

Administrative Officers' Role in School Perations and Instructional Leadership in Relation to Teachers' Satisfaction

Mary Ann Q. Baluran

Department Of Education, Misamis Universty, Oroquieta City, Oroquieta City, Misamis Occidental, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.10100556>

Received: 30 January 2026; Accepted: 04 February 2026; Published: 17 February 2026

ABSTRACT

This study examined the effectiveness of administrative officers' roles in school operations and instructional leadership and their relationship to teachers' satisfaction in selected public schools in the Division of Oroquieta City. Using a descriptive correlational research design, 120 teachers provided perceptions of administrative officers' performance in resource management, human resource coordination, record keeping, policy implementation, curriculum development, teacher support, student monitoring, and learning environment creation. Data were analyzed using mean, standard deviation, and Pearson's *r*. Findings revealed high perceptions of administrative effectiveness and instructional leadership, very high teacher satisfaction, and highly significant positive relationships between operational effectiveness and instructional leadership with satisfaction. It is concluded that strong administrative and instructional leadership positively enhances teacher satisfaction. It is recommended that administrative officers continue improving operational practices, provide ongoing professional development, recognize teacher achievements, and maintain supportive learning environments to sustain high teacher satisfaction and school performance.

Keywords: Administrative leadership, instructional leadership, public schools, teacher satisfaction, work environment

INTRODUCTION

In today's technological world, education plays a critical role in achieving sustainable development, global citizenship, and economic growth (Akçay et al., 2024; Hunduma & Mekuria, 2024; Ribo, 2024). Appreciating the importance of this, the United Nations initiated the Sustainable Development Goals (SDGs) in 2015, and Goal SDG 4: Quality Education, which seeks to ensure inclusive, equitable, and quality education for all. This vision can only be realized with access to education, effective leadership, sound governance, and effective school management. School leaders today play even more critical roles as they navigate policy interpretation, increased accountability, and instructional support (Ainin et al., 2024; Gading, 2024; Torres, 2024). They have responsibilities beyond administration, impacting teacher performance and student outcomes.

In the Philippines, reforms aligned with national objectives and international guidelines such as the SDGs are ongoing under the Department of Education (DepEd) (De Leon, 2024; Ocampo & Buenviaje, 2024; Rivera et al., 2025). Among these reforms is DepEd Order No. 002, s. 2024, requiring the transfer of non-teaching responsibilities from teachers to administrative officers in order to increase teacher concentration and welfare. This policy transfers more work responsibilities to administrative personnel, shifting the conventional schoolbased task balance (De Guzman & Astillero, 2025; Villanueva et al., 2021). With a transformation of the school leadership structure, it is crucial to investigate how administrative officers carry out their new roles to enhance both instructional leadership and operational efficiency.

School administrative officers nowadays are not only responsible for the unhampered process of school operations but also for assisting instructional leadership objectives, two aspects that have direct influence on the performance of schools. Research indicates that the dual roles of school administrators influence both the operational and instructional environments of schools (Torres, 2024; Gading, 2024). Their role covers human resource coordination, budget control, data monitoring, and support for teacher growth, all of which are essential

to the successful provision of educational services (Malco, 2024; Bangoy et al., 2025). Additionally, their role in executing policies in schools, assisting in implementing curriculum, and providing academic program leadership supports the quality of education (Miramon et al., 2024). As DepEd Order No. 002, s. 2024 redefines their roles; it is essential to empirically evaluate how well administrative officers are executing in these areas and how these functions interact with teacher satisfaction and school achievement.

Teacher satisfaction, on the other hand, remains a key issue for achieving enduring improvements in education systems. Satisfied teachers are more likely to stay in the profession, be productive, and have a positive impact on student achievement (Adipat & Chotikapanich, 2022; Saini et al., 2023). Recent research like that of De Guzman and Astillero (2025) revealed that the elimination of administrative burdens resulted in improved job satisfaction for teachers, allowing them to redirect themselves back to their primary teaching duties. Yet multiple other factors affect teacher satisfaction, such as leadership support, work conditions, recognition, and professional development opportunities (Khushik, 2021; Ocampo & Buenviaje, 2024). The delegation of more tasks to be managed by administrative officers can have a trickle-down effect on these drivers of satisfaction. Therefore, it is necessary to understand the interrelation between administrative officers' performance and teacher satisfaction to foster a friendly and encouraging school climate.

