformational leadership highlight the intricate interplay shaping educational contexts. Institutions characterized by robust organizational health are more likely to cultivate cultures that foster cultural intelligence and transformative leadership, thereby contributing to overall effectiveness and dynamism. Recognizing the interconnected nature of these elements, comprehensive strategies can be devised to nurture inclusive school cultures that promote positive educational outcomes. By prioritizing the cultivation of these factors, educational institutions can foster environments conducive to academic success and holistic development among students and educators alike.

the contributions of the study to the existing knowledge base, consider the following improvement. First, summarize the study's findings on professional development, transformational leadership, cultural intelligence, and organizational health in secondary schools in India and Ethiopia. Discuss how these findings advance educational leadership, organizational health, and cross-cultural education literature.

Emphasize any novel insights or new knowledge from the study. Discuss how the study's findings advance field knowledge by revealing new connections or supporting theoretical claims. Highlight any surprising findings or nuances that enrich scholarly discourse.

Discuss how the study's findings affect educational practice and policy. Explain how school administrators, policymakers, and teacher training programs can use these findings to improve education and school climate. Consider evidence-based strategies to improve organizational health and educator professional growth.

Consider the study's significance in educational research and practice. Discuss how professional development, transformational leadership, cultural intelligence, and organizational health help solve education problems like teacher retention, student achievement, and inclusive learning environments. The Future of Research: Provide research ideas based on the study's findings. Determine where more research is needed to understand educational dynamics. To better understand mechanisms, consider longitudinal studies, cross-cultural analyses, or qualitative inquiries. Readers and stakeholders in education can understand the study's significance by emphasizing its contributions to existing knowledge, practical implications, and future research opportunities in the conclusion section.

7. Research Limitations and Implications for Research, Practice and Policy

Despite the comprehensive nature of this study, several limitations warrant acknowledgment. Firstly, the study's findings are based on data collected exclusively from secondary school teachers in India and Ethiopia, thereby limiting the generalizability of the results to broader educational contexts. Moreover, the implementation of a cross-sectional design might limit the ability to establish causal relationships between variables. Moreover, the reliance on self-report measures introduces the potential for response bias and social desirability effects. Furthermore, the study's emphasis on specific variables such as professional development, transformational leadership, and cultural intelligence may inadvertently overlook other pertinent factors influencing school organizational health. Lastly, the scope of the study precluded an exhaustive examination of contextual factors such as socioeconomic status or geographic location on the variables under investigation.

Future research endeavors in this domain could endeavor to address these limitations and further augment our comprehension of school organizational health among secondary school educators. Longitudinal studies could be conducted to explore temporal relationships between variables and elucidate potential causal pathways. Additionally, comparative analyses spanning diverse educational systems and cultural contexts could yield valuable insights into the transferability of findings. Incorporating mixed-methods approaches integrating both qualitative and quantitative data could provide a richer understanding of the multifaceted dynamics within educational settings. Moreover, investigations into the roles of contextual factors such as school leadership, resources, and community involvement could furnish valuable insights into the determinants of school organizational health.

The implications of the study's findings for educational practice are manifold. Educators and school administrators stand to benefit from leveraging the identified relationships between professional development, transformational leadership, cultural intelligence, and school organizational health to inform strategic planning and decision-making processes. Prioritizing investments in professional development opportunities, nurturing inclusive school cultures, and advocating for transformative leadership practices can engender environments conducive to positive teacher morale and student achievement. Tailored interventions tailored to address the unique needs of educators in government and private schools can contribute significantly to enhancing educational outcomes across diverse institutional contexts. Encouraging collaboration and knowledge-sharing initiatives between different sectors of the education system can further bolster the overall quality of education.

Furthermore, the study's findings carry substantial implications for educational policy formulation. Policymakers and educational authorities are encouraged to utilize the insights garnered from this research to guide the development and implementation of evidence-based policies and initiatives aimed at fostering school organizational health. Prioritizing investments in teacher professional development programs, leadership training, and cross-cultural competency development can serve as foundational pillars for nurturing inclusive and effective learning environments. Additionally, policies promoting collaboration and knowledge exchange between government and private schools should be endorsed to harness the strengths inherent in both sectors. By aligning policy efforts with the identified determinants of school organizational health, policymakers can play a pivotal role in enhancing the overall quality and efficacy of education systems.

Conflicts of Interest

1. The authors declare no conflicts of interest regarding the publication of this paper

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