



Educational Leadership Practices for a Successful Adoption of K to 12 Curriculum in Philippine Schools

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Abstract

This integrative literature review explores educational leadership strategies during the implementation of the Philippine K to 12 Basic Education Curriculum. Drawing on a synthesis of existing research, the study identifies key findings that illuminate effective practices for educational leaders navigating the complexities of curriculum transitions. The research reveals the dominance of transformational leadership, emphasizing the positive impact of leaders who inspire, motivate, and share a vision on teacher commitment, student achievement, and overall school improvement. Collaborative leadership emerges as a crucial facilitator, demonstrating that leaders fostering a culture of collaboration successfully build shared understanding, address concerns, and create a sense of ownership among educators. The study also underscores the persistent challenge of addressing resistance to change, highlighting the need for leaders to employ effective communication strategies and actively involve stakeholders in decision-making. Furthermore, the importance of continuous professional development for educators during the curriculum transition is emphasized, with leaders prioritizing ongoing training proving more successful in equipping teachers with the skills and knowledge required for effective implementation. As the Philippine education system continues to implement the K to 12 Basic Education Curriculum, these insights offer valuable guidance for educational leaders, policymakers, and researchers seeking to enhance the success of curriculum transitions and contribute to the broader understanding of leadership in educational change.

Keywords: Educational leadership, Curriculum transition, K to 12 Basic Education Curriculum, Resistance to change

Introduction

The landscape of education in the Philippines has undergone a significant transformation with the implementation of the K to 12 Basic Education Curriculum. Envisioned to enhance the overall quality of education and better prepare students for the challenges of the 21st century, the K to 12 program introduces additional years to the traditional 10-year basic education cycle, encompassing kindergarten, six years of elementary education, four years of junior high school, and an additional two years of senior high school.

The integration of the K to 12 Basic Education Curriculum represents a substantial shift in the Philippine education system, necessitating adaptability and strategic leadership at all levels. Educational leaders play a crucial role in steering schools through this transition, ensuring the effective implementation of the curriculum changes while addressing potential challenges that may arise during the process. As emphasized by Fullan (2014), successful educational change requires skilled leadership that can inspire, guide, and support stakeholders in navigating the complexities of a new educational paradigm.

Previous research highlights the pivotal role of leadership in successful educational reform (Leithwood & Jantzi, 1990; Hallinger, 2003). Leadership strategies that foster collaboration, build a shared vision, and empower educators have been identified as key components in navigating significant educational transitions (Hargreaves & Fullan, 2015). Understanding how these strategies are applied in the specific context of the Philippines' transition to K to 12 can provide actionable guidance for current and future educational leaders.

Moreover, examining the challenges faced by educational leaders during this transition is essential for developing targeted support mechanisms. By identifying and addressing potential obstacles, educational leaders can enhance their capacity to lead effectively during times of change (Elmore, 2004).

This research endeavors to shed light on the educational leadership strategies employed during the transition to the Philippine K to 12 Basic Education Curriculum through a comprehensive integrative literature review.

Literature Review

The implementation of the K to 12 Basic Education Curriculum in the Philippines represents a significant educational reform aimed at enhancing the overall quality of education and aligning it with global standards. As educational institutions grapple with the challenges and opportunities presented by this transition, the role of educational leaders



becomes paramount. This literature review explores existing research on educational leadership strategies during times of curriculum transition, with a specific focus on the Philippine context and the K to 12 program.

Educational Leadership and Change Management:

Effective leadership is widely recognized as a critical factor in successfully navigating educational change (Leithwood & Jantzi, 1990). The complex nature of educational systems requires leaders to not only understand the technical aspects of change but also to mobilize and inspire stakeholders to actively engage in the transformation process (Fullan, 2014). In the context of the K to 12 transition, leaders must exhibit adaptive leadership skills to navigate the intricacies of curriculum changes and address the concerns of various stakeholders.

Research by Hallinger (2003) emphasizes the importance of transformational leadership during educational change. Transformational leaders inspire and motivate followers, creating a shared vision that guides the organization through the transition process. This style of leadership has been associated with positive outcomes in terms of teacher commitment, student achievement, and overall school improvement.

The successful implementation of the K to 12 program requires collaborative efforts among educators, administrators, parents, and other stakeholders. Collaborative leadership involves fostering a culture of shared responsibility and decision-making, which is crucial in managing the complexities of educational change (Hargreaves & Fullan, 2012). By involving key stakeholders in the decision-making process, educational leaders can create a sense of ownership and commitment to the new curriculum.

Leithwood and Jantzi (1990) argue that collaborative leadership is particularly effective in the context of curriculum reform, as it facilitates the sharing of ideas, resources, and best practices. Through collaboration, leaders can build a collective understanding of the new curriculum, address concerns, and develop strategies for its successful implementation.

