

Instructional Leadership Models in Education: A Comparative Review of Practices in the Philippines and Selected Countries

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ABSTRACT: Instructional leadership was widely recognized as a key factor in improving school effectiveness and student learning outcomes. Despite its global relevance, leadership practices differed according to governance systems, cultural contexts, and accountability structures. This study aimed to examine instructional leadership models in selected countries and determine their implications for strengthening educational leadership in the Philippines. A systematic review of international and local literature was conducted, synthesizing empirical studies and policy documents from the United States, Finland, Singapore, Australia, and the Philippines. The analysis focused on governance structures, leadership preparation, autonomy, accountability, and cultural influences. The findings revealed common dimensions across countries, including curriculum supervision, teacher professional development, and student achievement orientation. However, variations existed in levels of autonomy, leadership training systems, and accountability mechanisms. Centralized systems emphasized structured frameworks and performance monitoring, while decentralized systems promoted professional trust and shared leadership. In the Philippine context, instructional leadership was guided by national standards but constrained by administrative workload, limited autonomy, and resource challenges. Emerging trends included distributed leadership, data-informed decision-making, equity-focused practices, and the influence of global policy exchange. Instructional leadership was shaped by contextual factors and needed to be adapted to local realities. Strengthening leadership preparation, reducing administrative demands, and promoting collaborative and evidence-based practices were essential for improving learning outcomes in Philippine schools.

KEYWORDS: Instructional leadership; educational governance; distributed leadership; school leadership reform; Philippine education.

1. Introduction

School leadership had become a major focus of educational research because of its significant influence on school effectiveness and student achievement. Studies consistently identified leadership as one of the most important school-related factors affecting student learning, second only to classroom instruction [1]. As education systems increasingly emphasized accountability, quality assurance, and improved learner outcomes, the responsibilities of school leaders expanded beyond administrative management toward active involvement in teaching

and learning processes. The growing emphasis on improving instructional quality contributed to the development of instructional leadership as a dominant leadership framework in education. Hallinger and Murphy [2] described instructional leadership as a leadership approach that focused on defining school goals, supervising instruction, coordinating the curriculum, and promoting a positive learning climate. Unlike traditional managerial leadership, which centered on organizational efficiency and administrative control, instructional leadership directly connected leadership practices with classroom instruction and student academic performance. Research further demonstrated that leadership practices associated with teacher development, instructional supervision, and curriculum support had stronger effects on student outcomes than general administrative practices [3].

The evolution of school leadership reflected broader changes in educational priorities. Early leadership models emphasized managerial functions such as planning, budgeting, and policy implementation. This later shifted toward transformational leadership, which focused on vision-building, teacher motivation, and school culture improvement [4, 5]. Although transformational leadership contributed positively to teacher commitment and organizational climate, scholars argued that it did not always directly influence instructional practices. Consequently, educational leadership research increasingly emphasized learning-centered approaches, particularly instructional leadership, because of its direct relationship with teaching quality and student achievement [6]. More recently, distributed leadership emerged as a complementary perspective that encouraged shared leadership responsibilities among principals, teachers, and other school stakeholders [7]. Despite these developments, instructional leadership remained central in educational reform because of its strong empirical association with improved academic performance. Globally, countries such as Singapore, Finland, and the United States had integrated instructional leadership into leadership preparation programs and school accountability systems. In the Philippines, the Department of Education emphasized instructional supervision, curriculum implementation, and teacher professional development through national standards for school heads. However, challenges such as excessive administrative workload, limited resources, and centralized governance structures continued to affect the implementation of instructional leadership practices in schools [8].

Several theoretical models explained how instructional leadership supported school improvement and student learning. Hallinger and Murphy's instructional leadership framework emphasized three major dimensions: defining the school mission, managing instructional programs, and promoting a positive learning climate [9]. Robinson's student-centered leadership model further highlighted leadership practices that directly affected classroom instruction, including goal setting, strategic resource allocation, teacher development, and instructional planning [3]. In addition, distributed leadership theory recognized that effective instructional improvement required collaborative leadership among school administrators and teachers rather than reliance on a single leader [10]. Contemporary studies suggested that integrating instructional, transformational, and distributed leadership practices provided a more comprehensive framework for improving school effectiveness, teacher engagement, and student achievement [11, 12]. Figure 1 illustrated the evolution of school leadership models from traditional to more collaborative and learning-centered approaches. The diagram began with managerial leadership, which emphasized administrative efficiency, organizational control, and policy implementation. It then progressed to transformational leadership, which

focused on inspiring teachers, promoting shared vision, and facilitating school improvement. The instructional leadership model highlighted the principal's direct involvement in teaching, curriculum supervision, and student learning outcomes. Finally, distributed leadership reflected contemporary educational practices by emphasizing shared responsibilities, collaboration, and collective decision-making among school stakeholders. The figure demonstrated how leadership theories had evolved to address the changing demands and complexities of modern education systems.

