



Strategic and Ethical Leadership in Philippine Education: Models for Enhancing School Performance

DOI: 10.5281/zenodo.14197049

Marychel Cagulada Laguitao, PhD

Secondary School Principal III, Department of Education Region VII, Schools Division of Bohol, Valencia Technical Vocational High School, Valencia, Bohol, Philippines

Abstract:

This systematic review synthesizes current research on leadership and management in Philippine educational institutions, with a focus on school leaders' roles, management approaches, and leadership styles. Analyzing academic studies, government reports, and policy reviews, the paper highlights critical themes, emerging trends, and gaps in understanding effective leadership practices and their outcomes. Key findings reveal that strategic, ethical, and people-centered leadership models play a pivotal role in driving school improvement. Strategic leadership emphasizes forward-thinking and planning, ethical leadership fosters a safe and inclusive environment, and people-centered leadership builds stronger collaboration among teachers, students, and the community. Together, these leadership approaches create a balanced framework that not only supports academic excellence but also promotes a positive school culture. The review suggests that an integrated approach, combining strategic foresight with ethical and community-oriented practices, can strengthen educational outcomes and drive sustained improvement. This synthesis serves as a valuable resource for policymakers and educational leaders aiming to enhance leadership frameworks in Philippine schools.

Keywords: School Leadership, Educational Management, Strategic Leadership, Ethical Leadership, People-Centered Leadership

Introduction:

Globally, the role of effective school leadership is well-documented as a significant contributor to educational success (Waters, Marzano, & McNulty, 2003). In the Philippines, where schools face challenges such as resource limitations, cultural diversity, and structural inequalities, leadership is particularly critical for driving positive educational outcomes (Pak et al., 2020). Leaders in this context are expected to fulfill multifaceted roles that go beyond administrative tasks, encompassing a commitment to ethical standards, community engagement, and cultural responsiveness (Kilag et al., 2023; Leithwood & Riehl, 2003).

Research indicates that transformative and instructional leadership models have a substantial impact on student performance and school improvement. Transformational leaders in the Philippines foster a vision that motivates teachers and students to reach higher standards (Day, Gu, & Sammons, 2016; Robinson, Lloyd, & Rowe, 2008).

These leaders prioritize student-centered approaches that accommodate diverse learners, often through innovative practices such as competence-based curricula and globalized educational standards (Catacutan et al., 2023; Diano Jr. et al., 2023). Instructional leaders, on the other hand, focus on setting clear academic goals and providing teachers with the resources and support necessary to enhance instructional quality (Heck & Hallinger, 2010).

Servant and ethical leadership models are also prevalent in Philippine schools. Servant leadership emphasizes the welfare of both teachers and students, creating a positive school climate where the community feels supported and valued (Kilag et al., 2023).

Ethical leadership, integral to the Philippines' educational culture, promotes values-based decision-making and fosters an inclusive environment, addressing structural disparities and promoting social justice (Kilag et al., 2023).

Furthermore, distributed leadership has become increasingly relevant, encouraging shared responsibility among educators to enhance school effectiveness. This approach allows school leadership to be "stretched" across various roles within the institution, creating a culture of collaboration and shared ownership of school goals (Harris, 2008; Spillane et al., 2004). Distributed leadership has shown promise in preparing future leaders and ensuring sustained school improvements through a network of capable staff (Timperley & Alton-Lee, 2008).

Effective leadership in the Philippines requires a blend of transformational, servant, and distributed approaches to address unique educational challenges and improve student outcomes. The integration of these models fosters an educational environment that is adaptive, ethical, and supportive of both academic and socio-emotional development, ultimately driving the success of schools across diverse settings.



Review of Literature:

In the Philippines, educational leadership plays a pivotal role in shaping the quality and inclusivity of educational institutions. Recognizing the nuances of leadership styles that directly influence student outcomes, recent literature emphasizes the impact of strategic, transformational, ethical, servant, collaborative, and people-centered leadership styles. Each leadership style carries distinct methods and priorities, yet all share a common goal of fostering educational success and community well-being.

