

ASSESSMENT OF EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS (HEIs) TOWARD SCHOOL POLICY DEVELOPMENT

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Abstract:

The paper investigates the school policy development in the educational leadership management of Higher Education Institutions (HEIs) in the various school organizations. Mixed method research design is used with emphasis of Focus Group Discussion (FGD) and triangulation process for the analysis of data. Purposive sampling technique is also used to find better selection of the sample size that could produce a reliable number of respondents. The participants compose thirty (30) sample sizes only. Results show that expectation of the goals provide better approach in the implementation of integrative leadership productive response, show that alignment and resolution practice deeper insights and understanding to the improve process of leadership management and strategy to strive for better success, show that teaching quality is equipped with value diversity support and analysis, professional teaching learning, and collaborative learning, show that development of learning process evaluates thoroughly the sustainable goals in the educational process of leadership which is timely and relevant to the quality factors, outcome, opportunity learning development, and show orderly and safe environment is conducive for learning which supports the climate for better learning, clear vision, strong leadership process, and effective learning in the school organization. Findings show that there is a significant relationship on the assessment of educational leadership in the Higher Education Institutions toward school policy and development as observed among the participants.

Keywords: *Educational leadership, development of school policy, school goals and expectation, resolution and alignment, quality teaching support, learning development, and safe and orderly atmosphere*

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INTRODUCTION

School improvement in the Higher Education Institutions (HEIs) rarely occurs without any effective leadership. School leadership is next to classroom teaching that can influence achievement of students. It assesses the educational leadership especially for the contribution process and discipline of the system in education. It guides the management leadership mechanism context of transformation in school development. It collaborates with the influence of the potential educational leadership to motivate improved measures of quality knowledge in the educational system. It establishes mutual trust in the school organization that strengthens the culture and focuses on educational leadership. It provides better innovation and strategic process in the policy development of educational leadership (Mallillin, & Caranguian, 2023). Furthermore, effective leadership examines processes in the educational management of various leadership as to decision-making, problem solving, strengthening accountability, challenges, and characteristics. It adopts an immersive pedagogy system that constitutes challenges and an effective process of guiding the school institution or Higher Education Institutions (HEIs). It foresees the quality and characteristic of leadership process and understanding of educational discipline as to pressure and willingness to hurdle leadership challenges. It focuses on effective leadership in competency and broader principles policy in educational leadership development (Mallillin, 2022).

Certainly, assessment of leadership in education is observed in the Higher Education Institutions (HEIs) on school policy development to establish school leaders that push on great teaching practices. It supports school leaders and educators to establish teaching practice effectively. They can motivate harnesses and talents for students and faculty in the development of inspiring and inclusive learning culture, school setting and discipline. It provides individualized intensive teacher training and sustainability. It develops the best teaching system in the HEIs. It trains school faculty and leaders to help and support assessment of educational leadership in school (Mallillin, & Mallillin, 2019). It measures the competency performance of faculty leadership process and support in the HEIs. It involves innovation of teaching and challenges among the learners. It examines performance of faculty in terms of planning, communication, innovation, teamwork, self-management and strategic action. It influences positive outlook and reward in educational leadership. It equips with trends and challenges in shaping the learning process. Educational leadership assessment has standard policy to follow in the delivery framework. It formulates concepts and challenges for faculties and professionals to enhance standard procedure relevant information and assessment in educational leadership as to discipline and self-direction (Razak, & Muhamad, 2022, pp. 13-22).

Moreover, a school leader needs to understand the situation and culture in the school. This needs to be addressed through various techniques that can improve the school needs and culture. It decentralizes the decision-making effort and power. The school transitions leaders in specific needs and premises to better execute decision making in the school system. Decision making process includes curriculum, budget, and personnel. They need to adjust with the educational changes for the improvement and progress of the school. Improvement of the school is a continuous process and expectation. It contributes to school practice and leadership. It deliberates unique practice in educational leadership for the needed process and culture. It provides a dedication strategy need system in the organization (Khanal, et al. 2023, pp. 200-224). It provides leadership distribution of understanding the practice in the culture trend of the school. It collaborates innovation associated with the needs and understanding of the school situation where proper implementation policy and development are adapted in the school culture. It generates collaborative spirit in the improved educational system (de Jong, et al. 2023).