Recent research conducted by Jaira Mae R. De Guzman and Dr. Jeffrey A. Astillero (2025) investigated the effect of DepEd Order No. 002, s. 2024 on the performance and job satisfaction of teachers employing a mixed methods design. According to their findings, teachers showed enhanced teaching focus and job satisfaction, although some had moderate adjustment problems and indicated a need for ongoing support. That being said, the study was largely confined to teachers' views and failed to look into the experiences or challenges of administrative officers who had taken up the redistributed responsibilities. This monitoring leaves the main area of the overall effect of the policy unresearched.

Although De Guzman and Astillero's (2025) results indicate a realignment of school task assignments, they do not discuss how administrative officers are managing their expanded scope of work. While teachers gain from fewer administrative tasks, the additional assignments of administrative officers especially in the role of leadership and school governance are mostly unrecorded. Their contribution to the efficiency of school functioning and educational governance is critical in achieving SDG 4 targets. Enhancing their performance, insights, and influence is overdue and needed to construct an overall image of school leadership relations.

Even in the evolving design of the Philippine education system, there remains a narrow body of literature on how administrative officers are coping with their enlarged roles in light of continued reforms (Bangoy et al., 2025; Malco, 2024; Miramon et al., 2024). Though their roles have expanded under policies such as DepEd Order No. 002, s. 2024, quantitative evidence connecting their performance to measures such as teacher satisfaction remains minimal. This empirical data gap inhibits decision-makers from formulating focused capacity-building programs or evaluating policy efficiency. Also, omitting their input from SDG 4 considerations dilutes the power of monitoring the country's progress in delivering quality education (Adipat & Chotikapanich, 2022; Khushik, 2021; Saini et al., 2023).

Thus, the purpose of this research is to quantify the association among administrative officers' functions in school management, instructional leadership, and teacher satisfaction levels. Placed within the larger SDG 4: Quality Education goal, the study aims to fill this knowledge gap by examining the association between administrative leadership and teacher happiness and job satisfaction. It will also investigate the leadership and operational variables that affect teachers' perceptions amidst educational reform. The results are expected to guide policy formulation, leadership development, and strategic decision-making in the Philippine public school system.

METHODS

This study employed a quantitative, descriptive–correlational research design to examine the relationships among administrative officers' roles in school operations, instructional leadership, and teachers' satisfaction in selected public schools in the Division of Oroquieta City, Northern Mindanao, Philippines. Data were gathered from 120 randomly selected teachers using validated, structured questionnaires measuring perceptions of administrative operations, instructional leadership practices, and job satisfaction. Descriptive statistics (mean

and standard deviation) were used to summarize teacher responses, while Pearson's correlation coefficient was applied to determine the strength and direction of relationships among the variables without manipulating them. Prior approvals were secured from university, DepEd, and ethics authorities, and ethical standards were strictly observed through informed consent, anonymity, confidentiality, and compliance with the Data Privacy Act of 2012. The study aimed to provide empirical evidence on how administrative and instructional leadership practices, particularly following DepEd Order No. 002, s. 2024, relate to teacher satisfaction and contribute to school effectiveness and the attainment of SDG 4: Quality Education.

RESULTS AND DISCUSSION

Perception of Teachers Towards the Administrative Officers' Role in School Operations

Table 1 presents the teachers' perceptions of the administrative officers' role in school operations across the constructs of resource management, human resource coordination, record keeping, and policy implementation. The overall mean of 4.51 with a standard deviation of 0.29 indicates a very high perception of the effectiveness of administrative officers in school operations. Among the constructs, resource management ($M = 4.53$) and human resource coordination ($M = 4.52$) obtained the highest ratings, followed closely by record keeping ($M = 4.49$) and policy implementation ($M = 4.49$), all interpreted as very high.