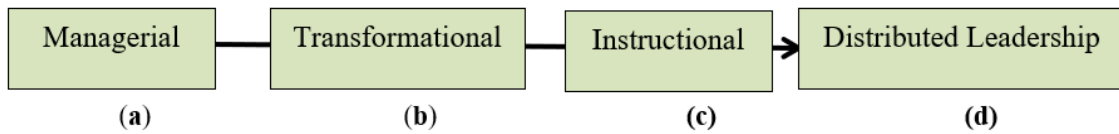


Figure 1. Evolution of school leadership models; (a) managerial; (b) transformational; (c) instructional; (d) distributed leadership.

Table 1 presents the major theoretical models of instructional leadership and their corresponding core dimensions and primary focus. The table highlights the evolution of leadership perspectives in education, beginning with Hallinger and Murphy's Instructional Leadership Model, which emphasizes direct supervision of teaching and learning through school mission development, instructional management, and the promotion of a positive school climate. Robinson et al.'s Student-Centered Leadership Model expands this perspective by focusing on leadership practices that have the greatest influence on student outcomes, including goal setting, strategic resource allocation, quality teaching, and teacher learning. The table also includes Distributed Leadership, which underscores collaborative decision-making and shared leadership responsibilities among school stakeholders, and Transformational Leadership, which emphasizes vision-building, teacher motivation, and organizational commitment to strengthen school culture and engagement. Collectively, the models demonstrate the shift from hierarchical leadership approaches toward more collaborative, learning-centered, and outcome-oriented educational leadership practices.

Table 1. Major theoretical models of instructional leadership and their core dimensions.

Leadership Model	Key Proponent(s)	Core Dimensions	Primary Focus
Instructional Leadership Model (1985)	[1]	Defining school mission; Managing instructional program; Promoting positive school climate	Direct supervision of teaching and learning
Student-Centered Leadership Model (2008)	[2]	Establishing goals; Resourcing strategically; Ensuring quality teaching; Leading teacher learning	Leadership practices with strongest impact on student outcomes
Distributed Leadership	[3]	Shared leadership roles; Collaborative decision-making	Collective responsibility for instruction
Transformational Leadership	[4–5]	Vision-building; Motivation; Organizational commitment	School culture and teacher engagement

This literature review aims to examine the dominant instructional leadership models discussed in both international and Philippine studies and to analyze how these models are implemented across different educational contexts. It seeks to compare instructional leadership practices in selected countries and the Philippines, focusing on similarities and differences in leadership approaches, instructional supervision, and teacher development strategies. The review also explores the contextual factors that influence leadership effectiveness, including governance structures, organizational culture, resource availability, and educational policies.

Furthermore, it synthesizes the implications of existing studies for educational policy and school leadership practice, with the goal of providing recommendations for the development of contextualized and responsive instructional leadership frameworks in the Philippine education system.

2. Materials and Methods

2.1. Research design.

This study employed a systematic literature review (SLR) approach to synthesize current knowledge on instructional leadership practices in the Philippines and selected international contexts. A systematic review was chosen to provide a structured, transparent, and replicable method for identifying, evaluating, and synthesizing relevant research. Additionally, an integrative review approach was applied to include both empirical studies and policy analyses, allowing the review to capture both practical and theoretical perspectives. The review followed the IMRAD (Introduction, Methods, Results, and Discussion) format, which facilitated a coherent organization of findings and supported the development of clear comparative insights. This structure ensured that the review not only summarized existing literature but also highlighted emerging trends, contextual factors, and implications for leadership practice and policy.

