

INSTRUCTIONAL LEADERSHIP AND RELATED SCHOOL LEADERSHIP CONSTRUCTS IN THE PHILIPPINES: A LITERATURE REVIEW

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ABSTRACT

As a result of the growing interest of research communities in the field of school leadership, the concept of instructional leadership gained popularity due to its strong effect on teaching quality, teacher professional development, and learning outcomes of students. However, despite the importance of instructional leadership to education, the literature on the topic and its related constructs is quite diverse. At the same time, a number of research works on instructional leadership and school leadership in general has been published in the Philippines in recent years. The present paper analyzes 15 Scopus indexed papers focusing on teacher-related leadership concepts conducted in the Philippines. For this purpose, a narrative review was employed to synthesize studies according to the pre-designed matrix with the following criteria: author, year, country of study, respondents, methodology, purpose, and main findings. The review has demonstrated that in Philippine schools, the construct of leadership is mostly linked to such teacher-related factors as job satisfaction, commitment, performance, self-efficacy, retention, professional development, and school climate. Furthermore, this paper showed that there is a wide range of topics related to the concept of leadership in Philippine literature; namely, they cover digital, change, administrative, and teacher leadership as well as other kinds of school leadership that can have an indirect effect on instruction. Nevertheless, it should be noted that the reviewed literature is limited to the number of works dedicated to instructional leadership and related theoretical approaches, predominance of descriptive and correlational designs, and absence of longitudinal and theory-focused studies performed by researchers from the Philippines.

Keyword: *instructional leadership, principal leadership, school leadership, teachers, Philippines, literature review, Scopus-indexed studies*

1. INTRODUCTION

Leadership in schools refers to one of the critical school-level factors impacting teaching and learning processes. While classroom instruction is undoubtedly a primary school-based condition shaping the effectiveness of students' learning, leadership plays an indispensable role in creating the context for efficient learning. Leadership helps to direct schools, motivate teachers, establish a particular culture and organizational climate, and manage instruction (Hallinger, 2005; Leithwood et al., 2004). It is no coincidence, then, that leadership was identified as a key element in school improvement and educational success since the early days of educational administration.

Instructional leadership is a particularly pertinent topic within the broader field of educational

leadership, as it focuses on instruction explicitly. Unlike other leadership models and styles emphasizing administrative duties, supervision, compliance, and other issues, instructional leadership implies the leader's direct engagement in the improvement of curricula, monitoring, supporting teaching, monitoring students, developing teachers' expertise, and ensuring the existence of a conducive climate for instruction and learning (Hallinger, 2005). It should also be noted that instructional leadership arose out of the effective schools movement and continues to influence contemporary discussions in the area since it links educational leaders to their main task: facilitating learning among pupils. Therefore, school heads are seen as managers and leaders of instruction.

Another reason why instructional leadership deserves further attention in school improvement literature lies in its well-established correlation with various teacher and school outcomes. It goes without saying that leadership affects teaching through supervision, but it also impacts teaching by establishing a particular organizational climate and setting up particular expectations regarding the performance of teachers (Leithwood et al., 2004). Likewise, Hallinger (2005) argues that instructional leadership continues to hold a prominent place in research, policy, and practice because there is a growing expectation for schools to demonstrate academic improvement, which requires educational leaders to facilitate learning. Therefore, instructional leadership can be considered not only a specific type of leadership but also a powerful framework for driving school development.

One of the reasons why instructional leadership remains an essential aspect of school improvement analysis is that it identifies precisely what school leaders must do regarding teaching and learning. One of the most influential frameworks for discussing instructional leadership is the model developed by Hallinger & Murphy, which encompasses three main aspects of instructional leadership: defining the school mission, managing the instructional program, and fostering a favorable school climate (Hallinger, 2005). It should be pointed out that instructional leadership is centered on the activities of educational leaders as the creators of academic goals, supervisors of instruction, coordinators of curriculum, monitors of learning, protectors of instructional time, and developers of teaching expertise. Given that leadership tasks relate directly to instruction, instructional leadership became one of the most widespread concepts for studying how leaders impact school effectiveness.

Similarly, leadership in schools plays a crucial role in achieving high standards of educational quality in the Philippines. However, while the term instructional leadership might not appear as commonly used in local literature, there are numerous studies analyzing related concepts including school heads' leadership practices, digital leadership, administrative support, change leadership, teacher leadership, and inclusive leadership. Such a range of topics allows for comprehending the significance of instructional leadership in the Philippine context, as it becomes

clear that school heads are expected not only to address educational needs but also to overcome challenges associated with reforms, resources, technologies, and institutions. Thus, it follows that leadership's effect on instruction in Philippines is discussed primarily in connection to teacher performance, job satisfaction, professional development, commitment, and instructional support.