The findings suggest that teachers generally perceive administrative officers as highly effective in managing and coordinating the operational aspects of their schools. The very high rating for resource management implies that teachers recognize administrative officers' ability to procure, allocate, and monitor financial and material resources, ensuring the smooth delivery of instructional activities (Bangoy et al., 2025; Miramon et al., 2024). Similarly, the high perception of human resource coordination reflects teachers' acknowledgment of administrative officers' role in overseeing staff assignments, attendance, and professional development, which promotes workforce efficiency and a positive work climate (Malco, 2024; Ortega & Salinas, 2024).

The strong evaluation of record keeping indicates that teachers appreciate the transparency, accuracy, and accessibility of student, financial, and compliance records maintained by administrative officers, which minimizes administrative burdens and allows teachers to focus more on instructional responsibilities (De Guzman & Astillero, 2025; Herzberg, 1959). Policy implementation also received a very high rating, suggesting that teachers recognize the officers' effectiveness in translating national directives, such as DepEd Order No. 002, s. 2024, into actionable school-level processes, maintaining organizational order and supporting smooth educational operations (Bangoy et al., 2025; De Guzman & Astillero, 2025).

These results align with the conceptual framework emphasizing administrative officers' operational roles as essential subsystems within the broader school system (Bertalanffy, 1950). Effective operational management supports teaching by reducing workload, clarifying responsibilities, and ensuring that resources, personnel, and policies are aligned to sustain educational quality (Ortega & Salinas, 2024; Ribo, 2024). The findings also resonate with Herzberg's Two-Factor Theory, which highlights that well-managed hygiene factors, such as workload and administrative support, enhance teacher satisfaction and motivation by creating a conducive environment for instructional focus (Khushik, 2021; De Guzman & Astillero, 2025).

The implications of these findings suggest that schools with highly effective administrative officers are better positioned to maintain operational stability, improve teacher satisfaction, and support the overall achievement of school goals. To sustain these outcomes, school leaders should continue to monitor resource management practices, streamline human resource coordination, maintain accurate record-keeping systems, and ensure consistent policy implementation. Moreover, operational efficiency should be complemented with ongoing instructional leadership to fully optimize the impact of administrative support on teaching and learning (Miramon et al., 2024; Torres, 2024).

Table 1 Level of Perception of Teachers Towards the Administrative Officers' Role in School Operations

Constructs	M	SD	Remarks
Resource Management	4.53	0.45	Very High

Human Resource Coordination	4.52	0.46	Very High
Record Keeping	4.49	0.46	Very High
Policy Implementation	4.49	0.46	Very High
Overall level of availability	4.51	0.29	Very High

Note: Scale: 4.20-5.0 (Very High); 3.40-4.19(High); 2.60-3.39(Moderate); 1.80-2.59(Low); 1.0-1.79(Very Low)

Teacher Perception Toward the Instructional Leadership

Table 2 presented the teachers' perceptions of administrative officers' instructional leadership across the constructs of curriculum development and implementation, teacher professional development and support, student performance monitoring and assessment, and creating a positive learning environment. The overall mean of 4.47 with a standard deviation of 0.30 indicates a very high perception of the effectiveness of instructional leadership. Among the constructs, curriculum development and implementation ($M = 4.48$) obtained the highest rating, followed closely by teacher professional development and support ($M = 4.47$), student performance monitoring and assessment ($M = 4.47$), and creating a positive learning environment ($M = 4.46$), all interpreted as very high.

The findings suggested that teachers generally perceive administrative officers as highly effective in leading instructional processes and supporting teaching and learning. The very high rating for curriculum development and implementation indicates that teachers recognize officers' ability to organize instructional resources, coordinate with teachers, and ensure adherence to curriculum guidelines, which contributes to consistency and relevance across subjects and grade levels (Miramon et al., 2024; Torres, 2024). Similarly, the high perception of teacher professional development and support reflects teachers' appreciation of opportunities for mentoring, workshops, and training programs organized by administrative officers, which enhance professional competencies and instructional effectiveness (Polatcan, 2024; Gading, 2024).