Notably, school leaders must know how to troubleshoot issues and challenges. In such cases, where school is facing various circumstances and adversities. School leaders need to be resilient, need to know the process of recovery and adaptation that make a better leader in school. This includes various disasters and calamities, in addition to the issues in the school management for teachers and students. Disruption of education challenges and adapts circumstances. The best school leaders may seize the opportunity amidst the crisis. The skills in leadership must be practiced as to leading, controlling, organizing, and planning. This is evident during the crisis faced in the school. It presents the challenges of a school leader to respond to challenges and implications of school during crises. It provides the role and understanding of responsible school leaders during crises (Stone-Johnson, et al. 2023). It provides diverse representation for school leaders and services. It supports necessary practice and an improved system to overcome issues and challenges in the school. A very good leader in the school must know how to adjust the system despite the challenges. Innovative thinking must be exercised to address such issues and challenges. It demonstrates proper planning and organizing the process of issues. The school leader must know how to control the issues and proper decision-making must be implemented to achieve such expectations. It addresses the pressure and promotes diversity practice and an improved educational system (Friedman, et al. 2021, pp. 500-521).

Statement of the Problem

1. What is the assessment of leadership education in the Higher Education Institutions (HEIs) toward school policy and development among the respondents?
2. How may the assessment of leadership education in the Higher Education Institutions (HEIs) develop as school policy among the respondents?
3. Is there a significant relationship on the assessment of educational leadership in the Higher Education Institutions (HEIs) toward school policy and development as observed among the respondents?

Hypothesis

There is a significant relationship on the assessment of leadership education in the Higher Education Institutions (HEIs) toward school policy and development as observed among the participants.

Theoretical Lens

The theory is based on the "Educational System Theory, Concept, Framework" as cited by Mallillin, (2023, pp. 1-17). This has relevance to educational leadership in the Higher Education Institutions. It connects development of school policy since the theory deals on concept and system framework. It contributes to educational leadership skills as to management system process, learning environment, and collaborative learning. It provides trends in the concept and framework of educational leadership skills in adapting innovation to guiding the school system and improved process. It adapts the technology of educational leadership skills with full potential, knowledge, and power. It utilizes the function of the theory concept and framework in educational leadership, management, and development of action plans for the success of the school institutions. It provides strategies and techniques in educational leadership concept and framework designed in the management of the school. It improves the knowledge in educational leadership function and responsibility. It adapts educational leadership to equip with full knowledge in planning, organizing, controlling, and leading. It identifies professional development theory and system for educational leadership of HEIs in the area of reflective model theory, effectiveness model theory, theory skills implementation, skills observed model theory, theory model standard, and theory skills in acquiring knowledge (Mallillin, & Laurel, 2022).

Research Designs

Mixed method design is used in the research comprising Focus Group Discussion (FGD) and triangulation in the analysis of data. It measures and quantifies the assessment of leadership education development policy of the various Higher Education Institutions (HEIs) for the process of quantitative part. Consequently, the qualitative process is used to evaluate and analyze how the assessment of leadership in education develops in the Higher Education Institutions through analysis of themes based questionnaires given to the participants. Hence, the quantitative research process calculates the platforms of the assessment of leadership education policy analysis. Qualitative research interprets the Focus Group Discussion and triangulation based on themes with the use of text verbatim for proper analysis (Kimmons, 2022).

Sampling Techniques

Purposive technique sampling is utilized in the research process. It is a judgmental selection population of the study based on the pre-defined criteria. It provides a technique for purposive sampling tool for the research process. It is vital and efficient in the collection of the sampling technique. The goal of purposive sampling is to employ in the collection of data. It addresses the procedure of the non-probability and probability of the study. It provides a crucial factor in the judgment of purposive sampling as to object, technique, and worth idea of the sampling population. It is based on the design of the sampling techniques (Thomas, 2022).

Participants of the Study

The subjects of the study are the leaders from the educational organization in the various Higher Educational Institutions. They are deans, coordinators, and heads of their respective institutions. The study comprised thirty (30) participants only.