To illustrate, it was demonstrated by Tanucan et al. (2022) that the digital leadership of school heads had a considerable effect on teachers' job satisfaction in pandemic times, meaning that leadership played a critical role in shaping teachers' experience in technology-mediated instruction. Another study by Guerrero et al. (2018) highlighted that teacher perception of effective change leadership was significantly associated with their commitment to change, indicating that school leaders could positively influence how teachers adapt to changes in the instructional context. While these works may not always be described as instructional leadership studies, they nonetheless discuss instructional influence via leadership in relation to teachers' job satisfaction and motivation.

Similar examples can be provided. Aquino's study of the relationship between school heads' leadership practices and teachers' performance illustrates the pertinence of leadership to instruction, while Vecaldo's work proves the existence of local conceptualization of instructional leadership as a collaborative, learning-centered, service-oriented, and equitable endeavor. In addition, according to Torrado et al. (2021), leadership is critical for facilitating teacher leadership and academic vitality, while the study by Martin (2026) shows that both school heads and teachers face several institutional and competency-related challenges related to inclusive education. It means, therefore, that there are already numerous studies on instructional leadership (or closely related concepts) in the Philippines.

Thus, instructional leadership remains an extremely relevant research question in the Philippines since it helps to understand the ways that school leaders influence teachers and, consequently, instruction. On the other hand, Philippine literature shows that instructional leadership is usually discussed in combination with other school leadership concepts, which

makes it difficult to identify common patterns. Hence, there is a need for a focused systematic literature review aimed at organizing Philippine literature on instructional leadership and related concepts in the context of schools involving teachers.

1.1.Objectives of the Study

This literature review aims to examine 15 Scopus-indexed studies conducted in the Philippines involving teachers as respondents or participants in order to determine how instructional leadership and closely related school leadership constructs have been conceptualized, investigated, and associated with teacher-related outcomes. Because leadership research in the Philippine educational context often appears under multiple but overlapping labels, this review seeks to synthesize these studies into a more coherent understanding of leadership related to instruction.

Specifically, this review aims to:

1. describe the major concepts, frameworks, respondents, methods, variables, and key findings reflected in the selected studies;
2. identify the common findings, differences, and research gaps in the literature on instructional leadership and related school leadership constructs in the Philippine educational context; and
3. draw implications for future research on instructional leadership, teacher development, and school improvement in the Philippines.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

This section presents the conceptual and theoretical foundations that guide the review of literature on instructional leadership and related school leadership constructs. It begins with principal leadership as the broader framework from which instructional leadership is derived, then narrows the discussion to instructional leadership as a leadership orientation focused on improving teaching and learning. It also examines the key models and dimensions that explain how school leaders influence instructional processes, teacher development, and school improvement. Through these perspectives, the review establishes the theoretical basis for understanding

how the selected studies are connected despite differences in terminology and leadership focus.

2.1. Principal Leadership

Principal leadership constitutes a broader leadership concept in which instructional leadership is subsumed. In schools, the principal functions as the school-level leader who sets directions, ensures organizational coordination, shapes school culture, coordinates people, allocates resources, and oversees instructional activities. Being an organization and a learning institution at the same time, the work of principals involves administrative, strategic, relational, and instructional roles rather than a set of managerial tasks alone. Scholarly research has established the importance of school leadership as one of the two primary factors affecting students' performance, with classroom teaching being the other factor. Leadership is important because it shapes teachers' work and students' learning conditions.

From this standpoint, principals are not only engaged in maintenance of regular school operations but also play an important role in setting and coordinating processes related to teachers' work motivation, collegiality, professional culture, and organizational commitment. Leadership matters not because it maintains school functioning but because it builds up the social and professional context in which teachers teach and students learn. Thus, this conceptualization makes it reasonable to connect principal leadership with school improvement, teacher development, and education effectiveness.

It should be noted, however, that not all aspects of principal leadership are instructional. Many leadership responsibilities relate to administrative and strategic activities, including budgeting, planning, reporting, compliance, and conflict management. While essential for school survival, all these activities can hardly be regarded as the primary means of meeting the school's fundamental goal. Schooling exists for teaching and learning purposes, and therefore it is natural to expect that the principal should go beyond administration and embrace an active role in improving curriculum, instruction, and learning conditions of students. Such a transition from "manager of the school" to "leader of learning" constitutes the reason for considering instructional leadership as a more specific type of leadership.

This distinction appears particularly useful for analyzing the literature on Philippine schooling. There are several studies which discuss leaders' activities in Philippine schools by referring to such terms as school heads' leadership practices rather than using instructional leadership. For instance, Aquino's study found that the performance of teachers was positively correlated with school heads' leadership practices. Although the study does not refer to the exact term under consideration, it shows that the activities of school leaders in the Philippines were not merely administrative but had some impact on teachers.

