

School Implementation Leadership and School Improvement Initiatives of School Heads: As Mediated by Teacher Innovative Work Behavior

Aries P. Suanico

Graduate School, Holy Cross of Davao College

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ABSTRACT

School improvement initiatives remain inconsistent. The mediating effect of teacher innovative work behavior on the relationship between school implementation leadership and school improvement initiatives was examined. Through predictive research design, data from 162 public secondary school teachers, selected through total enumeration, were analyzed using mediation analysis. The study concluded that the teachers innovative work behavior partially but significantly mediates the relationship between the predictor and criterion, supporting Social Cognitive Learning Theory. Future studies may explore other mediators through qualitative research to explain remaining gaps, while school leaders may strengthen innovation-driven leadership and professional development to sustain school improvement initiatives.

Keywords: School implementation leadership, school improvement initiatives, school heads, teacher innovative work behavior

INTRODUCTION

The Problem and Its Scope

Ineffective school improvement initiatives, referring to programs that struggle to sustain long-term reforms and improve educational outcomes, have become an increasing concern worldwide (Koh et al., 2023). Recent research highlighted that poorly structured school improvement efforts are not merely a local problem but represent a major challenge in global education reform (Mwelase et al., 2025). Even today, there remains widespread concern over schools ongoing difficulties in maintaining effective improvement practices (Shukla et al., 2026).

Lack of school improvement initiatives are particularly problematic in numerous African nations (Zickafoose et al., 2024). In sub-Saharan Africa, the challenge of maintaining school improvement initiatives beyond temporary pilot projects (Haßler et al., 2020). In Turkey, the landscape of school improvement initiatives has been characterized by several persistent challenges. (Dinler, 2024).

In the Philippines, evidence continues to mount; the lack of school improvement initiatives efforts presents a considerable obstacle to meeting educational and community requirements, despite the Department of Education (DepEd) being tasked with ensuring a holistic education system aligned with national development objectives (Palaca, 2025). In Negros Oriental, the deficit in adequate school improvement efforts drives the study to highlight the need for ongoing quality enhancement (Amisola & Leonor 2024). In Davao Del Norte, the insufficiency of school improvement initiatives highlights the significance of the personal attributes of principals (Pamor & Bauyot 2025).

The absence of consistent and long-term initiatives for school improvement results in repetitive short-term reforms that do not yield enduring advantages for teachers, students, and the overall school community. (Alladatin et al., 2024). The lack of effective school improvement initiatives remains a barrier to educational

advancement, yet, despite of these pressing effects, particularly in local contexts, highlighting the need for further studies to address this gap and find sustainable solutions. Hence, this research was conducted.

Significance of the Study

This research holds global importance as it examines how effective school leadership and the innovative behaviors of teachers contribute to sustainable school improvement initiatives, tackling the issue of short-term and disjointed reforms within education systems. The findings of this research support the global agenda of Sustainable Development Goal (SDG) 4 Quality Education, which emphasizes inclusive, equitable, and quality education and the promotion of lifelong learning opportunities for all. By identifying the role of leadership and teacher innovation in sustaining school improvement initiatives, this study provides insights that can help educational institutions strengthen leadership practices, promote innovative teaching behaviors, and ensure continuous school development. This research reinforces the mission and vision of Holy Cross of Davao College by underscoring the significance of leadership and innovation in education as essential tools for realizing comprehensive, sustainable, and faith-based school improvements.

Statement of the Problem

This study determined the significance of the mediating effect of teacher innovative work behavior on the correlation between school implementation leadership and school improvement initiatives. Specifically, the following objectives were pursued:

1. To determine the levels of teacher innovative work behavior in terms of championing, creativity, and implementation of new idea; school implementation leadership in terms of proactive, knowledge, supportive, perseverant, communication, mission and vision, and availability; and school improvement initiatives in terms of vision and mission, effective leadership, teacher professional improvement, school climate, and learning environment;
2. To determine the significance of the correlation between teacher innovative work behavior, school implementation leadership, and school improvement initiatives;
3. To determine the significance of the direct effect of school implementation leadership on school improvement initiatives controlling for teacher innovative work behavior;
4. To determine the significance of the indirect effect of school implementation leadership on school improvement initiatives controlling for teacher's innovative work behavior; and
5. To determine the significance of the total effect of school implementation leadership on school improvement initiatives.