RESULTS

1. What is the assessment of educational leadership in the Higher Education Institutions toward school policy and development among the participants?

Table 1

Assessment of Educational Leadership in HEI

Indicators	WM	I	R
1. It develops the quality of teaching in learning that improves system in the school setting.	4.00	A	6.5
2. It creates conducive learning goals for better teaching and learning atmosphere support in the school and strong leadership.	3.77	A	10
3. It provides success in the resolution and alignment proposal for the success of context leadership in the educational system instructions.	3.57	A	12
4. It aims to provide understanding in the teaching quality for a positive change in leadership.	4.23	SA	1.5
5. It ensures an appropriate learning process to identify the learning development teaching challenges, sustainability, and opportunity.	4.00	A	6.5
6. It analyzes responsible leadership education systematically for the expectation and goals.	3.38	N	14.5
7. It contributes to the leadership education system process in various cultural diversity, conditions, social, political and dynamics.	4.23	SA	1.5
8. It carries the learning process improvement quality discipline in the educational organization and preparation.	3.69	A	11

9. It explores how to draw in various system in education situation success and progress for a leader.	3.38	N	14.5
10. It indicates the support in the learning atmosphere to explore better practice for effective learning.	4.12	A	3
11. It evaluates and analyzes the support in teaching quality for professional learning, collaborative learning, and value diversity.	3.93	A	8
12. It analyses the sustainable goals in the educational process and organization in learning opportunities and quality of teaching in the different HIEs.	4.09	A	4
13. It improves in the contribution of learning quality teaching and professional potential support in the context of school organization.	3.87	A	9
14. It explores understanding of the practice and discipline in the educational system to provide deeper alignment and resolution understanding such as improvement process, strive for management strategies, and organizational instructions.	4.02	A	5
15. It implements an integrative leadership approach and offers response support and productive in the educational system.	3.46	A	13
Average Weighted Mean	3.85	A	
Standard Deviation	0.293		

It shows in the table that rank 1 is shared by the two indicators which are “It attributes to provide understanding in the teaching quality for a positive change in leadership”, and “It contributes to the leadership education system process in various cultural diversity, condition, social, political and dynamics”, with a weighted mean of 4.23 or Strongly Agree which means that assessment of leadership education is highly observed among the respondents. Rank 2 is “It indicates the support in the learning atmosphere to explore better practice for effective learning”, with a weighted mean of 4.12 or Agree which means assessment of leadership education is observed among the respondents. Rank 3 is “It analyses the sustainable goals in the educational process and organization in learning opportunities and quality of teaching in the different HIEs”, with a weighted mean of 4.09 or Agree which means assessment of leadership education is observed among the respondents. The least in rank is shared by the two indicators which are “It analyzes responsible leadership education systematically for the expectation and goals” and “It explores to draw in various system in education situation success and progress for a leader”, with a weighted mean of 3.38 or Neutral which means assessment of leadership education is limited among the respondents. The overall average weighted mean is 3.85 (SD=0.293) or Agree on the assessment of educational leadership in the Higher Education Institutions toward school policy and development is observed.

2. On the significant relationship on the assessment of leadership education in the Higher Education Institutions toward school policy and development as observed among the participants

Table 2

Test of Significant Relationship on the Assessment of Leadership Education in HEIs

Test of Variables	z computed value	Interpretation	z critical value	Decision
Assessment of leadership education as observed by the participants	38.9571	significant	±1.96	rejected
Two tailed test, at 0.05 level of significant with z critical value of ±1.96				

It shows in the table that when two variables are tested. The z computed value is 38.9571 which is greater than the z critical value of ±1.96 which resulted in significant and ejection of the hypothesis. Therefore, it is safe to



say that there is a significant relationship on the assessment of leadership education in the Higher Education Institutions toward school policy and development as observed among the participants.

Thematic Analysis

Presented here is the thematic analysis and core ideas on the assessment of leadership education in the Higher Education Institutions (HEIs) towards school policy development. The analysis is based on the response of the respondents such as 5.00-4.20=Strongly Agree, 4.19-3.40=Agree, 3.39-2.60=Neutral, 2.59-1.80=Disagree, and 1.79-1.00=Strongly Agree. On the other hand, verbatim is provided for concrete analysis of the data.