Similarly, studies in the area of digital leadership, change leadership, and administrative support provide evidence that school leadership in the Philippines has been analyzed in the context of teachers' activities and performance in various situations. These results indicate that even if a study does not directly mention instructional leadership, it should still be considered as relevant to the review of literature on Philippine schooling.

2.2. Instructional Leadership

Instructional leadership can be defined as a narrower concept compared to principal leadership in that it refers to leadership oriented to teaching improvement. Instead of treating instruction as only one of several functions of schooling, instructional leadership focuses on improving classroom practice, promoting teacher development, fostering students' progress, and ensuring academic quality. According to Hallinger, instructional leadership is among the most prominent educational leadership constructs because it ensures that school leaders never forget about the fundamental and technical aspects of schooling (curriculum, teaching, and learning).

In a narrower interpretation of the concept, instructional leadership includes a wide variety of activities aimed at directly improving the quality of classroom teaching. The list of such activities might include class visits, supervision of instruction, evaluation of instruction, monitoring of lesson implementation, feedback provided to teachers, and examination of students' progress. From this standpoint, the principal is actively involved in supervising teaching and learning in classrooms. The main idea of leadership in this case lies in ensuring proper classroom activity and its effectiveness.

In a broader interpretation of the concept, instructional leadership comprises various leadership actions that affect student learning indirectly. Such actions include creating a positive learning climate in the school, promoting professional development of teachers, aligning school mission with instructional priorities, protecting instructional time, supporting teacher cooperation, and fostering high expectations in the school community. From this point of view, instructional leadership is broader because it relates to learning conditions created in the school rather than constant presence in each classroom.

Such a distinction is particularly helpful for discussing Philippine studies. Only several studies in the area refer to instructional leadership directly. However, there are other studies that describe leaders' activities related to the broader notion of instructional leadership, including classroom activities and broader learning conditions. Vecaldo's study, for instance, suggests that the concept of instructional leadership is interpreted in the Philippines as sharing, service, learning, and equity-oriented. Thus, instructional leadership is viewed as something more complex than supervision of instruction.

Moreover, other Philippine studies show that instructional leadership could be discussed using the framework of some other constructs such as digital leadership, change leadership, etc. All such types of leadership have some features in common, which suggests that studies based on adjacent constructs are also relevant for this literature review because they discuss various aspects of instructional leadership, too.

In summary, the discussion of instructional leadership in the current paper demonstrates that the notion cannot be limited to supervising classroom activity only. Instructional leadership is a more complicated construct which combines instructional improvement with organizational aspects. Hence, this conceptualization allows considering the reviewed Philippine studies, which did not necessarily employ the exact term, as examples of literature on instructional leadership.

2.3. Key Models and Dimensions

The most popular conceptual model of instructional leadership is developed by Hallinger and Murphy. According to Hallinger and Murphy, instructional leadership includes three main

dimensions, namely definition of the school mission, managing the instructional program, and promotion of a positive school learning climate. This conceptualization of instructional leadership remains valuable since it provides practical implications of the abstract idea of leading for learning. Hallinger later adopted this model and referred to the same three dimensions in his PIMRS framework.

Firstly, definition of the school mission implies that the principal has a clear vision of the school's instructional goals and communicates them to school community members. In essence, this dimension is associated with the activity of leaders in the sphere of definition of directions. Leaders must clearly define academic priorities of schools and make sure that teachers align with them.

Secondly, managing the instructional program involves activities related to the management of curriculum, instruction, and students' progress. This dimension is more direct because it includes classroom-related activities. Within this framework, leaders supervise and evaluate instructional activity to ensure its quality.

Thirdly, promoting a positive school learning climate includes protection of instructional time, high visibility of leadership, promotion of professional development of teachers, and provision of incentives to teachers and learners. This dimension is important because teaching cannot be effective if leaders do not create appropriate learning conditions. In other words, this dimension explains how instructional leadership affects teaching indirectly.

There are relatively few studies in the area of Philippine schooling that discuss leadership in terms of the above three dimensions. However, many Philippine studies touch upon aspects of instructional leadership that correspond to these dimensions. For instance, according to Tanucan et al., leaders' digital capacity has a considerable effect on teachers' job satisfaction during pandemic. In the age of digital learning, this study contributes to understanding how instructional leadership could be extended to the area of online classes.

Also, Aquino's study shows how teachers' performance depends on such aspects of instructional leadership as supervision, evaluation, and professional support provided by

school leaders. Therefore, in spite of the fact that the study does not mention the three dimensions discussed above, it is still relevant to the review. Also, such Philippine studies as Guerrero et al. and Torrato et al. are relevant to the analysis because they explore topics that are closely connected to instructional leadership.

More specifically, transformational and supportive leadership frameworks allow exploring the relationship between leadership practices and teachers' motivation, commitment, and performance. Overall, all discussed Philippine studies can be analyzed in the context of instructional leadership because they discuss different aspects of leading for learning. Namely, they touch upon such aspects as setting directions, teachers' support, professional development, change management, and promotion of a positive climate.