Hypotheses:

Ho1: School implementation leadership and teacher innovative work behavior do not significantly correlate with school improvement initiatives.

Ho2: The direct effect of school implementation leadership on school improvement initiatives controlling for teacher innovative work behavior, is not significant.

Ho3: The indirect effect of school implementation leadership on school improvement initiatives through teacher innovative work behavior is not significant.

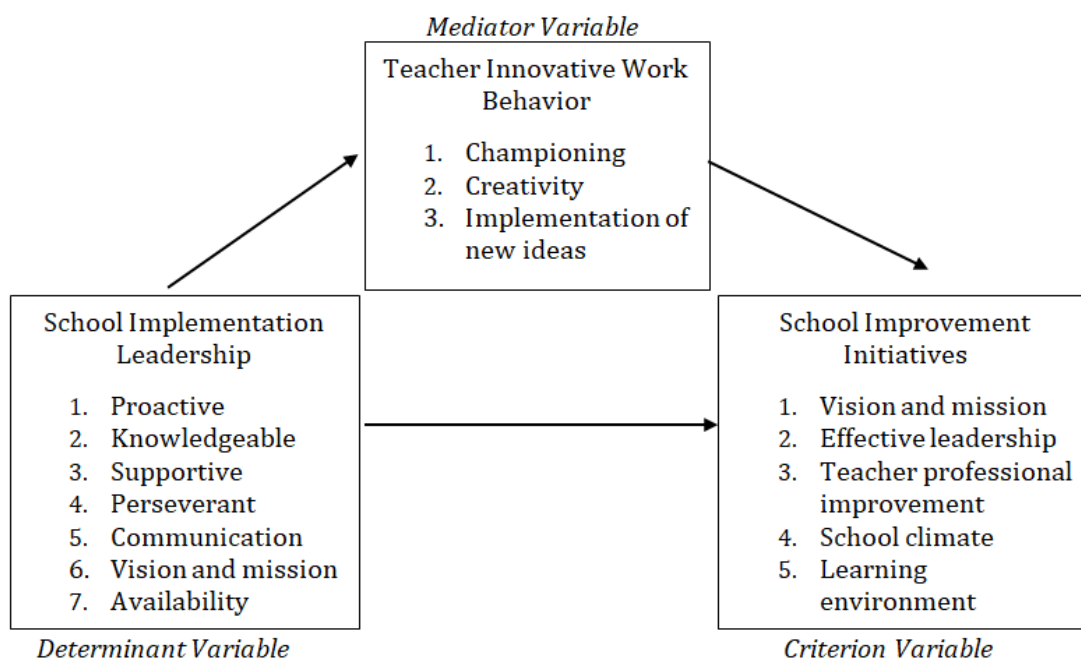
Ho4: The total effect of school implementation leadership on school improvement is not significant.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This research is based on Bandura's Social Cognitive Learning Theory (Bandura, 1999), which describes how

individuals acquire knowledge and develop behaviors through the ongoing interaction of three essential components, personal factors, behavior, and the environment.

In this study, school implementation as determinant variable, indicated by proactive, knowledgeable, supportive, perseverant, communication, vision and mission, and availability (Lyon et al., 2022), stands for personal factor highlighted in the theory. On the other hand, teacher innovative work behavior as mediator variable, indicated by championing, creativity, and implementation of new ideas (Byron et al., 2024), stands for behavioral factor as stated in the theory. Lastly, school improvement initiatives as criterion variable, indicated by vision and mission, effective leadership, teacher professional improvement, school climate, and learning environment (Mafratoglu et al., 2023), stands for the knowledge and develop behaviors asserted in the theory. Hence, this study is delimited to personal factors, behavior factors, knowledge and development behavior, while the environment component was excluded. This study was partially anchored on this theory.