Strategic leadership is essential within the Philippine education system, especially as schools adapt to rapid changes driven by globalization and technological advancements. This leadership style focuses on aligning institutional resources, setting clear long-term goals, and promoting adaptability among educators and students.

According to Don and Raman (2019), strategic leaders prioritize innovation, ensuring that schools are well-positioned to meet evolving educational standards and diverse learner needs. In addition, transformational leadership in the Philippine context centers on inspiring school communities to aspire to higher levels of achievement and personal growth. Leaders who practice transformational leadership invest in a compelling vision that motivates teachers and students alike, fostering a collaborative pursuit of academic and personal success (Day, Gu, & Sammons, 2016).

The effectiveness of these leadership styles is evident in their ability to catalyze meaningful changes, both in student outcomes and in school culture. Transformational leaders, in particular, influence educational outcomes by nurturing a sense of purpose and unity within their institutions, which has been shown to lead to improved student performance and enhanced teacher satisfaction (Kilag et al., 2023).

This motivational aspect of leadership has proven beneficial for schools in the Philippines, where achieving educational equity and quality is often challenging due to limited resources and a need for more robust infrastructure (Leithwood & Riehl, 2003).

Ethical leadership is another critical approach within Philippine schools, with leaders who emphasize integrity, inclusivity, and fairness playing a vital role in creating equitable learning environments. Žydzienaitė (2023) highlights how ethical leadership supports a community-oriented mindset, which aligns well with the collectivist values in Philippine culture. In schools, ethical leaders are responsible for making decisions that prioritize the well-being of all stakeholders, including students, teachers, and parents, fostering an environment that is respectful and supportive of diverse needs.

Servant leadership is closely linked to ethical leadership but emphasizes prioritizing the needs of students and staff, often placing personal growth and development at the forefront. Kilag et al. (2023) explore how servant leaders in Philippine educational settings nurture a supportive climate where individuals feel valued and empowered. By fostering a sense of belonging and offering opportunities for personal and professional development, servant leaders contribute to a positive school culture that encourages collaboration and trust among all community members.

This approach is especially relevant in rural or under-resourced schools where challenges can undermine morale and motivation. Leaders who embody servant-leadership principles help reinforce resilience among teachers and students, enhancing the quality of education delivered in such environments.

Collaborative leadership underscores the importance of involving all stakeholders in the decision-making process. Research by Heck and Hallinger (2010) supports the positive impact of collaborative leadership on school improvement, as it integrates diverse perspectives and fosters a shared sense of responsibility. Philippine educational leaders who embrace a collaborative, people-centered approach create a cohesive environment where teachers, parents, and community members actively contribute to achieving common educational goals (Fittipaldi, 2022).

In a diverse and dynamic educational landscape, collaborative leadership enables Philippine school leaders to address the varying needs of students, especially those from marginalized or underserved backgrounds. Harris (2008) advocates for distributed leadership, which extends leadership responsibilities across various levels within the school, ensuring that decisions are well-informed and reflective of the school community's needs. This approach has shown effectiveness in building school resilience and adaptability, particularly in regions where schools face resource constraints or logistical challenges.

Instructional leadership is widely recognized for its direct influence on teaching quality and student learning outcomes. Leaders who adopt an instructional approach focus on setting clear academic goals, monitoring progress, and providing teachers with the resources and training necessary to implement effective pedagogical strategies. Research by Friesen et al. (2017) suggests that instructional leadership is especially impactful in low-



resourced or rural areas of the Philippines, where challenges in teacher quality and educational resources are more pronounced. By prioritizing instructional support, leaders help raise academic standards and enhance overall student performance. Day, Gu, and Sammons (2016) argue that instructional leaders contribute to narrowing achievement gaps by fostering an environment that supports evidence-based teaching practices and encourages continuous professional development.