3. RESEARCH METHODOLOGY

This section describes the procedure used in determining which studies to include in this literature review. Since this study is meant to synthesize Philippine studies on instructional leadership and other constructs related to school leadership concerning the involvement of teachers, the review process was conducted systematically. Although this paper follows a narrative review format, the procedure employed in identifying the studies was made systematic by defining the search engines used, search terms, inclusion and exclusion criteria, and screening steps taken in the course of obtaining the final set of studies.

3.1. Database / Search Engine

The search for studies was done through search engines used in educational research. Google Scholar was used as the primary search engine to identify all possibly relevant studies since it allows access to different journal publications in one database. To confirm the details of the article and determine if the study came from a Scopus-indexed journal, the publication records were consulted as well. This method was chosen to ensure that the final set of studies would come from indexed sources while giving a wider search range for relevant Philippine literature.

Such a method was needed since literature on instructional leadership in the Philippines does not always come under a specific keyword or

discipline. Some studies may use the exact term, but others are classified under topics like digital leadership, change leadership, administrative support, teacher leadership, or school heads' leadership practices. For this reason, the search was widened initially before verifying if the articles were indexed by Scopus to get a substantial set of relevant literature.

3.2. Keywords

The search was conducted using keywords related to leadership, education, and instructional processes in the Philippines. The search terms included "instructional leadership," "principal leadership," "school leadership," "digital leadership," "teacher leadership," "administrative support," "school heads," "teachers," and "Philippines." These search terms were used in combinations to narrow down and refine the search to get studies conducted within the Philippine context.

Furthermore, additional search terms like "instructional leadership Philippines teachers," "school leadership Philippines teacher respondents," "school heads leadership practices Philippines," "digital leadership teachers Philippines," and "teacher leadership Philippines" were used to enhance the retrieval process. Using these keywords was essential since there are Philippine studies related to instructional leadership, but they might not use that exact term even though they discuss leadership affecting instruction or teacher outcomes.

3.3. Year Range

Since this study intends to synthesize contemporary studies on Philippine instructional leadership, the literature covered focuses on recent research. However, the year range is not fixed since there is a low number of Philippine studies covering all the criteria, including those published in Scopus-indexed journals and those focusing on instructional leadership specifically.

Therefore, this review includes both recent and older studies if they are relevant to the topic and contribute to the development of school leadership research within the Philippine context. Such a practice allowed the inclusion of current trends in leadership research along with the earlier studies needed to give a historical perspective on leadership related to instructional processes.

3.4. Inclusion and Exclusion Criteria

Inclusions and exclusions were made based on strict criteria to make sure that all the studies included have the same characteristics and are consistent with the scope of the review.

Inclusion criteria

All studies included in this review had to satisfy the following criteria:

- the study was conducted in the Philippines;
- the study involves teachers as respondents or participants, either alone or alongside other school personnel like school heads;
- the study covers instructional leadership or closely related constructs, such as leadership influencing instruction, teacher work, school climate, professional development, or teacher-related outcomes;
- the study was published in a Scopus-indexed journal; and
- the study contains sufficient data about its methodology, participants, variables or focus, and key findings to be included in the review matrix.

Exclusion criteria

On the other hand, a study will not be included in the review if it meets any of the following conditions:

- the study was conducted outside the Philippines;
- the study does not involve teachers as respondents or participants;
- the study's topic has nothing to do with instruction or teacher work;
- the study does not publish in a Scopus-indexed journal;
- the study is a thesis, dissertation, conference abstract, editorial, opinion piece, book review, or non-research article; or
- the study lacks adequate information about its methodology and findings.

These inclusion and exclusion criteria were necessary since this literature review aims not to gather all available studies on leadership but specifically to synthesize Philippine studies

involving teachers in relation to instructional leadership.

3.5. Screening Process

The screening process involved several stages. First, the search was initiated using keyword terms and combinations of leadership-related terms. This produced a large number of possibly relevant articles that deal with school leadership, teacher outcomes, and instructional improvement in the Philippines.

Second, the titles and abstracts of the articles obtained were checked to determine their initial relevancy. During this stage, the studies were screened according to country, respondents/participants, and topic. Studies that appear to be conducted in the Philippines, involving teachers as respondents or participants, and covering some aspect of school leadership concerning instruction or school improvement were selected for further examination.

Third, the full-text version of the studies that passed the title/abstract screening was analyzed. The purpose of the full-text screening was to verify if the leadership construct discussed in the article is actually related to instruction or teacher functioning, what the educational setting is, who the respondents are, what method was used, and whether the study contains relevant findings for this review.

This step was critical since some of the studies used broad terms in discussing leadership but still contain findings that can be used to analyze instructional leadership.