METHODOLOGY

The research design, locale of the study, the sample and sampling, data gathering technique, data analysis, and the ethical considerations are included in this chapter.

Research Design

This study employed predictive research design, focusing on forecasting future outcomes by analyzing patterns in existing or historical data, complementing traditional research that explains past events and using statistical models to generate predictions (Sghir et al., 2022). It is suitable for this study as it allows researchers to anticipate trends, support evidence-based decisions, and implement early interventions, particularly in education and social sciences (Khalil & Ebner, 2023). Its advantages include revealing hidden patterns in large datasets, providing forward-looking insights, enhancing strategic planning, and improving decision accuracy by emphasizing prediction over description (Shmueli et al., 2023).

Locale of the Study

This study was conducted in 16 public secondary schools located in Cluster XI of Marilog District within the division of Davao City. Educators from these institutions acted as the main respondents, enabling the study to reflect a range of viewpoints and experiences related to leadership and innovation in the context of school enhancement. By including all schools in the cluster, the data collected offered a thorough understanding of the teaching staff and their roles in maintaining school improvement initiatives.

Sample and Sampling techniques

The samples of the study consisted of 162 secondary public-school teachers employed in the Department of Education (DepEd) during School Year 2025–2026. These teachers held regular permanent positions. They were actively teaching and came from different fields of specialization, handling a variety of subjects across the secondary level.

The sampling technique used was total enumeration. It is also known as total population sampling. It is a technique in which all members of a defined population are included in the study, ensuring complete data coverage. It is commonly applied when the population is small, accessible, or possesses unique characteristics that require every member's participation. Its main advantages include the elimination of sampling bias and increased accuracy and reliability of findings, although it may demand more time and resources (Ahmed, 2024; Adeoye, 2023).

Data Gathering Technique

The survey technique was used in gathering data. This technique is a systematic method of collecting information from a sample using structured questionnaires to describe the characteristics, opinions, or behaviors of a larger population and is applied in research to efficiently assess, test, or generalize findings across a defined group (Sheikh et al., 2024). This offers advantages such as reaching large and diverse populations, producing quantifiable data for pattern analysis, enabling generalization, allowing faster data collection, and supporting reliability through standardized procedures (Oranga & Matere, 2025).

In this study, three adapted and modified survey questionnaires were utilized. The first instrument, the Teachers' Innovative Work Behavior questionnaire, was adapted from the study of Byron et al. (2024). It consists of 21 items designed to measure teachers' innovative work behavior across three indicators: championing, creativity, and implementation of new ideas. A four-point Likert scale was used to determine the extent of teachers' innovative practices in the school setting. The adapted instrument was pilot-tested for reliability, yielding a Cronbach's alpha of 0.985.

The second instrument, the School Implementation Leadership Scale (SILS), was adapted from Lyon et al. (2022). This tool contains 21 items categorized into seven indicators: proactive, knowledgeable, supportive, perseverant, communication, vision and mission, and availability. It was used to assess the level of school implementation leadership as perceived by teachers. Similar to the first instrument, a four-point liker scale was employed. Pilot testing revealed a Cronbach's alpha of 0.986, indicating excellent reliability.

The third instrument, the School Improvement Scale (SIS), was adapted from Mafratoglu et al. (2023). It comprises 33 items distributed across five indicators: vision and mission, effective leadership, teacher professional improvement, school climate, and learning environment. This questionnaire was designed to measure the extent of school improvement initiatives. A four-point Likert scale was also utilized to capture respondents' perceptions. The instrument demonstrated high internal consistency, with a Cronbach's alpha of 0.986 based on pilot testing.