2.2. Inclusion and exclusion criteria.

To ensure the relevance and quality of the selected literature, the following inclusion and exclusion criteria were applied. Only peer-reviewed articles published between 2010 and 2025 were considered, focusing on instructional leadership in K–12 education. Both empirical research studies and policy analyses were included to provide a comprehensive perspective on leadership practices and their effects on student outcomes. Studies focusing on higher education or non-instructional leadership roles were excluded. Table 2 outlines the inclusion and exclusion criteria used in selecting articles for the review. The criteria ensured the relevance, quality, and consistency of the studies included in the analysis. Only peer-reviewed journal articles published between 2010 and 2025 were considered to maintain the credibility and timeliness of the literature. The review specifically focused on studies related to K–12 instructional leadership, school heads, and leadership frameworks, while studies centered on higher education leadership or general management without instructional emphasis were excluded. Empirical research studies and policy analyses were included to provide evidence-based insights, whereas editorials, commentaries, and anecdotal reports were omitted due to limited scholarly rigor. Additionally, only English-language publications were selected to ensure consistency in data interpretation and analysis.

Table 2. Inclusion and exclusion criteria for article selection.

Criteria Type	Inclusion Criteria	Exclusion Criteria
Publication Type	Peer-reviewed journal articles	Non-peer-reviewed articles, opinion pieces
Publication Year	2010–2025	Earlier than 2010
Study Focus	K–12 instructional leadership, school heads, leadership frameworks	Higher education leadership, general management without instructional focus
Study Design	Empirical research, policy analyses	Editorials, commentary, anecdotal reports
Language	English	Non-English publications

2.3. Data sources.

Relevant literature was systematically retrieved from multiple electronic databases to ensure comprehensive coverage of instructional leadership studies. The primary sources included Scopus, Web of Science, ERIC, Google Scholar, and Philippine E-Journals. These databases were selected to capture both international and local perspectives on school leadership, including peer-reviewed empirical studies, theoretical papers, and policy analyses. Searches were conducted using keywords such as “instructional leadership,” “school leadership models,” “K–12 education,” and “Philippine school heads” to identify studies directly relevant to the review objectives.

2.4. Data analysis procedure.

The selected studies were analyzed using a thematic analysis approach, which allowed the identification of recurring leadership dimensions and practices. A comparative analysis framework was applied to examine similarities and differences between the Philippines and selected countries, highlighting contextual influences such as governance structures, cultural expectations, and resource availability. Each article was coded for leadership dimensions based on the theoretical frameworks of Hallinger and Murphy [5], Robinson [12], and distributed leadership perspectives. Codes included mission-setting, instructional supervision, teacher development, and collaborative leadership, among others. Findings were then synthesized to provide an integrative view of instructional leadership practices and to inform implications for policy and practice. Figure 2 presents the PRISMA flow diagram illustrating the article selection process used in the systematic review.

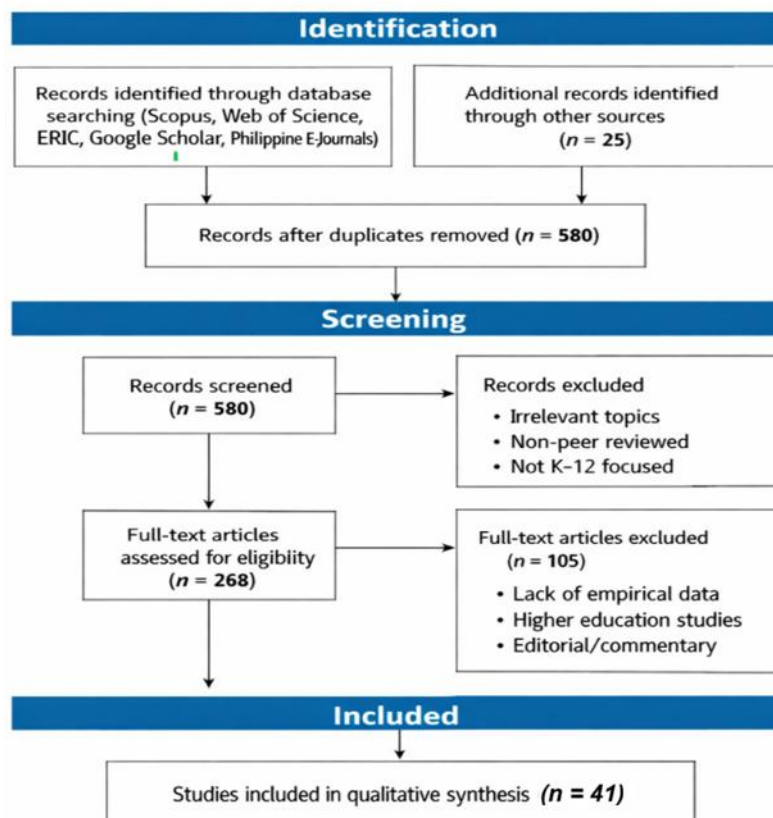


Figure 2. PRISMA flow diagram of article selection process; (a) identification of articles; (b) screening of articles; (c) included articles.