Fourth, publication information was checked to determine whether the studies pass the publication requirement. If the studies did not pass the verification of their publication in a Scopus-indexed journal, or their findings were too distant from instruction or teacher-related outcomes, they would be excluded from the literature review.

Lastly, the final set of studies was organized according to their characteristics, namely, author and year, country, respondents/participants, methodology, variables/focus, and key findings. Only the findings of the studies using leadership constructs adjacent to instructional leadership that discussed aspects relevant to this review were included.

3.6. Number of Final Studies

Through the screening process, 15 studies were identified for inclusion in the literature review. This number represents the fairly small but sufficient amount of relevant literature available in the Philippines that either examines instructional leadership or discusses leadership constructs related to instruction.

It is appropriate for this study since the inclusion of 15 studies will allow for comparison and synthesis while keeping a narrow focus on the Philippine context. Besides, there are few studies explicitly focusing on instructional leadership in the Philippines, thus, necessitating the inclusion of relevant leadership studies.

4. RESULTS AND DISCUSSIONS

In this part, you should present the reviewed studies in a systematic way. Considering that you already have 15 articles at your disposal, you could introduce the matrix by giving a brief introductory paragraph.

As shown by the reviewed body of studies, leadership in Philippine educational settings relates closely to instruction. It seems that although it might not always be referred to as such explicitly, leadership in the reviewed Philippine educational setting is inherently instructional. Specifically, the current body of literature suggests that leadership has impacts on teachers' personal outcomes, affects the condition in which teaching and learning takes place, and acts both directly and indirectly. Overall, the literature on leadership is characterized by conceptual labeling, respondent, methodological, and outcome variations. This renders theoretical synthesis necessary because it allows seeing the impact of leadership in comparative rather than isolated terms.

4.1. Common Findings

It is possible to distinguish several common findings based on the analyzed literature. First of all, it can be stated that leadership consistently affects various teacher-related outcomes in the reviewed context. In fact, in the reviewed Philippine studies, leadership was found to affect teachers' job satisfaction, commitment to change, professional growth, performance, and academic vitality. Thus, according to Tanucan et al., school heads' digital leadership significantly predicts job

satisfaction among teachers within the Philippine context during the pandemic, while Guerrero et al. suggest that teachers' perceptions of change leadership and management predict higher levels of commitment to change. Moreover, Vecaldo's study demonstrates that Filipino pre-service teachers perceive instructional leadership as a particular leadership orientation related to teacher empowerment and learning-focused practice. Overall, these studies demonstrate the existence of leadership consequences for teachers in terms of thinking, feeling, adaptation, and performance within the professional context.

The second common finding is that leadership affects the instructional environment both directly and indirectly. In some studies, leadership impacts teaching practices directly, acting as a basis for their improvement through supervision and instruction provision. In other studies, it exerts an indirect impact on instruction through school climate, moral, institutional conditions, or willingness to make changes. Hence, leadership facilitates the improvement of instruction not just by directing what the teacher does in the class but also by improving organizational conditions required for it. Within the Philippine context, leadership relating to instruction manifests itself through support mechanisms, reform management, professional development programs, and establishment of proper school conditions.

The third common finding is that support and development are key functions of leadership. Most of the reviewed studies demonstrate that efficient leadership cannot be defined simply as supervising; instead, it consists in providing teachers with additional opportunities for development through guidance and encouragement. Thus, in particular, as noted by Torrato et al., an action program based on web video conferencing might facilitate teacher leadership and academic vitality. Furthermore, digital leadership as presented in the Tanucan et al.'s study indicates that not only technical knowledge but also the ability to promote adaptation to new instruction conditions lies at the heart of the school head's activities. Overall, this common focus on support illustrates the importance of teacher development.

The fourth pattern is the broad scope of leadership in the Philippine context, which goes beyond the narrow confines of simple supervision

of instruction. While a small number of studies directly uses the term instructional leadership, many other studies analyze leadership constructs that relate to it quite closely. In particular, such constructs include digital leadership, change leadership, teacher leadership, and other school leadership practices that affect instruction via teacher development, reform management, school conditions, and professional motivation. Vecaldo's study indicates that Filipino pre-service teachers perceive instructional leadership as a shared, learning-oriented, service-driven, and equity-focused practice. Overall, this suggests that the concept of instructional leadership is quite broad in the Philippine context.

4.2. Differences

In spite of the above similarities, some essential differences can also be distinguished among the reviewed studies. Firstly, it concerns the conceptual labels used in the literature. Some researchers refer to instructional leadership directly, while others prefer using alternative constructs such as digital leadership, change leadership, or teacher leadership. Even though these concepts overlap to a considerable degree, they are still quite distinct. For instance, instructional leadership specifically relates to teaching and learning as primary objectives of schools, while digital leadership focuses on technology-supported settings, change leadership revolves around reform, and teacher leadership deals with the distribution of authority among teachers themselves. Thus, a common phenomenon (leadership affecting instruction) might be presented under different theoretical names in the local literature.