Table 3

Thematic Analysis on the Assessment of Leadership Education in the Higher Education Institution (HEIs)

Themes	Response of the Respondents	Core Ideas
1. Goals and Expectation	Agree	<ul style="list-style-type: none"> • progress and success of the school • school responsible leadership • support and productive response
2. Resolution and Alignment	Agree	<ul style="list-style-type: none"> • context of leadership and instruction • strategies and management improvement process • school leadership system
3. Quality Teaching Support	Agree	<ul style="list-style-type: none"> • understanding the quality of teaching • quality of teaching support • professional learning improvement
4. Learning and Development	Agree	<ul style="list-style-type: none"> • school system and development learning • appropriate learning process • learning and development outcome
5. Safe and Orderly Atmosphere	Agree	<ul style="list-style-type: none"> • supports learning atmosphere • effective learning atmosphere • improvement of the learning process

1. Goals and Expectations

The goals and expectations of educational leadership are to ensure that success in the academic world has processed training, materials, and success improvement. This can be accomplished through the efforts and collaboration of public policy makers, student learners, parent stakeholder, and educators. It leads to school improvement and goal setting expectation (Meyer, et al. 2023, pp. 365-383). The participants say that:

"It implements an integrative leadership approach and offers response support and is productive in the educational system". T1, P19 & P8

"It explores how to draw in various systems in education situations of success and progress for a leader". T1, P15 & P4

"It analyzes responsible leadership education systematically for the expectation and goals". T1, P12 & P9

2. Resolution and Alignment

Resolution and alignment on the educational leadership is directing and enlisting energies, talents of teachers, parents, and students toward achievement of educational leadership. Educational management has suppressed school leadership in various Higher Education Institutions. Resolution and alignment refers to the educational system and

administration that combines materials and human resources to implement, structure, execute, plan, strategies and supervise leadership education management. Leadership in education improves and helps the quality of teaching learning development, critical engagement, develops key leadership concepts, theories, and challenges. It focuses on reflective and effective educational leadership practice (Mallillin, 2022, 99-121). It provides intervention on resolution and alignment to educational settings. The participants say that:

"It explores understanding of the practice and discipline in the educational system to provide deeper alignment and resolution understanding such as improvement process, strive for management strategies, and organizational instructions". T1, P17 & P8

"It contributes to the leadership education system process in various cultural diversity, conditions, social, political, and dynamics". T2, P13 & P7

"It provides success in the resolution and alignment proposal for the context leadership in educational system instructions". T2, P9 & P6

3. Quality Teaching Support

Quality teaching support in educational leadership collaborates the work of faculties to improve teaching approaches, methods, and academic success of students. It also provides a wide variety of leadership functions, initiatives, and practices of the implementation curriculum mentoring programs. Faculties are effective educational leaders in the classroom and continue to advance high leadership roles in teaching. It provides proper improvement and decision instruction for the initiative of student achievement. Quality teaching supports and focuses in the skills of organization, teamwork, technical, problem-solving, emotional, critical thinking, and listening. It also deals on the performance level of faculties in the HEIs and competency skills (Mallillin, & Mallillin, 2019). The participants say that:

"It evaluates and analyzes the support in teaching quality for professional learning, collaborative learning, and value diversity.". T3, P23 & P5

"It aims to provide understanding in the teaching quality for a positive change in leadership". T3, P19 & p10

"It improves the contribution of learning quality teaching and professional potential support in the context of school organization". T3, P16 & P7

4. Development Learning

Development learning in the assessment of leadership particularly in the Higher Education Institutions is very significant because it improves the process of one's ability to manage and lead students and people. It enhances to focus on the ability and requisite skills effectiveness and efficiency of the individual student performance roles in the teaching process and learning development. It provides different training programs and resources. It collaborates communication and leadership education for diverse work in the school setting. It builds and promotes partnerships for positive outcomes in learning and development (Mallillin, et al. 2021). The participants say that:

"It analyses sustainable goals in the educational process and organization, learning opportunities and quality of teaching in the different HIEs". T4, P25 & P2

"It develops a quality of teaching in learning that improves the system in the school setting". T2, P21 & P3