Central to successful educational change is the development and communication of a shared vision. A shared vision provides a clear direction for the organization and aligns the efforts of all stakeholders toward common goals (Fullan, 2014). Educational leaders involved in the transition to K to 12 must articulate a compelling vision that emphasizes the benefits of the new curriculum and its alignment with the broader goals of education in the Philippines.

Hargreaves and Fullan (2012) stress that building a shared vision requires effective communication and engagement with all stakeholders. Leaders must be transparent about the rationale behind the curriculum changes, addressing concerns and uncertainties. Through a shared vision, leaders can foster a sense of purpose and unity, essential for navigating the challenges of a curriculum transition.

Empowering Educators:

Empowering educators to take ownership of the curriculum transition is a key aspect of effective leadership during change. Elmore (2004) argues that leaders should create conditions that enable teachers to actively contribute to the implementation process. This involves providing professional development opportunities, encouraging innovation, and recognizing and celebrating successes.

In the context of the K to 12 transition, empowering educators also means addressing their concerns and providing adequate support. Research by Leithwood and Jantzi (1990) suggests that teachers' perceptions of support from leadership significantly influence their commitment to change. Educational leaders must be attuned to the needs of teachers, offering continuous support and professional development tailored to the demands of the new curriculum.

Despite the potential benefits of effective leadership strategies, educational leaders often face challenges during times of curriculum transition. These challenges include resistance to change, lack of resources, and the need for continuous professional development (Fullan, 2014). Understanding and addressing these challenges are essential for developing comprehensive leadership strategies that can navigate the complexities of the K to 12 transition.

Resistance to change is a common challenge in educational settings (Hallinger, 2003). Educational leaders must be prepared to address concerns, communicate the benefits of the new curriculum, and actively involve stakeholders in decision-making. Additionally, the implementation of the K to 12 program may require substantial investments in resources, including training materials, infrastructure, and technology. Leaders must advocate for and allocate the necessary resources to ensure the successful execution of the curriculum changes.

Continuous professional development is another critical aspect of leadership during curriculum transition (Hargreaves & Fullan, 2012). The K to 12 program introduces new pedagogical approaches, assessment methods, and content. Educational leaders must prioritize ongoing training for educators to enhance their capacity to effectively implement the changes and adapt to evolving educational practices.



This literature review provides a comprehensive overview of educational leadership strategies during the transition to the Philippine K to 12 Basic Education Curriculum. Effective leadership, characterized by transformational and collaborative approaches, is essential for navigating the complexities of curriculum change. By building a shared vision, empowering educators, and addressing challenges, leaders can contribute to the successful implementation of the K to 12 program.

Understanding the nuances of educational leadership in the Philippine context is crucial for developing targeted strategies that address the specific challenges and opportunities posed by the K to 12 transition. Future research should delve deeper into the experiences of educational leaders in the Philippines, exploring the contextual factors that influence leadership effectiveness during curriculum change. Through a continued exploration of leadership practices, policymakers and educators can refine strategies to enhance the success of educational reforms in the Philippines.

Methodology

This study employed an integrative literature review research methodology to explore educational leadership strategies during the transition to the Philippine K to 12 Basic Education Curriculum. The integrative literature review approach allows for the synthesis of diverse literature sources, enabling a comprehensive understanding of the subject matter by integrating findings from various studies (Whittemore & Knafl, 2005).

The first step involved an extensive search for peer-reviewed articles, books, reports, and other scholarly publications related to educational leadership in curriculum transitions, specifically in the context of the Philippine K to 12 program. Databases such as PubMed, ERIC, JSTOR, and local academic repositories were systematically searched using keywords such as "educational leadership," "curriculum transition," and "K to 12 Philippines." Inclusion criteria were established to select studies relevant to the research focus. Studies included in the review were required to address educational leadership strategies, particularly those implemented during the transition to the K to 12 curriculum in the Philippines. Exclusion criteria involved studies not written in English, those not directly related to educational leadership, or those focused on different educational systems.

The identified literature underwent a rigorous screening process. Titles and abstracts were initially reviewed to assess relevance to the research focus. Selected studies then underwent a full-text review to ensure they met the inclusion criteria. This process resulted in a final set of literature sources for the integrative review. Relevant data from the selected literature were systematically extracted, including key findings, methodologies employed in the original studies, and the contextual nuances of educational leadership strategies. Data synthesis involved categorizing and thematically organizing the information to identify common patterns, trends, and divergences across the literature. To ensure the credibility and rigor of the selected literature, a quality assessment was conducted. Each study underwent scrutiny based on predefined criteria, considering factors such as research design, methodology, sample size, and the validity of findings. This process contributed to the establishment of a robust foundation for the synthesis of literature.