Data Analysis Techniques

In this study, the data analysis techniques used were descriptive, correlation, and mediation analyses. Descriptive analysis helps organize and summarize large amounts of data, making it easier for researchers to understand real-world patterns while saving time, no matter the situation or field of study (Costa, 2024). Under this analysis, the mean and standard deviation statistical tools were used. Moreover, the correlation analysis examines the strength and direction of the relationship between two continuous variables (Rizk, 2023). The Pearson Product-moment correlation statistical tool was used. Lastly, mediation analysis separates the overall effect of the treatment into two parts: the indirect effect, which happens through one or more middle factors called mediators, and the direct effect, which explains the remaining part of the outcome that is not caused by those mediators (Celli, 2022). The beta estimate statistical tool for the direct, indirect, and total effect of the determinant was utilized.

The following is the basis for the interpretation of the descriptive level of the variables:

Scale	Level	School Implementation Leadership	Teacher Innovative Work Behavior	School Improvement Initiatives
1.00 – 1.74	Very low	Very poor	Very poor	Very poor
1.75 – 2.49	Low	Poor	Poor	Poor
2.50 – 3.24	High	Good	Good	Good
3.25 – 4.00	Very high	Very good	Very good	Very good

The standard deviation value is based on the following standard interpretation:

Range	Description	Interpretation
$SD \leq 0.50$	Highly Consistent Responses	Strong and uniform perception
$SD = 0.51 - 1.00$	Moderately Consistent Responses	Acceptable consistency
$SD = 1.01 - 1.50$	Low Consistency Responses	Differing views or experiences
$SD > 1.50$	Very Low Consistency Responses	High variability and lack of consensus

The interpretation for the strength of the correlation is based on the following standard scheme:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.00	No correlation

The standard measure for the interpretation of the strength of the mediation is as follows:

Proportion Mediated	Interpretation
< 0.20	Weak Mediation
0.20 – 0.50	Moderate Mediation
> 0.50	Strong Mediation

Ethical Consideration

The study strictly adhered to ethical standards by ensuring respect for all respondents through informed consent, where respondents were fully informed about the purpose of the study, their rights, and their

voluntary participation without any form of coercion, and were allowed to withdraw at any time without consequences. Confidentiality of their responses was also guaranteed, with all data treated with strict privacy and reported in aggregate form to protect their identities. In addition, research integrity was upheld by securing approval from a panel of experts to ensure the study's quality and compliance with ethical standards, obtaining official permission from the Department of Education (DepEd) to conduct the study within the school setting, and seeking ethical clearance from the Society for Moral Integrity and Legal Ethics (SMILE) prior to its implementation, thereby ensuring that the entire research process was conducted responsibly and in accordance with established ethical and institutional guidelines.

RESULTS

Included in this chapter are the results of the descriptive, correlation, and the mediation analyses. Also, the summary of findings is presented.

Descriptive Results

Table 1 is descriptive table. Contained in the table are the variables involved namely, school implementation leadership, teachers innovative work behavior and school improvement initiatives; and the total number of respondents, standard deviation, mean and descriptive level specifically corresponding with each of the variables.

Table 1: Descriptive Statistics (N=162)

Variables	N	Standard Deviation	Mean	Descriptive Level
School Implementation Leadership	162	.366	3.81	Very High
Proactive Leadership	162	.36	3.76	Very High
Knowledgeable Leadership	162	.28	3.91	Very High
Supportive Leadership	162	.53	3.75	Very High
Perseverant Leadership	162	.37	3.83	Very High
Communication	162	.43	3.77	Very High
Vision and Mission	162	.37	3.81	Very High
Availability	162	.43	3.79	Very High
Teacher Innovative Work Behavior	162	.39	3.80	Very High
Championing	162	.37	3.81	Very High
Creativity	162	.43	3.80	Very High
Implementation of New Ideas	162	.39	3.80	Very High
School Improvement Initiatives	162	.35	3.76	Very High
Vision and Mission	162	.33	3.83	Very High
Effective Leadership	162	.44	3.79	Very High