"It ensures an appropriate learning process to identify the learning development teaching challenges, sustainability, and opportunity". T4, P18 & P9

5. Safe and Orderly Atmosphere

Safe and orderly atmosphere creates a classroom environment that characterizes and organizes mutual respect to teach effectively. It is one of the most essential things a faculty can do. It promotes and creates a safe and orderly atmosphere in a classroom environment. It provides an interactive approach for cooperative learning in a safe and orderly atmosphere. It creates a classroom setting that contributes to better discussion for faculties and students. Students need to learn and feel safe and orderly in a learning atmosphere (Ulmer, 2023). The participants say that:

"It evaluates and analyzes the support in teaching quality for professional learning, collaborative learning, and value diversity". T5, P22 & P3

"It explores how to draw in various systems in education situations of success and progress for a leader". T5, P20 & P7

"It analyzes responsible leadership education systematically for the expectation and goals". T5, P17 & P8

DISCUSSION

The assessment of leadership education in the HEIs establishes school leaders that push on great teaching practices for policy development. It supports school leaders and educators to establish teaching practice effectively. It shows that expectations offer an approach to productive support and response. It collaborates with the educational leadership process and forces setting for teachers. It improves the quality education system based on the educational leadership goals and expectations. It ensures success for educational setting, process, and training in the academy. It accomplishes and collaborates individual educators and educational leadership perspectives (Mallillin, (2022). On the other hand, it shows that goals and expectations explore various ways of a leader's success and progress. It reforms and implements a recurring leadership education tendency to comply and prioritize substantive practice and improvement. It explores the sense-making and institutional theory of various educational leaders to reform and respond in the improvement of the needs and perceived school system. It identifies the belief and professional utilization of implementation and legitimacy of educational leadership goals and expectations. It provides efforts on the technical demand of the educational institution role of a leader in various approaches (Yurkofsky, 2022). Also, goals and expectations analyze systematically the school responsible leadership. It acknowledges the policy making challenges and problems arising in the various educational institutions. Goals and expectations in the educational system delegate various responsibility and management approaches into success practice of leadership. It examines the school leadership approach in educational settings. It facilitates effective leadership especially on the set goals and expectations relevant to the needs of the school (Brauckmann, et al. 2023, pp. 4-15).

Apparently, alignment and resolution in leadership provides deeper understanding in the management instructional strategy organization to improve the process. It provides necessary interdisciplinary work and examines the emergence boundaries of the resolution and alignment for the school system. It stabilizes critical knowledge

dissolution of leadership education. It builds and understands the predictable delineated leadership process as to resolution and alignment. It demonstrates the evolution of leadership education on resolution alignment work tools, interests, and practice concerns (Kravčenko, 2023, pp. 265-287). Hence, resolution and alignment contributes in various cultural conditions, politically, socially, and dynamic. It analyzes proper resolution and alignment of educational systems and processes as provision in the structure and regulation standard of Higher Education Institutions. It defines a proper professional and traditional model of educational leadership. It describes the evolution process of alignment resolution in the system of education policies and reform. It assesses the improved condition of the increased educational process outcome and benefits. It improves the increased innovation of the educational leadership process on resolution and alignment (Bellei, & Munoz, 2023, pp. 49-76). Yet, the impact proposes to examine the alignment resolution to the success of the leadership in context and instructions. It aligns with proper dialogue and transparency at all levels. Resolution and alignment engages task collaboration. It performs proper resolution on the measure and contribution of educational leadership and concrete instruction. It provides action on collaborative research learning (Norman, et al. 2022, pp. 1-48).