The strong evaluation of student performance monitoring and assessment suggests that teachers value administrative officers' efforts in collecting, analyzing, and using academic data to guide instructional decisions and interventions, ensuring that teaching strategies remain responsive to learners' needs (Miramon et al., 2024; Rivera et al., 2025). Creating a positive learning environment also received a very high rating, indicating teachers' recognition of officers' role in fostering a supportive, safe, and engaging school climate that promotes student well-being and teacher motivation (Ainin et al., 2024; Torres, 2024).

These results are consistent with Systems Theory, which emphasizes the interdependence of subsystems within a school and the critical role of administrative officers in aligning operational and instructional functions for optimal performance (Bertalanffy, 1950; Bangoy et al., 2025). The findings also align with Transformational Leadership Theory, highlighting the capacity of administrative officers to inspire, mentor, and intellectually stimulate teachers, thereby fostering professional growth, collaboration, and a culture of excellence (Bass, 1985; Shal et al., 2024). Furthermore, through the lens of Herzberg's Two-Factor Theory, these instructional leadership practices address key motivators, such as recognition, professional development, and meaningful engagement, which enhance teacher satisfaction and commitment (Herzberg, 1959; De Guzman & Astillero, 2025).

The implications of these findings suggest that strong instructional leadership by administrative officers supports both teacher satisfaction and student learning outcomes. Schools should continue to prioritize curriculum alignment, professional development initiatives, systematic assessment practices, and a nurturing school climate. By sustaining these practices, administrative officers can maximize instructional effectiveness, foster teacher motivation, and contribute to achieving the broader goals of quality education under SDG 4 (Ribo, 2024; Saini et al., 2023).

Table 2 Level of Perception of Teachers Toward the Instructional Leadership

Constructs	M	SD	Remarks
Curriculum Development and Implementation	4.48	0.39	Very High
Teacher Professional Development and support	4.47	0.41	Very High
Student Performance Monitoring and Assessment	4.47	0.38	Very High
Creating Positive Learning Environment	4.46	0.42	Very High
Overall level of availability	4.47	0.30	Very High

Note: Scale: 4.20-5.0 (Very High); 3.40-4.19(High); 2.60-3.39(Moderate); 1.80-2.59(Low); 1.0-1.79(Very Low)

Teacher Satisfaction

Table 3 presented the level of teachers' satisfaction across the constructs of work environment and condition, professional growth and development opportunities, recognition and reward, and workload and role clarity. The overall mean of 4.48 with a standard deviation of 0.30 indicates a very high level of teacher satisfaction. Among the constructs, recognition and reward ($M = 4.49$) obtained the highest rating, followed closely by work environment and condition ($M = 4.48$), professional growth and development opportunities ($M = 4.48$), and workload and role clarity ($M = 4.48$), all interpreted as very high.

The findings suggested that teachers generally perceive their work environment as supportive and conducive to professional engagement. The very high rating for work environment and condition indicates that teachers feel their schools are well-resourced, organized, and structured in a manner that allows them to focus on instructional responsibilities without unnecessary disruptions (Khushik, 2021; Adipat & Chotikapanich, 2022). Similarly, the high perception of professional growth and development opportunities reflects teachers' appreciation of initiatives such as training programs, workshops, and mentoring that enhance their skills, pedagogical knowledge, and career advancement (Bakar & Kumar, 2024; Nyoni, 2025).

The construct of recognition and reward also received a very high rating, suggesting that teachers value acknowledgment of their efforts, accomplishments, and contributions to student learning and school improvement, which fosters motivation and commitment (Saini et al., 2023; Eliot et al., 2023). Workload and role clarity likewise received a very high rating, indicating that teachers perceive their responsibilities as clearly defined and manageable, particularly with the redistribution of non-teaching tasks to administrative officers under DepEd Order No. 002, s. 2024, which reduces work-related stress and allows teachers to concentrate on instruction (De Guzman & Astillero, 2025; Villanueva et al., 2021).