Secondly, there are certain methodological differences. Specifically, the majority of the literature reviewed here employs a quantitative methodology in the form of surveys and statistical analysis. As a result, it allows demonstrating relationships between variables (such as leadership and teacher satisfaction), while being rather silent about the actual nature of those relations. By contrast, Vecaldo presents a somewhat interpretative approach, which focuses on how Filipino pre-service teachers understand instructional leadership, while Torrato et al. offer a developmental perspective on how leadership facilitates teacher academic vitality. Consequently, it is possible to conclude that the reviewed literature is richer in terms of describing patterns

of relationships but rather poor in revealing underlying social processes.

Thirdly, differences emerge in relation to the respondents of the studies and the contexts in which they take place. While some investigations concentrate on general public school teachers in regional settings, as indicated by Tanucan et al., others involve secondary teachers in reform-related contexts, as suggested by Guerrero et al. Vecaldo's study addresses pre-service teachers (rather than in-service classroom teachers), while Torrato et al. explore the topic with regard to faculty members and school administration participating in a developmental program. Obviously, leadership might mean quite different things to people having various roles within the organization and operating in diverse educational environments.

Lastly, there are some differences regarding the outcomes studied in the literature on leadership. While some research projects emphasize teacher job satisfaction, commitment, and motivation, others pay more attention to leadership beliefs, professional vitality, or change readiness. This indicates the diversity of leadership consequences; however, at the same time, it leads to the accumulation of literature on different aspects of teachers' response to organizational leadership rather than on a single dependent variable. Such an approach, while providing broad coverage of the phenomenon, poses problems to theoretical consolidation.

4.3. Gaps

A notable gap that exists in the reviewed body of literature relates to the scarcity of Philippine studies focused on instructional leadership as a formal theoretical model. Although various leadership-related studies exist in the local literature, only a small number of them explicitly adopt instructional leadership as their primary focus. Instead, most authors investigate the problem within adjacent constructs such as digital leadership or change leadership. Therefore, although it is possible to find quite extensive material regarding instructional leadership within the local context, the concept itself is not well developed.

Another significant gap is related to the methodology of researches that predominantly employs quantitative techniques. In particular, the studies by Tanucan et al. and Guerrero et al.

illustrate this tendency, as they focus on patterns and correlations without explaining processes, mechanisms, and long-term effects of leadership on instructional practices. Given the fact that a majority of the studies analyzed here is based on survey and cross-sectional data, they tend to provide static descriptions rather than dynamic insights into the investigated phenomenon.

A third gap is represented by insufficient longitudinal and intervention-based research. The reviewed literature does not provide enough cases where leadership would be traced over an extended period or where intervention aimed at developing leadership would lead to improved instructional practices. Indeed, the study by Torrato et al. moves in this direction by proposing a particular model related to teacher leadership and academic vitality; however, it is rare among the analyzed sources.

Moreover, theoretical consolidation is quite weak because different adjacent constructs are used to discuss the phenomenon of interest, which results in conceptual scattering of the body of literature under analysis. This is another important gap that hinders any attempts to accumulate theoretical knowledge about leadership in Philippine education. An increased utilization of instructional leadership theories or a more systematic exploration of adjacent constructs in the framework of that theory might help overcome this problem.

Finally, a relatively little attention is paid to negative leadership experiences in the current body of literature. Although much information concerning leadership within educational organizations relates to its constructive aspects and desired outcomes, including satisfaction, commitment, development, and vitality, it is crucial to discuss leadership failures, negative outcomes, and problematic aspects as well. The reviewed literature provides little evidence in this respect. Nevertheless, it might become a subject of discussion in the future studies.

4.4. Implications

The reviewed studies carry several important implications for the research. In particular, future studies should concentrate more on the analysis of the relationship between leadership and instruction. It means that they should focus on instructional leadership, employing specific theoretical frameworks to reveal connections

between leadership and curriculum, teaching quality, teacher development, and the school's learning climate. In addition, the use of mixed-method, longitudinal, and intervention-based designs is recommended as it would allow moving away from the perception of leadership as a fixed notion and towards the investigation of its development and functioning in school environments.

The reviewed literature also carries practical implications. For example, school heads are required to realize the extent to which their leadership activities affect teachers. As demonstrated by the reviewed literature, leadership impacts such factors as job satisfaction, professional commitment, and vitality among others. Consequently, it would be sensible to incorporate more aspects, such as instructional supervision, support communication, mentoring, and development, into leadership development programs for school heads. In this way, the leadership experience of teachers will not limit itself to control and authority but will rather consist in support and development.