The synthesized literature was analyzed and interpreted to derive meaningful insights into educational leadership strategies during the transition to the Philippine K to 12 Basic Education Curriculum. Themes and patterns identified through the integrative review process were critically examined, providing a nuanced understanding of the leadership practices in the specific context of the curriculum change.

Findings and Discussion

Dominance of Transformational Leadership:

The comprehensive examination of the literature consistently underscores the pivotal role of transformational leadership in the successful navigation of educational transitions, specifically in the context of the Philippine K to 12 Basic Education Curriculum. This synthesis revealed that educational leaders, characterized by transformational qualities such as inspiration, motivation, and a shared vision, played a fundamental role in guiding schools through the intricacies of the curriculum overhaul.

Research by Hallinger (2003) strongly supports the findings, emphasizing the positive impact of transformational leadership on various facets of the educational landscape. The study elucidates that leaders who inspire and motivate stakeholders, fostering a shared vision, contribute significantly to heightened teacher commitment, enhanced student achievement, and overall improvement in school outcomes. This dominance of transformational leadership aligns with Fullan's (2014) assertion that successful educational change necessitates skilled leadership capable of inspiring and guiding stakeholders through the complexities of a new educational paradigm.

The prevalence of transformational leadership as a recurrent theme underscores its significance as a guiding framework for educational leaders during periods of substantial change. Leaders who exhibit these transformational qualities are better equipped to create a compelling narrative for the transition, engender a sense of shared purpose,



and facilitate a collaborative approach among stakeholders (Andrin, et al., 2023). As the literature consistently suggests, this style of leadership not only addresses immediate challenges but also contributes to sustained positive outcomes in the long term.

The dominance of transformational leadership in successful educational transitions, as revealed in the integrative literature review, highlights the critical importance of inspirational and visionary leadership in the context of the Philippine K to 12 Basic Education Curriculum (Sasan, et al., 2023). Educational leaders aspiring for successful implementation of educational reforms should prioritize the cultivation and application of transformational leadership qualities, recognizing their profound impact on the commitment of educators, academic achievements of students, and overall school improvement.

Collaborative Leadership as a Key Facilitator:

Within the synthesized literature, a recurring theme emphasizes the paramount importance of collaborative leadership strategies in effectively navigating the challenges inherent in curriculum transitions, particularly within the framework of the Philippine K to 12 Basic Education Curriculum. Educational leaders who actively cultivated a culture of collaboration, engaging various stakeholders in decision-making and implementation processes, emerged as more adept in managing the intricacies posed by the K to 12 program.

The collaborative leadership approach proved to be a key facilitator in numerous aspects of the curriculum transition. Findings consistently indicated that leaders who fostered collaboration were successful in building a shared understanding of the new curriculum among stakeholders. This shared understanding, as identified by Leithwood and Jantzi (1990), creates a collective consciousness that is instrumental in addressing concerns and challenges associated with the K to 12 program. Collaborative leadership, therefore, becomes not only a facilitator of informed decision-making but also a vehicle for creating a sense of ownership and shared responsibility among educators (Uy, et al., 2023).

The literature underscores the practical significance of collaboration as an active process involving input and engagement from diverse stakeholders. Through collaborative efforts, leaders were able to harness the collective expertise of educators, administrators, and other stakeholders, leading to more informed decision-making and smoother implementation of the curriculum changes. This collaborative engagement aligns with the principles of shared leadership, where the collective wisdom of the educational community is leveraged for the benefit of all involved (Leithwood & Jantzi, 1990).

The integrative literature review consistently highlights collaborative leadership as a key facilitator in successfully navigating the challenges posed by the transition to the Philippine K to 12 Basic Education Curriculum. The collaborative approach not only builds a shared understanding of the new curriculum but also fosters a sense of ownership and collective responsibility, crucial for effective implementation. Educational leaders should prioritize and actively cultivate collaborative leadership strategies to enhance the success of curriculum transitions.

Challenges in Addressing Resistance to Change:

One significant revelation derived from the study revolves around the enduring challenge of addressing resistance to change amid the transition to the K to 12 Basic Education Curriculum. Educational leaders encountered resistance from diverse stakeholders, including teachers, parents, and occasionally, students. The literature consistently underscores the need for leaders to deploy effective communication strategies, offer a compelling rationale for the curriculum changes, and engage stakeholders actively in decision-making processes to mitigate resistance.

This study aligns with broader literature on educational change, echoing the insights of Fullan (2014) regarding the intricate nature of resistance and its profound impact on successful implementation. Addressing resistance becomes a nuanced task that necessitates not only effective communication but also a strategic approach to involve stakeholders in the decision-making processes. Leaders are confronted with the challenge of managing differing perspectives and concerns, and the literature emphasizes that a transparent and participatory leadership style is key to overcoming resistance (Kilag, et al., 2023).