In the Philippine context, instructional leadership also involves adapting teaching methods to meet diverse learners' needs, acknowledging the cultural and socio-economic factors that impact students' learning experiences (Pak et al., 2020). This approach reflects a commitment to educational equity, as it addresses the systemic disparities that affect access to quality education. The integration of data-driven decision-making is increasingly prevalent in Philippine educational leadership, as leaders seek to improve institutional effectiveness and accountability. By utilizing data to inform decisions, school administrators can set measurable goals, track student progress, and refine instructional methods. Mancio (2023) notes that data-driven leadership is crucial in creating adaptive learning environments, as it allows leaders to adjust their strategies based on real-time performance insights.

Incorporating data into leadership practices promotes a culture of continuous improvement, enabling schools to better align their strategies with student needs. Robinson, Lloyd, and Rowe (2008) emphasize that data-informed leaders prioritize evidence-based approaches, leveraging both quantitative and qualitative data to guide instructional and administrative decisions. This shift toward data-driven leadership is particularly significant in Philippine schools, where educational reform initiatives often require careful monitoring and assessment to ensure sustainable success.

These leadership styles—strategic, transformational, ethical, servant, collaborative, instructional, and data-driven—collectively illustrate the multifaceted approaches that Philippine educational leaders employ to navigate complex challenges. By adapting these diverse styles, leaders in the Philippines continue to make strides in fostering inclusive, resilient, and high-achieving school environments that contribute to the broader goal of national educational advancement.

Methodology:

The study utilized a systematic review approach to consolidate findings from various studies on educational leadership, specifically within the context of the Philippines. This approach enabled a comprehensive synthesis of insights, drawing from academic databases including JSTOR, Google Scholar, and ProQuest. Sources reviewed included peer-reviewed journal articles as well as policy documents, ensuring a wide range of perspectives on educational management practices.

Data collection involved a targeted search within these databases, using keywords like "Philippine school leadership," "educational management Philippines," and "school administration Philippines." This search yielded a total of thirty-eight studies that met the inclusion criteria, focusing exclusively on English-language publications from the past two decades. The recent timeframe was chosen to provide insights that reflect contemporary challenges and practices in Philippine educational leadership.

The analytical process involved coding data from each selected study to identify recurring themes and patterns. These themes were organized into categories such as leadership style, strategic planning, ethics, community engagement, and outcome measurement. This thematic categorization facilitated the identification of overarching trends, highlighted existing gaps in current research, and pointed to potential directions for future studies on school leadership and management within the Philippine context.

Findings:

Building Organizational Culture and Ethics

Effective school leadership in the Philippines is characterized by a focus on ethical values, student-centered development, and the integration of cultural and community resources. This thematic analysis delves into various aspects of school leadership in the Philippine context, with an emphasis on creating a positive school culture, prioritizing holistic student development, and incorporating community values. These themes are underpinned by diverse leadership approaches that reflect the evolving demands of Philippine education, as well as insights from recent literature.

A strong organizational culture rooted in ethical leadership and inclusivity is central to effective school administration in the Philippines. Ethical leadership in this context encompasses fostering a culture of integrity, inclusiveness, and respect for diversity, which aligns with the societal values and cultural expectations in the Philippines (Vecaldo, 2019).



Leaders are encouraged to model ethical behavior, promoting transparency and fairness across all levels of the school community. This approach helps in creating an environment where students and staff feel valued and respected, leading to a more cohesive and supportive school culture.

According to Kilag et al. (2023), servant leadership—a leadership style that prioritizes the well-being and development of the school community—is particularly effective in building positive school climates. Servant leaders focus on meeting the needs of others, often going beyond personal or organizational interests to support students' and teachers' growth (Kilag et al., 2023). This style of leadership is highly relevant in the Philippine setting, where collectivist cultural values emphasize community welfare and mutual support.