Teacher Professional Improvement	162	.35	3.72	Very High
School Climate	162	.40	3.74	Very High
Learning Environment	162	.42	3.74	Very High

Specifically, the table shows that school implementation leadership variable obtained a mean 3.81 described as very high. This indicates that school implementation leadership as perceived by the respondents are very good. All indicators obtained very high level. The standard deviation of 0.366 is described as highly consistent, indicating strong and uniform perception. Furthermore, teacher innovative work behavior variable obtained a mean of 3.80, described as very high. This denotes that the respondents' teachers innovative work behavior is very good. All its indicators are described as very high level. The standard deviation of 0.39 described as highly consistent, signifies strong and uniform responses. Finally, school improvement initiatives obtained a mean of 3.76, described as very high. Signifying that the school improvement initiatives is very positive among the respondents. Consistently, all indicators are described as very high. The standard deviation of 0.35 described as highly consistent, indicates strong and uniform perception among the respondents.

School implementation leadership, teacher innovative work behavior, and school improvement initiatives were all perceived at very high levels, indicating that respondents view these aspects as strongly evident and effectively practiced in their schools. Comparatively, the three variables show consistently positive and aligned perceptions, suggesting that strong leadership and high teacher innovativeness go hand in hand with highly favorable school improvement efforts.

Correlation Results

Table 2 is a correlation table. It presents the determinant and criterion variables. It shows the r-value, p-value, decision on null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (n=162)

Variables	School Improvement Initiatives			
	r-value	p-value	Decision	Interpretation
School Implementation Leadership	.842	.000	Reject Ho	High positive, significant correlation
Teacher Innovative Work Behavior	.875	.000	Reject Ho	High positive, significant correlation

**. Correlation is significant at the 0.01 level (2-tailed).

Specifically, the table shows the correlation between school implementation leadership and school improvement initiatives variables obtained a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r-value of 0.842 reflects a high positive correlation between school implementation leadership and school improvement initiatives which implies that stronger school implementation leadership is associated with more effective school improvement initiatives. Similarly, teachers innovative work behavior yielded a p-value of 0.000, which is also lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r-value of 0.875 shows a high positive correlation between teacher innovative work behavior and school improvement initiatives. This implies that higher level of innovative behavior among teachers are associated with stronger school improvement initiatives.

Both school implementation leadership and teachers innovative work behavior show significant positive relationships with school improvement initiatives, indicating that each factor is closely associated with

stronger improvement efforts. Comparatively, teachers innovative work behavior demonstrates a slightly stronger relationship with school improvement initiatives than school implementation leadership, suggesting it may have a more pronounced influence.

Mediation Results

Table 3 is mediation table showing teacher innovative work behavior mediates the relationship between school implementation leadership and school improvement initiatives.

Table 3: Mediation Table (N=162)

Label	Path / Effect	Estimate (B)	SE	Z-value	p-value	Decision on H ₀	Interpretation
A	School Implementation Leadership → Teacher Innovative Work Behavior	0.99	0.03	33.00	0.000	Reject H ₀	Significant
B	Teacher Innovative Work Behavior → School Improvement Initiatives	0.58	0.09	6.44	0.000	Reject H ₀	Significant
c'	School Implementation Leadership → Teacher Innovative Work Behavior (Direct Effect)	0.22	0.10	2.20	0.022	Reject H ₀	Significant
a × b	Indirect Effect (Mediation)	0.57	0.03	19.00	0.000	Reject H ₀	Significant
c (Total Effect)	School Implementation Leadership → Teacher Innovative Work Behavior (Total)	0.59	0.10	5.90	0.000	Reject H ₀	Significant

Level of Significance: 0.05

Decision Rule: Reject H₀ if $p < 0.05$

Proportion Mediated: indirect effect/ total effect = 0.97

The table specifically shows that the direct effect of school implementation leadership on school improvement initiatives controlling for teacher's innovative work behavior yielded an estimated Beta of 0.22. The corresponding p-value of 0.022 is less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the direct effect of school implementation leadership on school improvement initiatives even when teachers innovative work behavior is controlled, is significant.