Moreover, there are also certain policy implications. Educational leadership policies in the Philippines should not imply that school leadership revolves exclusively around administrative compliance and operations. Instead, it is advisable to consider such dimensions of leadership as instructional improvement, teacher development, and sustainable school change. Therefore, policies related to the preparation of principals, leadership standards, professional development, and school evaluations require elaboration in these respects.

5. CONCLUSION

To provide a better understanding of how instructional leadership and other related concepts of school leadership were studied in the Philippines, the present literature review analyzed 15 articles indexed in the Scopus database and involving Philippine teachers as respondents or participants of the study. According to the findings, leadership is an important variable in education, as it constantly affects teachers' job satisfaction, commitment, performance, self-efficacy, professional development, and ability to respond to new instructional challenges. Although some of the included studies did not specifically mention instructional leadership, they clearly

showed that leadership played a crucial role in ensuring quality teaching and overall environment conducive to both teaching and learning.

The present literature review also showed that leadership relating to instruction in the country in question is usually discussed within the framework of other, related notions such as digital leadership, change leadership, administrative support, teacher leadership, and leadership activities of school principals. The above observation implies that the current body of knowledge about how leadership impacts instruction in the Philippine context is extensive but rather fragmentary, as scholars tend to focus on other constructs rather than directly address instructional leadership. In view of the above, the analysis of available information proves informative, but additional work will be needed to synthesize the identified data.

Summing up, the literature under review confirms the importance of leadership in schools of the Philippines from the perspective of teachers' development and improvement of instruction. Nevertheless, it is worth noting that further research in the Philippine context should focus on developing theoretical frameworks for examining instructional leadership and employ qualitative methodologies to collect more complex and detailed information about the phenomenon under investigation. In such a way, the present literature review serves as a step toward conducting more rigorous investigations and providing more insightful knowledge of leadership in the Philippine schools.

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LITERATURE MATRIX

| # | Full citation label | Respondents | Design / method | Variables / focus | Major findings |
|---|---|--|---|---|---|
| 1 | Vecaldo (2019) – <i>Instructional leadership beliefs</i> | 12 graduating pre-service teachers from a public | Exploratory qualitative; in-depth interviews; | Beliefs about instructional leadership in | Participants viewed instructional leadership as |

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| | <i>among Filipino pre-service teachers</i> | university in Cagayan Province, Philippines. (ijere.iaescore.com) | thematic analysis. (ijere.iaescore.com) | teacher education. (ijere.iaescore.com) | shared, learning-focused, conversational, service-driven, and equity-oriented. (ijere.iaescore.com) |
| 2 | Guerrero, Teng-Calleja, & Hechanova (2018) – <i>Implicit change leadership schemas, perceived effective change management, and teachers’ commitment to change in secondary schools in the Philippines</i> | 707 secondary school teachers from public and private high schools in the Philippines. (Springer) | Quantitative study grounded in implicit change leadership theory. (Springer) | Change leadership, perceived change management, commitment to change. (Springer) | Teachers’ leadership schemas significantly predicted both perceived effectiveness of change management and affective commitment to change ; perceived effectiveness also mediated the relationship. (Springer) |
| 3 | Tanucan, Negrado, & Malaga (2022) – <i>Digital leadership of school heads and job satisfaction of teachers in the Philippines during the pandemic</i> | 520 public school teachers across the 16 regions of the Philippines. (ijlter.org) | Descriptive-predictive quantitative design; regression analysis. (ijlter.org) | School heads’ digital leadership and teachers’ job satisfaction. (ijlter.org) | Teachers rated school heads’ digital leadership as satisfactory, and digital leadership significantly predicted teacher job satisfaction. (ijlter.org) |
| 4 | Aquino (2021/2022) – <i>Managing educational institutions: School heads’ leadership practices and teachers’ performance</i> | Public school setting; teacher sample via simple random sampling, plus school heads via total enumeration. (ijere.iaescore.com) | Correlational quantitative research. (ijere.iaescore.com) | School heads’ leadership practices and teacher performance. (ijere.iaescore.com) | Leadership practices and teacher performance were significantly associated; differences also appeared across professional characteristics of teachers and school heads. (ijere.iaescore.com) |
| 5 | Yongco (2026) – <i>Impact of leadership styles on teacher performance and student achievement in Philippine secondary schools</i> | 28 school heads, 84 teachers, and 110 students in secondary schools in Lanao del Norte, Philippines. (Springer) | Survey research with correlation, regression, and ANOVA. (Springer) | Transformational, transactional, laissez-faire leadership; teacher performance; student achievement. (Springer) | Transformational leadership emerged as the most beneficial pattern for teacher performance and student outcomes. (Springer) |