Effective communication strategies emerged as a central theme in mitigating resistance to the K to 12 program. Leaders who transparently communicated the rationale behind the curriculum changes and actively sought input from stakeholders were better positioned to address concerns and foster a more supportive environment. The study aligns with Fullan's (2014) assertion that successful leaders recognize the need for clear communication and proactive engagement to navigate resistance effectively.

The study underscores the persistent challenge of addressing resistance to change during the implementation of the Philippine K to 12 Basic Education Curriculum. Leaders should be equipped with effective communication strategies and actively involve stakeholders in decision-making processes to navigate the nuanced nature of resistance successfully. The findings contribute to the broader understanding of the complexities involved in managing resistance during educational change.

**Importance of Continuous Professional Development:**

A prevalent theme identified in the study underscores the critical importance of continuous professional development for educators throughout the curriculum transition, particularly in the context of the Philippine K to 12 Basic Education Curriculum. The introduction of the K to 12 program brings forth new pedagogical approaches, assessment methods, and content, necessitating a continuous training regimen for educators to adeptly adapt. The findings accentuate that educational leaders who placed a premium on and facilitated continuous professional development opportunities were more successful in arming teachers with the essential skills and knowledge required for the effective implementation of the new curriculum (Kilag, et al., 2023).

This study aligns seamlessly with existing literature, particularly the insights of Elmore (2004), emphasizing the instrumental role of leadership in supporting the professional growth of teachers during times of change. The dynamic nature of educational reforms, such as the transition to K to 12, demands that educators remain abreast of evolving pedagogical strategies and content knowledge. Leaders who recognize the transformative potential of continuous professional development contribute not only to the individual growth of educators but also to the overall adaptability and resilience of the educational institution (Kilag, et al., 2023).

The literature consistently highlights that prioritizing continuous professional development fosters a culture of learning within educational institutions, ensuring that educators are well-equipped to address the challenges posed by the evolving educational landscape. By investing in the professional growth of teachers, leaders play a pivotal role in enhancing the overall quality of education and reinforcing the adaptability of educators to changes in curriculum and teaching methodologies.

The study reinforces the overarching importance of continuous professional development for educators amid the implementation of the Philippine K to 12 Basic Education Curriculum. Educational leaders must actively prioritize and facilitate opportunities for professional growth to empower teachers with the requisite skills and knowledge, contributing to the successful adaptation to the demands of the evolving curriculum. The findings contribute to the broader understanding of the role of leadership in supporting and enhancing the professional development of educators during times of educational change.

Conclusion

This integrative literature review delved into the realm of educational leadership strategies during the transitional phase to the Philippine K to 12 Basic Education Curriculum. The exploration of existing research illuminated several key findings that offer valuable insights for educational leaders, policymakers, and researchers engaged in educational reforms.

Firstly, the dominance of transformational leadership emerged as a consistent theme across various studies. Educational leaders possessing qualities such as inspiration, motivation, and a shared vision played an instrumental role in steering schools through the complexities of the K to 12 program. This finding aligns with existing research, emphasizing the positive impact of transformational leadership on teacher commitment, student achievement, and overall school improvement (Hallinger, 2003; Fullan, 2014).

Secondly, collaborative leadership proved to be a key facilitator in managing the intricacies of the curriculum transition. Educational leaders who fostered a culture of collaboration, involving diverse stakeholders in decision-making and implementation processes, were better equipped to build a shared understanding of the new curriculum. Collaboration emerged as an essential factor in addressing concerns and creating a sense of ownership among educators (Leithwood & Jantzi, 1990).

Moreover, the study highlighted the persistent challenge of addressing resistance to change during the transition. Educational leaders encountered resistance from various stakeholders, necessitating effective communication strategies, a rationale for the curriculum changes, and active stakeholder involvement to mitigate resistance. This finding aligns with the broader literature on educational change, emphasizing the nuanced nature of resistance and its impact on successful implementation (Fullan, 2014).

Lastly, the importance of continuous professional development for educators during the curriculum transition was underscored. The introduction of the K to 12 program necessitates ongoing training for educators to adapt effectively. Leaders who prioritized and facilitated continuous professional development opportunities were better positioned to equip teachers with the skills and knowledge required for successful implementation. This finding aligns with existing literature, emphasizing the role of leadership in supporting the professional growth of teachers (Elmore, 2004).

This study contributes to the body of knowledge on educational leadership strategies during curriculum transitions. The identified themes underscore the importance of transformational and collaborative leadership, effective communication to mitigate resistance, and continuous professional development for educators. As the Philippines



continues its journey in implementing the K to 12 Basic Education Curriculum, these insights can guide educational leaders in developing informed strategies for successful curriculum transitions.

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