The process began with the identification stage, where records were collected from major academic databases, including Scopus, Web of Science, ERIC, Google Scholar, and Philippine E-Journals, along with additional sources. After duplicate records were removed, the remaining studies underwent a screening process in which irrelevant topics, non-peer-reviewed articles, and studies not focused on K–12 education were excluded. Full-text articles were then assessed for eligibility based on the established inclusion and exclusion criteria. Studies lacking empirical data, focusing on higher education, or classified as editorials or commentaries were excluded during this stage. Ultimately, the final set of studies was included in the qualitative synthesis, ensuring that the review was based on relevant, rigorous, and evidence-based literature related to instructional leadership.

3. Results and Discussion

3.1 Instructional leadership models in selected countries.

Instructional leadership practices vary across countries, reflecting differences in governance, culture, and educational policy. A comparative review of the literature highlights key approaches in the United States, Finland, Singapore, and Australia, providing insights for contextualizing leadership frameworks in the Philippines [13]. In the United States, instructional leadership is strongly shaped by accountability and standards-based reforms. Principals are expected to act as instructional supervisors, closely monitoring curriculum implementation, student performance, and teacher development [14]. Leadership is often evaluated based on measurable outcomes, such as standardized test results, making data-informed decision-making central to practice [15]. This results-oriented approach emphasizes both instructional quality and school performance metrics [16]. Finland presents a contrasting model characterized by trust-based professionalism and high teacher autonomy. Principals focus on creating supportive school climates rather than exerting direct control over classroom practices. Teachers are highly trained and trusted to make instructional decisions, while principals facilitate collaboration, mentoring, and professional growth [17]. This approach relies on professional trust and intrinsic motivation rather than accountability pressures.

Singapore combines structured leadership training with a Ministry-driven leadership framework. Principals and school leaders undergo extensive professional development programs aligned with national educational priorities, ensuring that instructional goals are consistently implemented across schools [18]. Leadership is highly organized, with clear guidelines and frameworks provided by the Ministry of Education, which emphasize student outcomes and curriculum coherence [19]. In Australia, instructional leadership is closely linked to professional learning communities (PLCs). School leaders focus on facilitating teacher collaboration, continuous professional development, and reflective practices to improve classroom instruction. This model emphasizes both instructional guidance and the collective growth of teaching staff, highlighting the role of principals as facilitators rather than direct supervisors [20]. Table 3 summarizes the instructional leadership practices observed in selected countries and highlights their corresponding leadership focus and implications for school practice. The table demonstrates how instructional leadership is shaped by national educational priorities, governance structures, and cultural contexts. In the United States, instructional leadership is largely accountability-driven, emphasizing the principal's role in instructional supervision, data-informed decision-making, and student performance monitoring. Finland, on

the other hand, adopts a trust-based and collaborative approach that values teacher autonomy, professional empowerment, and shared instructional responsibility. Singapore emphasizes structured leadership preparation and strong alignment between instructional practices and national educational standards, resulting in consistent instructional quality and systematic leadership development. In Australia, instructional leadership is closely connected to professional learning communities and school improvement initiatives, promoting collaboration and continuous teacher professional development. Collectively, the table illustrates the diverse approaches to instructional leadership across countries while highlighting common goals of improving teaching quality, strengthening collaboration, and enhancing student learning outcomes.

Table 3. Summary of instructional leadership practices in selected countries.