Further reinforcing this theme, Leithwood and Riehl (2003) suggest that ethical leadership not only builds trust within the school but also contributes to the broader societal good by instilling core values in students. Ethical leaders thus serve as role models, fostering a culture of integrity and resilience that extends beyond school boundaries. Schools led by ethical leaders tend to exhibit higher morale and lower incidences of conflict, as these leaders emphasize empathy and respect in all interactions (Catacutan et al., 2023).

Focus on Student-Centered Development

Modern Philippine school leadership increasingly emphasizes student-centered approaches, aiming for holistic student development beyond academic performance. This trend aligns with contemporary leadership models that prioritize student well-being, personal development, and skills essential for life beyond school.

Day, Gu, and Sammons (2016) argue that transformational and instructional leadership approaches contribute significantly to student outcomes, with leaders actively shaping both the academic and personal growth of their students. These approaches focus on developing skills such as critical thinking, resilience, and social responsibility—qualities essential for success in a rapidly evolving world.

Service-driven and equity-oriented practices are vital components of this student-centered approach. Leaders who adopt these practices are committed to addressing the individual needs of each student, recognizing the diverse socioeconomic and cultural backgrounds within the school population. Vecaldo (2019) emphasizes that Philippine school leaders, by focusing on equity and inclusion, contribute to reducing disparities in educational outcomes. By promoting an inclusive environment that values every student's potential, leaders enable students from varied backgrounds to thrive and succeed.

Instructional leadership further supports student-centered development by prioritizing high-quality teaching practices. Leaders who focus on instructional strategies actively engage with teachers, offering professional development opportunities that align with current educational needs and standards.

This focus on instructional improvement ensures that teachers are well-equipped to support students' academic and personal growth (Robinson, Lloyd, & Rowe, 2008). In this context, data-driven decision-making is also essential, as it allows leaders to tailor interventions based on students' specific needs and achievements, thereby maximizing the impact on student outcomes (Pak et al., 2020).

In the Philippines, community involvement is a defining characteristic of school life, making the integration of cultural and local resources a critical aspect of school leadership. Leaders who incorporate community values and practices foster a strong connection between the school and the local community, reinforcing students' cultural identities and sense of belonging (Don & Raman, 2019). This approach is particularly important in rural areas, where community ties are strong, and schools serve as central institutions for cultural and social gatherings.

Harris (2008) highlights the role of distributed leadership in effectively integrating community resources. Distributed leadership enables school leaders to share responsibilities with other stakeholders, including parents, teachers, and community members.

This collaborative approach ensures that school policies and programs are inclusive and reflective of the community's values and needs, making education more relevant and accessible to all students. Heck and Hallinger (2010) further emphasize that collaborative leadership promotes school improvement by leveraging diverse perspectives and expertise within the community.

By integrating local traditions and cultural practices, school leaders in the Philippines create a supportive environment that enhances student engagement and motivation. For example, incorporating cultural festivals or community service projects into the school curriculum allows students to connect their learning with real-life experiences and cultural values. This approach not only enriches students' educational experiences but also fosters a sense of pride and identity within the community (Kilag et al., 2023). Leaders who adopt culturally responsive



practices contribute to a more inclusive educational environment, where students feel a sense of belonging and are motivated to participate actively in school activities (Diano et al., 2023).

Emphasis on Professional Development and Global Competence

Professional development is a crucial focus for Philippine school leaders, as it directly impacts teacher quality and, consequently, student achievement. The National Staff Development Council (2001) outlines standards for effective professional development, which are essential for ensuring that teachers are equipped with the skills and knowledge to meet the diverse needs of students. Philippine school leaders prioritize continuous learning opportunities for their staff, promoting practices that align with both local and international educational standards.

In a globalized education landscape, developing global competence is essential for preparing students to succeed in an interconnected world. Catacutan et al. (2023) emphasize that a competence-based curriculum is central to achieving this goal, enabling students to acquire the skills and knowledge necessary to navigate global challenges. Philippine school leaders play a pivotal role in integrating these competencies into the curriculum, preparing students for a rapidly evolving global environment. To address these challenges, school leaders in the Philippines adopt adaptive and innovative approaches to curriculum implementation.