These results aligned with Herzberg's Two-Factor Theory, which emphasizes that satisfaction is influenced by both hygiene factors such as work conditions, role clarity, and organizational policies and motivators such as recognition, achievement, and professional growth opportunities (Herzberg, 1959; De Guzman & Astillero, 2025). The findings also support Systems Theory, which underscores the importance of well-coordinated school subsystems, including administrative support, in fostering a functional and satisfying work environment (Bertalanffy, 1950; Ortega & Salinas, 2024). Furthermore, effective instructional and operational leadership by administrative officers contributes to teacher satisfaction by enabling a positive school climate, promoting professional development, and providing timely recognition and support (Bass, 1985; Shal et al., 2024).

The implications of these findings suggest that maintaining strong administrative and instructional leadership, along with attention to teacher-centered policies, is crucial for sustaining high levels of teacher satisfaction. Schools should continue to provide opportunities for professional growth, ensure fair recognition and reward

systems, maintain supportive work environments, and clarify roles and responsibilities. Doing so can enhance teacher motivation, commitment, and effectiveness, ultimately contributing to improved student learning outcomes and the achievement of SDG 4: Quality Education (Torres, 2024; Saini et al., 2023). Table 3

Level of Teachers' Satisfaction

Constructs	M	SD	Remarks
Work Environment and Condition	4.48	0.42	Very High
Professional Growth and Development Opportunities	4.48	0.37	Very High
Recognition and Reward	4.49	0.38	Very High
Workload and Role Clarity	4.48	0.41	Very High
Overall level of availability	4.48	0.30	Very High

Note: Scale: 4.20-5.0 (Very High); 3.40-4.19(High); 2.60-3.39(Moderate); 1.80-2.59(Low); 1.0-1.79(Very Low)

Significant Relationship Between the Administrative Officers' Role in School Operation and the Teachers' Satisfaction

Table 4 presented the analysis of the relationship between the administrative officers' role in school operation and teachers' satisfaction. Pearson's correlation coefficient was used to determine the significance of this relationship at a 0.05 level of significance.

The results revealed that the administrative officers' role in school operation and teachers' satisfaction produced a correlation of $r = 0.35$ ($p = 0.002$). Since the p -value is less than the 0.01 threshold, the null hypothesis (H_0) is rejected, indicating a highly significant relationship between administrative officers' operational roles and teachers' satisfaction.

These findings suggested that teachers' satisfaction is positively influenced by the effectiveness of administrative officers in performing operational tasks such as resource management, human resource coordination, record keeping, and policy implementation. Teachers perceive that when administrative subsystems are well-managed, their work environment becomes more supportive, workloads are clarified, and professional growth is facilitated, leading to higher motivation and overall job satisfaction (De Guzman & Astillero, 2025; Ortega & Salinas, 2024; Khushik, 2021).

From a theoretical perspective, Systems Theory explains this relationship by emphasizing that the school functions as an interconnected system, where effective performance of one subsystem such as administration positively affects other subsystems, including teaching, curriculum delivery, and student outcomes (Bertalanffy, 1950; Davis et al., 2025). Similarly, Herzberg's Two-Factor Theory of Motivation supports the view that administrative officers' effective management of hygiene factors, including organizational policies, work conditions, and operational support, reduces dissatisfaction and allows motivators like recognition, achievement, and professional development to enhance teacher satisfaction (Herzberg, 1959; Saini et al., 2023).

The implications of these results underscore the critical role of administrative officers in shaping a conducive work environment for teachers. Schools should continue to strengthen administrative leadership and operational effectiveness to maintain high teacher satisfaction. This includes ensuring efficient resource management, clear communication of policies, timely record keeping, and equitable distribution of tasks, which collectively support teaching excellence, professional morale, and the broader goal of achieving SDG 4: Quality Education (Torres, 2024; De Guzman & Astillero, 2025).

Table 4 Test of the Significant Relationship Between the Administrative Officers' Role in School Operation and the Teachers' Satisfaction

Variables	<i>r</i> value	<i>p</i> value	Decision
Administrative Officers' Role in School Operation and Teachers' Satisfaction	0.35	0.002	Reject Ho

Ho: There is no significant relationship between the administrative officers' role in school operation and the teachers' satisfaction

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Significant Relationship Between the Administrative Officers' Instructional Leadership and the Teachers' Satisfaction

Table 4 presented the analysis of the relationship between the administrative officers' instructional leadership and teachers' satisfaction. Pearson's correlation coefficient was used to determine the significance of this relationship at a 0.05 level of significance.