Country	Key Features of Instructional Leadership	Leadership Focus	Implications for School Practice	Reference
United States	Accountability-driven and standards-based reforms	Principal as instructional supervisor and data-informed decision maker	Strengthens academic monitoring, instructional accountability, and student performance evaluation	[21]
Finland	Trust-based professionalism and high teacher autonomy	Facilitating collaboration, teacher empowerment, and supportive learning climate	Encourages teacher innovation, professional trust, and shared instructional responsibility	[22]
Singapore	Structured leadership training and ministry-led leadership framework	Alignment of instructional practices with national educational goals and standards	Promotes consistent instructional quality and systematic leadership development	[23]
Australia	Leadership linked to professional learning communities and school improvement initiatives	Supporting teacher collaboration and continuous professional learning	Enhances collaborative teaching practices and sustained professional growth among teachers	[24]

3.2. Instructional leadership in the Philippines.

In the Philippines, instructional leadership is formally embedded within the governance structure of the Department of Education (DepEd) [25]. School heads are mandated not only to perform administrative functions but also to lead curriculum implementation, supervise instruction, monitor learner performance, and promote continuous professional development among teachers. This dual function reflects the country's effort to align school leadership with global standards while responding to local educational realities [26]. The enactment of the Philippine Professional Standards for School Heads (PPSSH) institutionalized instructional leadership as a core competency of school administrators [27]. The framework outlines domains such as leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Within this structure, school heads are expected to act as instructional leaders who guide teachers in curriculum delivery, data-driven decision-making, and learner-centered pedagogies [28].

Despite policy alignment, several systemic challenges affect the effective practice of instructional leadership in Philippine schools [29]. First, administrative overload significantly limits the time school heads can devote to classroom supervision and instructional mentoring. Routine compliance reports, financial management, and logistical tasks often compete with instructional priorities [30]. Second, limited autonomy in decision-making—particularly in

budget allocation and personnel management—restricts the flexibility of school leaders to implement context-responsive reforms. Third, resource constraints, especially in geographically isolated and disadvantaged areas, hinder the consistent implementation of instructional innovations [31]. These findings suggest that while instructional leadership is strongly articulated in policy, its operationalization depends largely on structural support, delegation mechanisms, and capacity-building initiatives at the school level. Strengthening institutional support systems and reducing bureaucratic burdens may enhance the instructional focus of Philippine school heads.

Table 4 presents the key dimensions of instructional leadership in Philippine schools, including their descriptions, practical indicators, and corresponding policy anchors under the Philippine Professional Standards for School Heads (PPSSH). The table highlights the multifaceted role of school leaders in promoting effective teaching and learning within the Philippine educational context. Strategic leadership focuses on establishing school vision, setting academic goals, and aligning school programs with national educational priorities. Curriculum and instruction supervision emphasizes the monitoring of classroom practices, curriculum implementation, and learner performance through observations, assessment analysis, and instructional feedback. Teacher development underscores the importance of coaching, mentoring, and professional learning activities that enhance teacher competence and instructional effectiveness. Resource management involves the efficient utilization of financial, human, and material resources to support school operations and learning delivery. Lastly, community engagement highlights collaboration with parents, local government units, and community stakeholders to strengthen school support systems and educational initiatives. Overall, the table demonstrates how instructional leadership in Philippine schools integrates managerial, instructional, and collaborative functions aligned with national leadership standards.

Table 4. Key dimensions of instructional leadership in Philippine schools.

Dimension	Description	Example Indicators in Practice	Policy Anchor	Reference
Strategic Leadership	Setting school vision and aligning goals with national educational standards	Developing School Improvement Plans (SIP), setting academic targets, and aligning programs with DepEd priorities	PPSSH Domain 1	[1]
Curriculum and Instruction Supervision	Monitoring teaching practices, curriculum implementation, and learner outcomes	Conducting classroom observations, reviewing lesson plans, analyzing learner assessment results, and providing instructional feedback	PPSSH Domain 2	[1, 2]
Teacher Development	Coaching, mentoring, and facilitating professional learning among teachers	Organizing Learning Action Cell (LAC) sessions, mentoring beginning teachers, and supporting professional development activities	PPSSH Domain 4	[2, 3]
Resource Management	Efficient allocation and utilization of financial, human, and material resources	Managing school budgets, allocating instructional materials, and ensuring availability of learning resources and facilities	PPSSH Domain 3	[1]
Community Engagement	Strengthening partnerships and collaboration with stakeholders and the wider community	Conducting parent-teacher conferences, coordinating with local government units, and implementing community-based school programs	PPSSH Domain 5	[3, 4]

3.3. Comparative analysis.

This section synthesizes the instructional leadership practices of selected countries and identifies converging and diverging dimensions across contexts. The analysis reveals that while

instructional leadership is universally centered on improving teaching and learning, its enactment is shaped by governance structures, accountability systems, and sociocultural contexts. Across countries, instructional leadership consistently emphasizes curriculum supervision, teacher professional development, and student achievement goals. School leaders in the United States, Finland, Singapore, Australia, and the Philippines are expected to monitor instructional quality and align teaching practices with national curriculum standards [32–34].