In contrast, the indirect effect of school implementation leadership on school improvement initiatives through teacher innovative work behavior obtained an estimated Beta of 0.57, with a p-value of 0.000, which is lower than the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that the indirect effect of school implementation leadership on the criterion through the mediator is significant.

Lastly, the total effect of school implementation leadership on school improvement initiatives resulted in an estimated Beta of 0.59, with a corresponding p-value of 0.000, which is below the 0.05 level of significance; therefore, the null hypothesis was rejected. This indicates that the total effect of School Implementation

Leadership on the criterion is significant. Lastly, the table shows that the mediated proportion is 0.97, indicating a very strong mediation.

School implementation leadership has a significant direct effect on school improvement initiatives even when teachers' innovative work behavior is considered, indicating that leadership independently contributes to improvement efforts. However, the indirect effect through teachers' innovative work behavior is also significant and notably stronger, making the overall influence of school implementation leadership on school improvement initiatives highly significant and largely driven by this mediating factor.

SUMMARY OF FINDINGS

Based on the statistical results, it was specifically found that:

1. School implementation leadership and teacher innovative work behavior significantly correlate with school improvement initiatives.
2. The direct effect of school implementation leadership on school improvement initiatives controlling for teacher's innovative work behavior, is significant.
3. The indirect effect of school implementation leadership on school improvement initiatives through teacher innovative work behavior is significant.
4. The total effect of school implementation leadership on school improvement is significant.

DISCUSSIONS

Discussed in this chapter are the findings of the study. Also, the conclusion and recommendations are presented.

School Implementation Leadership and School Improvement Initiatives Correlation

The finding that school implementation leadership has a significant high positive correlation with school improvement initiatives affirms prior research stating that when school heads are proactive, knowledgeable, and supportive, it leads to the successful execution of educational reforms. This current finding aligns with Mwelase and Rapeta (2025), who highlighted that the effective navigation of school improvement plans by principals is a decisive factor in overcoming complex institutional challenges. Likewise, this result corroborates with Ralebese et al. (2025), who emphasized that the instructional leadership practices of principals are fundamental to sustaining curriculum reforms and improving overall school capacity.

In contrast this current finding supports Leithwood et al. (2023), who noted that although leadership is an important factor, its direct impact on school outcomes is often limited or inconsistent when compared to the more immediate influence of classroom instruction. While their study drew on a broad synthesis of multi-year foundational data, the present study offers more localized and focused evidence from the context of Cluster 11 public secondary schools.

Teachers' Innovative Work Behavior and School Improvement Initiatives Correlation

The finding that teacher innovative work behavior has a significant high positive correlation with school improvement initiatives supports previous studies suggesting that the creative and championing behaviors of educators are essential for institutional advancement. This finding is parallel to the study of Koh et al. (2023), which asserted that sustaining improvement initiatives requires educational leaders to foster professional environments where teacher innovation is prioritized. Furthermore, the current finding is consistent with Mafratoğlu et al. (2023), who argued that high levels of teacher professional improvement and the implementation of new ideas are critical drivers for transforming schools into quality-driven institutions. In contrast, this current finding differs from the observations of Sikri et al., (2025), reporting that while teachers

may engage in collaborative or innovative behaviors, these are often restricted to low-complexity tasks rather than the intensive, co-constructive practices required for deep school reform.

School Implementation Leadership and School Improvement Initiatives as Mediated by Teachers' Innovative Work Behavior

The finding of this study asserting that teacher innovative work behavior significantly mediates the relationship between school implementation leadership and school improvement initiatives affirms that leadership influences school outcomes largely by empowering the creative potential of the staff. This finding aligns with Liu and Hallinger (2026), whose research demonstrated that leadership does not act in isolation but functions through a mediating mechanism of teacher professional learning to impact school effectiveness. Moreover, the current finding supports Palaca (2025), who found that school initiatives are most successful when leadership actively promotes stakeholder involvement and encourages professional behaviors that align with holistic educational objectives.