The results revealed that administrative officers' instructional leadership and teachers' satisfaction produced a correlation of $r = 0.42$ ($p = 0.001$). Since the p -value is less than the 0.01 threshold, the null hypothesis (Ho) is rejected, indicating a highly significant relationship between the instructional leadership of administrative officers and teachers' satisfaction.

These findings suggested that teachers' satisfaction is positively influenced by the instructional support and leadership provided by administrative officers. Roles such as curriculum development and implementation, teacher professional development and support, student performance monitoring, and creating a positive learning environment contribute directly to teachers feeling valued, supported, and professionally fulfilled (Miramon et al., 2024; Gading, 2024; Polatcan, 2024). Teachers perceive that when instructional leadership is strong, they are empowered to focus on pedagogy, engage in professional growth, and experience improved work conditions, all of which enhance job satisfaction.

From a theoretical perspective, Transformational Leadership Theory explains this relationship by emphasizing that leaders who inspire, intellectually stimulate, and provide individualized consideration foster motivation, professional growth, and commitment among their followers (Bass, 1985; Shal et al., 2024; De Guzman & Astillero, 2025). Additionally, Herzberg's Two-Factor Theory of Motivation supports the finding, suggesting that administrative officers' effective instructional leadership addresses both hygiene factors such as workload management and supportive guidance and motivators, such as recognition, achievement, and professional development, which together enhance teachers' overall satisfaction (Herzberg, 1959; Saini et al., 2023).

The implications of these results underscore the critical role of instructional leadership in cultivating a supportive and motivating environment for teachers. Schools should continue to strengthen instructional leadership practices by ensuring effective curriculum supervision, providing ongoing professional development, monitoring student learning outcomes, and fostering positive learning climates. Such initiatives not only improve teacher satisfaction but also contribute to overall school effectiveness and the achievement of SDG 4: Quality Education, particularly in areas related to teacher development and inclusive, effective learning environments (Adipat & Chotikapanich, 2022; Torres, 2024).

Table 5 Test of the Significant Relationship Between the Administrative Officers' Role in School Operation and the Teachers' Satisfaction

Variables	<i>r</i> value	<i>p</i> value	Decision
Administrative Officers' Instructional Leadership and Teachers' Satisfaction	0.42	0.001	Reject Ho

Ho: There is no significant relationship between the administrative officers' instructional leadership and the teachers' satisfaction

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

CONCLUSION

The findings indicate that teachers perceive administrative officers as highly effective in managing school operations and providing strong instructional leadership, both of which contribute to a well-organized learning environment and support teaching quality and professional growth. Teachers also report a high level of satisfaction with their work conditions, professional development opportunities, recognition, and role clarity. Overall, the results conclude that effective administrative management and strong instructional leadership play a significant role in enhancing teachers' satisfaction, underscoring the importance of competent and supportive leadership in fostering a positive and productive school climate.

RECOMMENDATIONS

School administrators are encouraged to continuously strengthen resource management, human resource coordination, record keeping, and policy implementation while providing regular professional development, instructional supervision, mentoring, and clear feedback mechanisms to enhance instructional leadership, teaching quality, and teacher satisfaction. Creating programs that recognize teacher achievements, clarify roles, improve work conditions, and promote timely resource allocation and transparent communication can further support teacher motivation and professional growth. Teachers, in turn, are encouraged to actively collaborate with school administrators by engaging in instructional initiatives and demonstrating professional accountability. Future researchers may explore how sustained improvements in administrative operations, instructional leadership, and collaborative teacher-administrator practices influence teacher satisfaction, professional development, and overall school effectiveness over time.