Similarly, professional learning is recognized as a key leadership responsibility. Principals and school heads facilitate mentoring, coaching, and collaborative learning structures to enhance teacher competence [35]. Moreover, student achievement—measured through national assessments or standardized examinations—remains a central performance indicator guiding instructional decisions in most systems [36]. These shared priorities suggest a global consensus that instructional leadership primarily serves to strengthen classroom instruction and learner outcomes. Despite shared goals, countries differ significantly in implementation. A major point of divergence is the degree of autonomy granted to schools. Finland operates under a trust-based system that allows high teacher and principal autonomy, whereas the United States and Singapore employ stronger centralized accountability mechanisms [37, 38].

Another distinction lies in leadership preparation systems. Singapore institutionalizes structured leadership training through its Ministry-led programs, while leadership preparation in other contexts varies in standardization and rigor [39]. Accountability structures also differ. The United States emphasizes standards-based reform and performance metrics, whereas Finland relies more on professional accountability and minimal external inspection [40]. Finally, cultural influences shape leadership practice. In Asian contexts such as Singapore and the Philippines, hierarchical structures and collective values influence decision-making processes, whereas Western systems often emphasize distributed leadership and shared governance [41].

Table 5. Cross-country comparison of instructional leadership dimensions.

Dimension	United States [36]	Finland [37]	Singapore [38-39]	Australia [40]	Philippines [41]
Curriculum Supervision	Standards-based monitoring and accountability	Flexible school-level curriculum adaptation	Centralized curriculum oversight aligned with national goals	Linked to professional learning communities and school improvement	Curriculum supervision aligned with DepEd standards
Teacher Development	Instructional coaching and teacher evaluation systems	Teacher-led professional growth with high trust	Structured national leadership and teacher training programs	Collaborative professional learning and mentoring	Professional development mandated under PPSSH
Student Achievement Goals	Strong emphasis on standardized testing and measurable outcomes	Focus on holistic and broad learning outcomes	High performance in national assessments	Balanced academic and holistic development	Focus on national and regional assessment benchmarks
Degree of Autonomy	Moderate autonomy influenced by school districts	High school and teacher autonomy	Moderate autonomy within centralized policies	Moderate to high autonomy across states and schools	Limited autonomy in budgeting and staffing decisions
Accountability Structure	Performance-based accountability systems	Trust-based accountability and professionalism	Ministry-driven evaluation and monitoring	State- and system-based school reviews	Compliance-oriented monitoring and reporting

Table 5 presents the comparison shows clear differences in how instructional leadership is practiced across educational systems. The United States and Singapore emphasize accountability, standardized assessment, and structured instructional monitoring, while Finland

focuses more on teacher autonomy, trust, and flexible curriculum implementation. Australia highlights collaborative professional learning and balanced educational outcomes, whereas the Philippines follows a centralized and compliance-oriented system guided by DepEd policies and the Philippine Professional Standards for School Heads (PPSSH). These differences demonstrate how governance structures, educational priorities, and cultural contexts shape instructional leadership practices in each country.

3.4. Emerging themes.

The cross-country review reveals several emerging trends that are reshaping instructional leadership in contemporary education systems. First, there is a clear shift toward distributed instructional leadership. Rather than concentrating authority solely in the principal, leadership responsibilities are increasingly shared among teacher leaders, department heads, and professional learning teams. This collaborative approach enhances collective responsibility for student learning and strengthens internal capacity for school improvement [14]. Distributed leadership models are evident in systems such as Australia and Finland, where professional collaboration is institutionalized within school structures.

Second, there is growing emphasis on data-driven decision-making. Instructional leaders are expected to analyze student performance data, classroom assessments, and school-level indicators to guide curriculum adjustments and targeted interventions. In accountability-oriented systems like the United States and Singapore, data use is embedded in leadership evaluation frameworks and school improvement planning processes [11].

Third, leadership practices increasingly highlight equity and inclusion. Instructional leaders are called to address achievement gaps, support diverse learners, and promote inclusive pedagogies. This trend reflects global commitments to equitable access to quality education and inclusive schooling environments.