On the other hand, this finding presents a different perspective than Laursen and Weiss (2025). Laursen and Weiss argued that the introduction of leadership-driven innovations can sometimes be perceived by teachers as a measure of "governmental control," which can lead to non-cooperation rather than genuine innovation. This implies that if the mediation of innovative behavior is hindered by a lack of shared vision or perceived surveillance, the link between leadership and school improvement may be weakened.

CONCLUSION

Based on the findings, teacher innovative work behavior partially but significantly mediates the correlation between school implementation leadership and school improvement initiatives. This assertion partly and partially supports Social Cognitive Learning Theory, which describes how individuals acquire knowledge and develop behaviors through the ongoing interaction of three essential components personal factors, behavior, and the environment.

RECOMMENDATIONS

Based on the conclusion, the following are recommended:

1. Future studies may explore other mediating variables to account the remaining 0.300 variants in the strength of the mediation on the correlation between school implementation leadership and school improvement initiatives, which was not explained by teacher innovative work behavior variable.
2. Qualitative research may be explored to generate themes that may be considered as potential mediators; the emerging sub-themes may be utilized as corresponding indicators of the mediator.
3. School leaders may strengthen innovation-driven leadership practices and professional development programs to sustain school improvement initiatives.

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APPENDIX A

General Direction: The survey instrument requires you to honestly assess your perceptions regarding school leadership, innovative work behavior, and school improvement initiatives. There is no right or wrong answer. Kindly **check (✓)** the space provided in each item which closely corresponds to what you think in general. Please do not leave any question item unanswered. All responses will be treated with strict confidentiality. Your identity will not be recorded, and the information you provide will be used solely for research purposes. Only the researchers will have access to the data, and results will be reported in aggregate form to ensure that no individual can be identified.

Name _____ (Optional):
 _____ School(Optional): _____

PART I – SCHOOL IMPLEMENTATION LEADERSHIP (SILS)

Direction: For every given statement, indicate your level of agreement regarding how your school head demonstrates leadership in teachers' innovative work behavior and implementing school initiatives. Please refer to the 4-point Likert Scale below:

4- Strongly Agree

3- Agree

2- Disagree

1- Strongly Disagree

A. Proactive Leadership	1	2	3	4
Our Principal...				
1. has developed a plan to facilitate the implementation of DepEd programs in our school.				
2. has removed obstacles that hinder the implementation of DepEd programs in our school.				
3. has established clear school standards and expectations for the implementation of DepEd programs in our school.				
B. Knowledgeable Leadership	1	2	3	4
Our Principal...				
1. is knowledgeable about DepEd programs being implemented in our school.				
2. is able to answer questions related to the DepEd- programs.				
3. knows the policies and guidelines concerning the implementation of DepEd programs.				
C. Supportive Leadership	1	2	3	4
Our Principal...				

1. recognizes and appreciates teachers' and staff's efforts in carrying out DepEd programs.				
2. provides support and encouragement for teachers to learn more about DepEd programs.				
3. provides the needed resources and assistance to ensure the effective implementation of DepEd programs.				
D. Perseverant Leadership	1	2	3	4
Our Principal...				
1. continues to support the implementation of DepEd programs despite challenges.				
2. effectively addresses issues and problems that arise during the implementation of DepEd programs.				
3. remains committed to sustaining DepEd programs even when faced with setbacks.				
E. Communication	1	2	3	4
Our Principal...				
1. establishes clear communication systems about DepEd programs.				
2. talks about DepEd program implementation.				
3. encourages others to communicate with her/him about DepEd implementation.				
F. Vision and Mission	1	2	3	4
Our Principal...				
1. links the implementation of DepEd programs to improved student outcomes.				
2. has a clear vision for the implementation of DepEd programs in this school.				
3. connects DepEd programs to the broader mission of our school.				
G. Availability	1	2	3	4
Our Principal...				
1. is accessible whenever teachers or staff need help with implementing DepEd programs.				
2. is available to discuss concerns or suggestions related to DepEd program implementation.				
3. can easily be reach out if there are problems or concern about the implementation of DepEd programs				