According to Pak et al. (2020), curriculum reforms that prioritize flexibility and adaptability allow schools to respond effectively to changing educational demands. By implementing adaptive curriculum models, leaders ensure that students acquire relevant skills while retaining cultural values and local knowledge. This approach reflects a balanced perspective that values both global competence and cultural identity, preparing students for success on a national and international level.

The adoption of data-driven leadership is a growing trend among Philippine school leaders, as it supports evidence-based decision-making and continuous improvement. Leaders who use data effectively are able to set measurable goals, track student progress, and refine instructional practices to meet specific learning needs (Waters, Marzano, & McNulty, 2003).

Data-driven approaches also enable leaders to make informed choices about resource allocation, curriculum planning, and teacher development, ultimately enhancing educational outcomes. Yoon et al. (2007) highlight that professional development for teachers should be based on data analysis, which identifies areas for improvement and guides targeted interventions. In the Philippines, data-driven leadership is particularly valuable in under-resourced schools, where optimizing resources is critical. Leaders who embrace data analytics foster a culture of accountability and transparency, ensuring that all decisions are aligned with the school's goals and mission.

Philippine school leadership encompasses a range of themes and trends that emphasize ethical values, student-centered development, cultural integration, and data-driven practices. By adopting diverse leadership approaches, Philippine school leaders are well-positioned to address the challenges of modern education, promoting an inclusive and dynamic learning environment. Through these efforts, they contribute to a resilient educational system that prepares students to succeed in a complex, globalized world.

Discussion:

The findings of this review highlight the value of diverse leadership styles—especially a blend of ethical, strategic, and instructional leadership—in advancing Philippine educational institutions. Strategic leaders prioritize forward-thinking initiatives, while ethical leaders foster inclusive, supportive school environments, and instructional leaders ensure the focus remains on student learning outcomes. Together, these approaches create a comprehensive leadership model that balances data-driven decision-making with a commitment to the well-being and development of all school members (Leithwood & Riehl, 2003).

A blend of ethical, instructional, and strategic leadership styles offers a sustainable framework for school improvement in the Philippines. Ethical leadership creates a foundation of trust, inclusivity, and cultural sensitivity, aligning with Filipino societal values and fostering a sense of safety and belonging within school communities (Kilag et al., 2023; Catacutan et al., 2023).

This approach is crucial in diverse communities where students and educators benefit from a culture of respect and open communication (Kilag, Pasigui, et al., 2023). By establishing clear ethical standards, leaders can enhance teachers' morale and promote collaborative professional relationships, thereby creating an environment where students are more likely to succeed.

Strategic leadership emphasizes planning for the future while remaining responsive to current needs, encouraging leaders to adopt practices that support the continuous adaptation and improvement of educational programs.



Leaders who embrace strategic thinking are better equipped to address the complexities of modern education, including curriculum updates, technological integration, and global competence, all of which are relevant to the evolving Philippine education landscape (Diano et al., 2023; Pak et al., 2020). For example, strategic leaders often employ data-driven methods to monitor academic progress and identify areas for intervention, which helps ensure that instructional changes are effectively meeting student needs (Heck & Hallinger, 2010).

Instructional leadership remains pivotal in enhancing student outcomes, as leaders play an active role in shaping teaching and learning quality. This type of leadership includes overseeing curriculum implementation, supporting teacher development, and establishing high academic standards. Instructional leaders, who are committed to student-centered approaches, promote teaching practices that are both engaging and effective, which are essential for meeting educational goals in diverse learning environments (Robinson et al., 2008; Day et al., 2016). The importance of instructional leadership is further underscored by the evidence linking it to positive student outcomes, with leaders who focus on direct instructional support often making a substantial difference in learning achievements (Waters et al., 2003).