Finally, the impact of globalization and policy borrowing has become more visible. Educational reforms frequently draw from high-performing systems, leading to the adaptation of leadership frameworks across national boundaries. For example, standards-based reforms and competency frameworks have influenced leadership policy development in the Philippines and other developing contexts. While policy borrowing facilitates innovation, its effectiveness depends on contextual adaptation and cultural alignment.

Figure 3 presents the emerging global trends shaping instructional leadership practices in modern educational systems. The cycle begins with distributed leadership, which promotes shared responsibility and collaborative decision-making among school leaders and teachers. This collaboration supports data-driven decision-making through the use of assessment results and school performance indicators to improve instruction. The process further emphasizes equity and inclusion by ensuring that leadership practices address diverse learner needs and promote accessible quality education. Globalization and policy borrowing influence leadership approaches through the adaptation of international best practices and educational reforms across countries. Together, these trends contribute to continuous school improvement and innovation, reinforcing the evolving role of instructional leadership in achieving effective and inclusive education.



Figure 3. Emerging Global Trends in instructional leadership.

4. Discussion

4.1. Interpretation of comparative findings.

The comparative analysis confirms that instructional leadership is highly shaped by national context. Governance structures significantly influence how leadership is practiced. In centralized systems such as Singapore, instructional leadership is guided by ministry-driven frameworks, standardized leadership preparation, and clear accountability mechanisms. In contrast, more decentralized systems such as Australia allow schools greater flexibility in implementing professional learning communities and shared leadership practices. Cultural expectations also shape leadership roles. In high-trust cultures like Finland, teacher autonomy and professional discretion are central, positioning principals as facilitators rather than controllers. Meanwhile, accountability-oriented contexts such as the United States emphasize standards-based reforms and measurable outcomes.

4.2. Implications for Philippine educational leadership.

In the Philippines, instructional leadership operates within a centralized governance structure under the Department of Education. While policy frameworks such as the Philippine Professional Standards for School Heads provide direction, implementation is often constrained by administrative overload and limited autonomy. These findings suggest several implications. First, there is a need for stronger and more structured leadership preparation

programs aligned with instructional supervision competencies. Second, policy reforms should aim to reduce administrative burdens so school heads can prioritize teaching and learning. Third, enhanced instructional monitoring tools—such as classroom observation systems and data dashboards—should be institutionalized. Finally, sustained capacity-building initiatives are necessary to strengthen school heads’ skills in curriculum leadership, teacher coaching, and data-informed decision-making.

4.3. *Theoretical contributions.*

This review contributes to the growing body of instructional leadership literature by reaffirming the continued relevance of Hallinger’s instructional leadership framework across diverse educational contexts, including developing countries such as the Philippines. The findings demonstrate that core instructional leadership functions—such as defining school goals, supervising instruction, monitoring student progress, and promoting professional development—remain essential in improving teaching quality and student learning outcomes. At the same time, the review highlights the limitations of directly applying Western-derived leadership models to non-Western educational settings without considering contextual differences in culture, governance structures, resource availability, and organizational practices. These findings support the argument that instructional leadership theories must be adapted to align with local educational realities and sociocultural expectations [1–3].

Drawing from the comparative findings, this study proposes a hybrid Philippine instructional leadership framework that combines global best practices with contextually responsive leadership approaches. The proposed framework integrates clear instructional supervision standards to strengthen teaching and learning processes, distributed leadership practices that encourage collaboration and shared responsibility among school stakeholders, culturally responsive leadership approaches that recognize local values and community dynamics, and context-sensitive accountability mechanisms that consider the realities of Philippine public schools. By combining these elements, the framework recognizes that effective instructional leadership cannot rely solely on standardized international models but must also reflect local conditions, institutional capacities, and cultural expectations. Consequently, the proposed hybrid model offers a more adaptive and sustainable approach to instructional leadership that is both globally informed and locally grounded, thereby contributing to the theoretical advancement of educational leadership in developing-country contexts [5].

Figure 4 presents the Proposed Contextualized Instructional Leadership Model for the Philippines, illustrating the interconnected components that support effective school leadership and improved educational outcomes. At the center of the model is the contextualized instructional leadership framework, which integrates five key dimensions: instructional supervision, distributed leadership, equity-centered practices, data-informed decision-making, and alignment with national standards. The circular and connected structure of the diagram emphasizes the dynamic and collaborative relationship among these components, demonstrating how each element contributes to responsive, inclusive, and standards-based educational leadership within the Philippine context.