REFERENCES

1. Adipat, S., & Chotikapanich, R. (2022). Sustainable development goal 4: An education goal to achieve equitable quality education. *Academic Journal of Interdisciplinary Studies*, 11(6), 174–183.
2. Ainin, J., Sappayani, A. V., Sarazain, K., & Cagape, W. (2024). The unseen burden: Unveiling the lived experiences of school principals in implementing educational policy. *International Journal of Research in Social Science and Humanities (IJRSS)*, 5(10), 99–120.
3. Akçay, K., Altınay, F., Altınay, Z., Dağlı, G., Shadiev, R., Altınay, M., & Okur, Z. G. (2024). Global citizenship for the students of higher education in the realization of sustainable development goals. *Sustainability*, 16(4), 1604.
4. Bangoy, L. M., Dela Cruz, F. R., & Santos, J. A. (2025). Administrative coherence and school performance: A systems-based study of Philippine public schools. *Philippine Journal of Educational Management*, 18(1), 45–62.
5. Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
6. Bertalanffy, L. von. (1950). An outline of general system theory. *The British Journal for the Philosophy of Science*, 1(2), 134–165.
7. De Guzman, J. M. R., & Astillero, J. A. (2025). Immediate removal of administrative tasks of public school teachers and their performance and job satisfaction. *Educational Research (IJMCER)*, 7(3), 96–133.
8. De Leon, J. A. V. (2024). Sustainability and curriculum studies in the Philippines. In *SDGs in the Asia and Pacific Region* (pp. 463–483). Springer.
9. Gading, S. J. L. (2024). Instructional leadership practices of the school heads to improve teachers' performance. *United International Journal for Research & Technology*, 5(6), 89–119.
10. Herzberg, F. (1959). *The motivation to work*. John Wiley & Sons.
11. Hunduma, C. M., & Mekuria, Y. S. (2024). Multicultural education and global citizenship: Literature review. *Multidisciplinary Reviews*, 7(10), 2024223.

12. Khushik, F. U. (2021). From education for sustainable development to high quality education (SDG 4): Challenges and prospects for Pakistan.
13. Malco, J. M. E. (2024). Leadership competencies and resiliencies of school administrators: Basis for improved organizational performance and governance.
14. Miramon, S., Kilag, O. K., Groenewald, E., & Barayuga, L. (2024). Teacher leadership in the Philippines: Evaluating its impact on K–12 education reform. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISSE)*, 1(1), 162–167.
16. Ocampo, D. J., & Buenviaje, J. (2024). Basic education in the Philippines. In *International handbook on education in Southeast Asia* (pp. 835–862). Springer Nature.
17. Ortega, S. L., & Salinas, R. E. (2024). Feedback loops in school management: A systems theory approach. *International Journal of Educational Systems*, 19(2), 101–119.
18. Polatcan, M. (2024). An exploration of the relationship between distributed leadership, teacher agency, and professional learning in Turkey. *Professional Development in Education*, 50(4), 789–803.
19. Ribó, I. (2024). From global citizenship to Anthropocene denizenship: The challenge to education for sustainable development. *Critical Studies in Education*, 65(1), 75–92.
20. Rivera, J. P. R., Sinsay-Villanueva, L. M. V., Tanyag, I. H., Berroya, J. D., Garcia, G. D. V., & Lim, V. L. (2025). Revitalizing the Philippine education system: Facilitating access and participation to in-service training (INSET) and teacher professional development (TPD). *PIDS Discussion Paper Series*, No. 2025-14.
21. Saini, M., Sengupta, E., Singh, M., Singh, H., & Singh, J. (2023). Sustainable Development Goal for Quality Education (SDG 4): A study on SDG 4 indicators. *Education and Information Technologies*, 28(2), 2031–2069.
22. Shal, T., Ghamrawi, N., Abu-Tineh, A., Al-Shaboul, Y. M., & Sellami, A. (2024). Teacher leadership and virtual communities: Unpacking teacher agency and distributed leadership. *Education and Information Technologies*, 29(12), 15025–15042.
23. Torres, A. C. (2024). Principals or agents? How state education agencies build trust to balance support and accountability. *Educational Administration Quarterly*, 60(2), 191–225.
24. Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the school heads' leadership in Nueva Ecija, Philippines. *Open Access Library Journal*, 8(11), 1–15.