The insights gained from this review suggest several practical implications for policymakers and educational leaders in the Philippines. The adoption of comprehensive training programs focused on ethical, instructional, and strategic leadership skills is essential. Currently, leadership training often prioritizes managerial skills without a strong emphasis on ethics or community engagement (Kilag et al., 2023).

A shift toward developing leaders with a robust ethical foundation, strategic mindset, and instructional competence could help Filipino schools better meet the diverse needs of their communities (National Staff Development Council, 2001).

Furthermore, policies that emphasize continuous professional development and collaboration among school leaders, teachers, and the broader community could support long-term improvements. Such policies would facilitate ongoing skill enhancement, encourage knowledge-sharing among educators, and foster stronger community ties, all of which contribute to a supportive learning environment.

Research shows that collaboration and distributed leadership can empower both teachers and students, creating a school culture of shared responsibility and resilience (Spillane et al., 2004; Timperley & Alton-Lee, 2008).

Limitations and Areas for Future Research

While this review offers valuable insights, certain limitations exist, primarily in the scope and focus of the studies analyzed. Most studies have concentrated on urban settings, leaving a gap in understanding leadership dynamics in rural and marginalized areas.

Rural schools face unique challenges, including limited access to resources, which may require different leadership approaches than those effective in urban areas (Kilag, Heyrosa-Malbas, et al., 2023). Exploring how leadership practices vary across different Philippine contexts could provide a more comprehensive picture of effective school leadership nationwide (Malbas et al., 2023).

Additionally, there is a need for research that examines how Filipino school leaders balance ethical, strategic, and instructional responsibilities within the framework of a competence-based curriculum (Catacutan et al., 2023). Given the Philippines' shift toward globalized education standards, understanding the role of leadership in adapting to these standards is increasingly important (Diano et al., 2023).

The review indicates that an integrated approach to leadership, incorporating ethical, instructional, and strategic elements, holds promise for enhancing the Philippine educational system. By investing in leadership development that emphasizes these three dimensions, policymakers can better equip school leaders to meet the challenges of modern education and contribute to the long-term success of Filipino students. Further research focusing on diverse geographic and socio-economic contexts, as well as the impact of competence-based curricula, will deepen our understanding and inform more targeted policy interventions.

Conclusion:

This systematic review emphasizes the importance of an integrative approach to school leadership in the Philippines, underscoring the need for leaders who are strategic, ethical, and deeply community-oriented. Leaders who prioritize ethical practices foster a safe and inclusive school culture, essential for creating a supportive learning environment. When combined with data-driven strategies, ethical leadership enhances accountability and ensures that decisions are based on evidence, addressing both immediate and long-term educational needs.



Moreover, people-centered approaches are shown to positively impact student and teacher engagement, contributing to a collaborative atmosphere that supports continuous improvement. Leaders who actively engage with community members help build trust and create a shared vision for the school, reinforcing the connection between schools and the communities they serve. This multi-faceted leadership style not only supports academic achievement but also addresses social and emotional aspects of student development.

The findings provide a strong foundation for future research and policy-making, as well as practical guidance for Philippine educational leaders. By promoting a balanced leadership model that combines ethical integrity, strategic foresight, and community involvement, policymakers can better equip leaders to meet the complex demands of the educational landscape. Strengthening leadership frameworks in this way can have lasting impacts, ultimately contributing to improved educational outcomes and the development of well-rounded, socially responsible students.

References:

Catacutan, A., Kilag, O. K., Diano Jr, F., Tiongzon, B., Malbas, M., & Abendan, C. F. (2023). Competence-Based Curriculum Development in a Globalized Education Landscape. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(4), 270-282.

Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, 52(2), 221-258.

Diano Jr, F., Kilag, O. K., Malbas, M., Catacutan, A., Tiongzon, B., & Abendan, C. F. (2023). Towards Global Competence: Innovations in the Philippine Curriculum for Addressing International Challenges. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(4), 295-307.