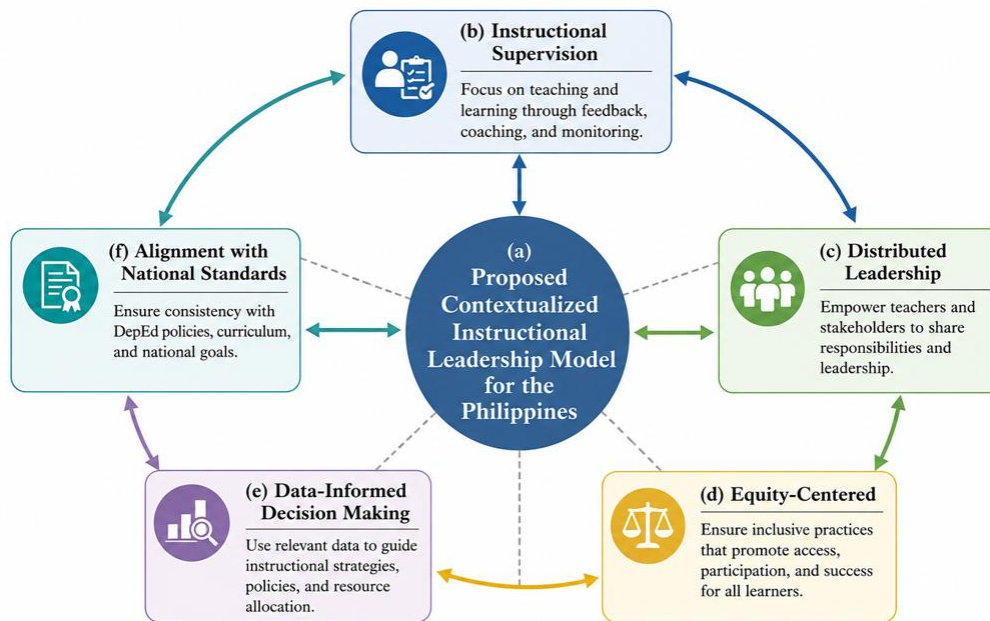


Figure 4. Propose contextualized instruction leadership model for the Philippines.

4.4. Limitations of the review and directions for future research.

This review is constrained by the limited number of empirical studies on instructional leadership conducted within the Philippine educational context, which restricts the breadth of evidence available for analysis. In addition, publication bias may have influenced the findings because studies reporting favorable or statistically significant outcomes are more likely to be published than those with neutral or negative results. The review was also limited by language restrictions, as only English-language sources were included, potentially excluding relevant studies published in local or non-English publications. These limitations suggest the need for broader and more inclusive research efforts to strengthen the evidence base on instructional leadership in the Philippines [1,4,5]. Future research should adopt mixed-method approaches that integrate quantitative measures of school performance with qualitative accounts of leadership experiences to provide a more comprehensive understanding of instructional leadership practices. Longitudinal studies are likewise recommended to examine the sustained and long-term effects of instructional leadership on teacher development and student achievement over time. Furthermore, comparative studies involving ASEAN countries could generate richer regional perspectives and allow researchers to identify contextual similarities and differences in leadership practices across educational systems. Expanding research in these areas would contribute to the development of culturally responsive and evidence-based instructional leadership models applicable to the Philippine setting and the broader Southeast Asian region [1, 11, 15].

5. Conclusion

This review highlights that instructional leadership remains a critical factor in improving teaching quality and student learning outcomes. While common dimensions—such as curriculum supervision, professional development, and student achievement goals—are evident across countries, leadership practices are deeply shaped by governance structures, cultural expectations, and policy environments. For the Philippines, the findings underscore the urgency of contextualized leadership reform. Strengthening leadership preparation,

reducing administrative workload, enhancing instructional monitoring systems, and promoting distributed leadership are essential steps toward meaningful school improvement. Ultimately, instructional leadership must evolve beyond compliance-driven management toward a collaborative, equity-centered, and learning-focused model responsive to the Philippine educational landscape.

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Author Contribution

The author was solely responsible for the conceptualization, literature search, data synthesis, and writing of this literature review. All sections, including the theoretical framework, comparative analysis, discussion, and conclusions, were researched, drafted, and edited independently by the author. The author also prepared all tables, figures, and references in accordance with academic standards.

Competing Interest

The author declares that there are no competing interests related to this literature review. The research was conducted independently and without any financial, personal, or professional conflicts that could have influenced the work.

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