PART II – TEACHERS’ INNOVATIVE WORK BEHAVIOR (IWB)

H. Championing	1	2	3	4
Our Principal...				
1. creates an environment of concern and trust.				
2. foster an agreement based on the mission and vision of the school.				
3. advocates teachers’ leadership development.				
4. serve as a role model for professional excellence.				
5. assist the struggling teachers				
6. organizes teachers’ and students’ functions for better outputs.				
7. focuses on the challenge given and sets to finish it.				
I. Creativity	1	2	3	4
Our Principal...				
1. ensures that teachers are adequately prepared in presenting new ideas.				
2. communicates with substantial examples about the content delivered.				
3. leads and motivates others to participate effectively.				
4. demonstrates genuine interest in new approaches to instruction.				
5. develops strategies to increase student involvement.				
6. thinks outside the box for better strategies and techniques.				
7. allows teachers’ comfort zone to grow as a professional.				
J. Implementation of new ideas	1	2	3	4
Our Principal...				
1. looks for new ways to accomplish things.				
2. encourages individuals to reexamine their ideas.				
3. consistently completes significant task.				
4. keeps up with trend ideas to elevate the level of school practices.				
5. exposes teachers to think about how to be successful.				
6. collects teachers’ ideas as bases for decision making				
7. analyzes suggestions to ensure possible application.				

PART III – SCHOOL IMPROVEMENT INITIATIVES (SIS)

K. Vision and Mission	1	2	3	4
In our school...				
1. we act within the framework of a common vision to build the shared future of the society.				
2. stakeholders work together to create a common school vision.				
3. it is an aim to raise individuals with advanced social awareness.				
4. employees are willing to achieve goals aligned with the corporate vision and mission.				
5. continues improvement steps are taken to enhance the quality of education.				
6. we act with the mission of raising students who embody national and spiritual values.				
7. innovative applications are implemented to develop students' digital skills.				
L. Effective Leadership	1	2	3	4
In our school...				
1. the principal takes the lead in creating a positive school climate.				
2. the principal supports continuous change and improvement.				
3. the principal demonstrates participatory leadership.				
4. the principal gives priority to education related issues in resource management.				
5. the principal rewards success based on performance.				
6. the principal leads in sharing the school's corporate goals and objectives.				
7. the principal performs data-based analyses to measure school improvement.				
8. the principal cooperates with the wider learning environment.				
M. Teacher Professional Improvement	1	2	3	4
In our school...				
1. teachers reflect the knowledge and skills gained through professional improvement in their teaching activities.				
2. teachers use alternative assessment tools (e.g. students portfolio, performance task, projects) that account for individual differences when evaluating students performance.				
3. teachers keep track of improvements, innovations, and current resources related to their profession.				

4. teachers create digital teaching and learning content using the latest technological tools.				
5. teachers effectively use educational technologies such as EBA, EdPuzzle, and Kahoot.				
6. teachers benefit from peer feedback to enhance their teaching skills.				
7. teachers participate in the professional improvement activities organized by educational institutions or non-government organizations.				
N. School Climate In our school...	1	2	3	4
1. there is an effective communication environment among employees.				
2. the employees' sense of organizational belonging has improved.				
3. respect for differences prevails in relationships among employees.				
4. relationships among stakeholders support the learning environment.				
5. team spirit prevails among employees.				
6. teachers' job satisfaction is high.				
O. Learning Environment In our school...	1	2	3	4
1. students take responsibility for their own learning.				
2. the learning environment is designed to develop students' critical thinking.				
3. students are active participants in improving the learning environment				
4. the learning environment is structured to promote cooperation with stakeholders.				
5. supportive learning environments such as workshops and laboratories are used in teaching.				