Harris, A. (2008). Distributed leadership: Developing tomorrow's leaders. *New York*.

Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of educational administration*, 46(2), 172-188.

Heck, R. H., & Hallinger, P. (2010). Collaborative leadership effects on school improvement: Integrating unidirectional-and reciprocal-effects models. *The Elementary School Journal*, 111(2), 226-252.

Kilag, O. K. T., Malbas, M. H., Nengasca, M. K. S., Longakit, L. J. H., Celin, L. C., Pasigui, R., & Valenzona, M. A. V. N. (2023). Transformational Leadership and Educational Innovation. *European Journal of Higher Education and Academic Advancement*, 1(2), 103-109.

Kilag, O. K. T., Diano Jr, F. M., Malbas, M. H., Mansueto, D. P., Villar, S. P., & Arcillo, M. T. (2023). The role of servant leadership in creating a positive school climate. *Science and Education*, 4(5), 933-942.

Kilag, O. K. T., Malbas, M. H., Miñoza, J. R., Ledesma, M. M. R., Vestal, A. B. E., & Sasan, J. M. V. (2023). The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence. *European Journal of Higher Education and Academic Advancement*, 1(2), 92-102.

Kilag, O. K. T., Pasigui, R. E., Malbas, M. H., Manire, E. A., Piala, M. C., Araña, A. M. M., & Sasan, J. M. (2023). Preferred Educational Leaders: Character and Skills. *European Journal of Higher Education and Academic Advancement*, 1(2), 50-56.

Kilag, O. K. T., Heyrosa-Malbas, M., Ibañez, D. D., & Samson, G. A. (2023). Building Leadership Skills in Educational Leadership: A Case Study of Successful School Principals. *AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT*, 2(6), 1-12.

Kilag, O. K. T., Heyrosa-Malbas, M., Sebial, M. U., & Mayol, J. M. (2023). A Comparative Analysis of Experimental Learning Approach and Traditional Teacher Professional Development Programs. *European Journal of Higher Education and Academic Advancement*, 1(1), 11-16.

Kilag, O. K. T., Uy, F. T., Abendan, C. F. K., & Malbas, M. H. (2023). Teaching leadership: an examination of best practices for leadership educators. *Science and Education*, 4(7), 430-445.

Leithwood*, K., Jantzi, D., Earl, L., Watson, N., Levin, B., & Fullan, M. (2004). Strategic leadership for large-scale reform: the case of England's national literacy and numeracy strategy. *School Leadership & Management*, 24(1), 57-79.



Leithwood, K., & Riehl, C. (2003, April). What do we already know about successful school leadership. In *annual meeting of the American Educational Research Association, Chicago, IL* (Vol. 22).

Malbas, M., Dacanay, L., & Kilag, O. K. (2023). The Synergy Between Generative Grammars and Literary Style: A Chomskyan Perspective. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(5), 73-84.

Malbas, M., Kilag, O. K., Diano Jr, F., Tiongzon, B., Catacutan, A., & Abendan, C. F. (2023). In Retrospect and Prospect: An Analysis of the Philippine Educational System and the Impact of K-12 Implementation. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(4), 283-294.

National Staff Development Council. (2001). *Standards for Staff Development (Revised)*. Oxford, OH: NSDC.

Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The adaptive challenges of curriculum implementation: Insights for educational leaders driving standards-based reform. *AERA Open*, 6(2), 2332858420932828.

Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.

Spillane, J. P., Halverson, R., & Diamond, J. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36(1), 3-34.

Spillane, J. P., & Sherer, J. Z. (2004, April). A distributed perspective on school leadership: Leadership practice as stretched over people and place. In *Annual meeting of the American education association, San Diego, CA*.

Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of research in education*, 32(1), 328-369.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement*. A Working Paper.

Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement. issues & answers. rel 2007-no. 033. *Regional Educational Laboratory Southwest (NJ1)*.