Notably, the support analyzes the teaching quality value diversity, teachers professional learning, and collaborative learning particularly in the structure of different domains in the academic achievement of students. It designates learning to the fullest. It provides interesting, exciting experiences and practice to enhance better learning. The learning is designed to participate and to explore knowledge for in-depth learning. It provides and helps lecturers to work for the student learning process. The quality of teaching is being viewed based on the prospective student learning approach. Learning success provides competency for students. It aligns with the domain of learning (Mallillin, 2020, pp. 1-11). Subsequently, quality of teaching provides attributes in understanding optimistic change. It is a teacher theory application in the field of profession that defines feature and teaching work of the faculties in the HEIs. It involves teaching analysis and support. The change is effective in adaptable teaching for good, better, and best. It describes and assesses the different approaches in the development and implication practice of faculty knowledge. It provides an impactful teaching process since teacher theory focuses on creativity, resourcefulness, effectiveness, enthusiasm, honesty, talent, and adaptability (Mallillin, 2021). Nonetheless, it shows improvement support for potential teaching quality learning in the school context and professionalism. It explores a global approach to explore teaching quality in various approaches as to social, cultural, economic, physical, political, and natural practice approaches (Mallillin, 2023, pp. 7686-7700).

Indeed, learning and development show to analyze the educational process in a sustainable organization relevant development of learning outcome and opportunity. It provides greater demand in learning and development of educational leadership. It also provides demand on distinct challenges of faculties and experiences. It builds with theory and framework of learning and development of social learning and community practice. It builds changes and entails teacher professional learning to act, relate, and think in terms of research, teaching, and collaboration (Bergmark, 2023, pp. 210-224). On the other hand, development and goals for leadership education in the Higher Education Institutions improve development of learning quality. It is crucial in determining competency of faculty professional instructional quality. It is a technology to enhance teaching context on competency dimension belief for limited instructional quality. It assesses and measures the structure of competency faculty in empowering the learners' engagement. It also examines the faculty competency support to enhance advanced technology in classroom

management and cognition (Runge, et al. 2023). Hence, it also ensures challenges for the learning process appropriate opportunity in sustainable development learning. It is a never ending learning process for the state of human life and stage. It adapts and seeks new ideas, new lessons, and changes. It makes the platform and learning development effective. It provides learning experience stipulating knowledge and skills of students (Kem, 2022, pp. 385-391).

In addition, a safe and orderly conducive atmosphere shows to support effective learning for the goals to create clear process vision and strong leadership. It is a self-centered learning atmosphere that influenced the competency change approach. It is the educational process and new approach for professional competency of faculties to foster methods, improvement in the organization, and technical support for learning. It proposes solutions for student centered learning (Abdigapbarova, & Zhiyenbayeva, 2023, pp. 647-661). On the other hand, it evaluates and analyzes the support in teaching quality for professional learning, collaborative learning, and value diversity. It examines the role of a positive learning atmosphere and skills of students. It develops to foster pedagogical practice to maintain positive and conducive learning (Virtanen, et al., 2022). Nonetheless, it explores various systems in education situations of success and progress for a leader. It implements and identifies total quality management of the Higher Education Institutions in the service and level of faculty prospective individuals. It maintains a pillars total quality educational system model management. It adapts and aims for a local and global change. It reforms the educational system development and progress. It provides a process for total understanding of the educational system and leadership (Al-Zoubi, et al. 2023).

CONCLUSIONS

It shows that goals and expectations implement an integrative leadership approach and offer response support and productivity in the educational system. It also explores how to draw in various systems in education situations of success and progress for a leader and analyzes responsible leadership education systematically for the expectation and goals.

Likewise, resolution and alignment show to explore understanding of the practice and discipline in the educational system to provide a deeper improvement process, strive for management strategies, and organizational instructions where it contributes to the leadership education system process in various cultural diversity, condition, social, political and dynamics. This includes to provide success in the resolution and alignment proposal for the success of context leadership in the educational system instructions.

Nonetheless, quality teaching support shows to evaluate and analyze professional learning, collaborative learning, and value diversity where it attributes to providing understanding the teaching quality for a positive change in leadership. This includes the improvement contribution of learning quality teaching and professional potential support in the context of school organization

Consequently, learning and development show to analyse the sustainable goals in the educational process and organization in learning opportunities and quality of teaching in the different HIEs where it develops quality of teaching in learning that improves the system school setting and ensures appropriate learning process to identify the learning development teaching challenges, sustainability, and opportunity.

Nevertheless, a safe and orderly atmosphere show to evaluate and analyze the support in teaching quality for professional learning, collaborative learning, and value diversity where it explores to draw in various system in

education situation success and progress for a leader and analyzes responsible leadership education systematically for the expectation and goals

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