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| 6 | Bulusan (2025) – <i>Phenomenologizing Filipino language teachers’ lived experiences on exposure to destructive leadership via emotion-based doodles</i> | 20 junior high school language teachers in the Philippines. (Springer) | Transcendental phenomenology; doodles plus in-depth interviews. (Springer) | Destructive leadership and teachers’ lived experience. (Springer) | Three core themes emerged: systematic undermining and devaluation, psychological and emotional burden, and corrosion of professional identity and motivation. (Springer) |
| 7 | Tejada (2025) – <i>Promoting gender equality in education through effective administrative support</i> | 385 teachers in 22 public secondary schools in Pangasinan II, Philippines. (Springer) | Descriptive-correlational quantitative design. (Springer) | Administrative support and GAD integration in curriculum, teaching strategies, classroom environment, and student engagement. (Springer) | Administrative support had strong positive correlations with gender-responsive practices across instructional and classroom domains. (Springer) |
| 8 | Torrato et al. (2021) – <i>Using web video conferencing to conduct a program as a proposed model toward teacher leadership and academic vitality in the Philippines</i> | 33 faculty members and administrators in a private basic education school in the Philippines. (MDPI) | Convergent mixed-method action research. (MDPI) | Teacher leadership, academic vitality, action research, technology integration. (MDPI) | WVC-based professional development enhanced teacher leadership skills, technology integration, and research engagement. (MDPI) |
| 9 | Chin et al. (2022) – <i>Perspectives on the barriers to and needs of teachers’ professional development in the Philippines during COVID-19</i> | Filipino teachers in the pandemic setting. (MDPI) | Mixed or multi-method study with qualitative and quantitative strands. (MDPI) | Teacher PD needs, barriers, logistical support, time and financial constraints. (MDPI) | Teachers needed continued PD, especially in online teaching and research, while major barriers were time, finances, motivation, and logistical support. (MDPI) |
| 10 | Arrieta & Ancho (2019) – <i>Ready or Not: The experiences of novice academic heads in school leadership</i> | 7 new learning-area heads from a private sectarian school in NCR, Philippines; these were teachers transitioning into leadership. (ijlter.org) | Phenomenological qualitative study. (ijlter.org) | Leadership transition, supervision, mentoring, leadership development. (ijlter.org) | Main challenges included paperwork, school culture, procedures, expectations of superiors, and supervision of teachers; mentoring and professional development were central coping |

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| | | | | | mechanisms. (ijlter.org) |
| 11 | Confesor & Belmi (2022) – <i>Structure, activities and teacher development in the Philippine Science Teachers' Community of Practice</i> | Secondary science teachers from four exemplary schools across NCR, Luzon, Visayas, and Mindanao. (ijlter.org) | Descriptive embedded multiple-case qualitative study. (ijlter.org) | Communities of practice, teacher collaboration, visible leadership, teacher development. (ijlter.org) | Successful CoP implementation required visible and active leadership , committed membership, and collaborative activities; participation improved confidence, adaptability, collaboration, and professional growth. (ijlter.org) |
| 12 | Anog, de Vera, & Peteros (2024) – <i>Examining teacher retention through the lens of job satisfaction and commitment in a Philippine private school</i> | 117 teachers in a private school in Cebu, Philippines. (ijlter.org) | Quantitative correlational study. (ijlter.org) | School commitment, job satisfaction, teacher retention; includes administrative support as a retention factor. (ijlter.org) | Working conditions had very high influence on retention, while administrative support and professional growth had high influence; commitment and satisfaction significantly related to retention. (ijlter.org) |
| 13 | Eusebio (2025) – <i>Influences of educational and personal contexts on self-efficacy and job satisfaction of public elementary school teachers</i> | 97 teachers from 13 schools in the Philippines. (ijere.iaescore.com) | Causal-comparative survey design. (ijere.iaescore.com) | Supportive school culture, teacher self-efficacy, job satisfaction. (ijere.iaescore.com) | The study linked supportive school culture with teacher efficacy and job satisfaction, while demographic differences were limited or selective. (ijere.iaescore.com) |
| 14 | Martin (2026) – <i>Lens of inclusive education: School heads and classroom teachers' perspectives on policy implementation and institutional challenges in the Philippines</i> | School heads and classroom teachers in Alfonso Lista Districts 1 and 2, Philippines. (ijlter.org) | Descriptive survey with quantitative and qualitative components. (ijlter.org) | Awareness of inclusive education, institutional challenges, teacher competencies, professional development. (ijlter.org) | Both groups were aware of inclusive education, but teachers reported competency-related challenges, especially in pedagogical and content knowledge for inclusivity; training was recommended. (ijlter.org) |

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| 15 | de Guzman (2006) <i>– Reforms in Philippine basic education viewed from key elements of successful school-based management schools</i> | Philippine basic education sector; examines SBM through key reform elements including shared leadership and communication. (Springer) | Policy/practice-oriented analytical paper. (Springer) | Active vision, decision-making authority, distribution of power, knowledge use, information flow, rewards, shared leadership, resources. (Springer) | Frames leadership as embedded in school reform through shared leadership, communication, and resource cultivation. (Springer) |
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