

Change Management Practices of School Heads in Curriculum Implementation and their Influence on Teacher Effectiveness through a Change Leadership Schema

Abegail B. Cabral

0321-0654@lspu.edu.ph

Secondary School Teacher III, Lucena City, Quezon. 4301, Philippines

Abstract

This study examined the change management practices of school heads in curriculum implementation and their influence on teacher effectiveness, with change leadership schema as a mediating variable, conducted in public secondary schools in the Sariaya District, Division of Quezon. The study utilized a convergent mixed-method design. For the quantitative part, the data were collected from 246 teachers using a self-made, validated, and reliability-tested questionnaire, while qualitative data were gathered using guide questions to identify challenges encountered in curriculum implementation.

Mean and standard deviation were used to determine the levels of change management practices, teacher effectiveness, and change leadership schema. Pearson product-moment correlation and mediation analysis were utilized to examine the relationship and indirect effects. The qualitative data were analyzed using thematic analysis. The findings showed that change management practices were highly practiced, teacher effectiveness was highly effective, and change leadership schema was highly demonstrated. Significant relationships were found among change management practices, teacher effectiveness, and change leadership schema. It was also demonstrated that change leadership schema mediates the relationship between change management practices and teacher effectiveness. The qualitative results identified challenges in understanding curriculum change, planning, communication, implementation, monitoring, evaluation, and sustaining curriculum implementation.

Overall, the study concludes that effective change management and strong leadership competencies are essential for enhancing teacher effectiveness, although there are still challenges in curriculum implementation. This emphasizes the importance of leadership support, communication systems, and capacity-building activities in schools.

Keywords: Change Management Practices; Teacher Effectiveness; Change Leadership Schema; Curriculum Implementation; Curriculum Implementation Challenges

1. Introduction

Change is a constant part of both society and organizations. Today, changes are broad, rapid, often unpredictable, and stressful. However, they are necessary for development and success (Jašarević & Kuka, 2016). As Abasalo (2021) noted, institutions must change to remain relevant and encourage development. Change refers to the restructuring of individuals or organizations to apply new ideas and practices when current conditions are ineffective (Koçel, 2014, as cited in Ozan et al., 2021). Furthermore, Alibabic (2010), as cited by Jašarević and Kuka (2016), explained that change is a source of the crisis but also a response to it. Therefore, change is considered both a challenge and an opportunity for growth and improvement.

Every organization goes through constant change from both external pressures like new technologies, markets, and laws, and internal factors such as staff changes and policy updates. In response to these pressures, organizations adopt strategies like process redesign, restructuring, and total quality programs. These changes affect how employees learn, stay committed, manage workloads, and build relationships, all of which determine the success of the change process (Raza et al., 2023). Schools, like all organizations, cannot escape change. As centers of social transformation, they are expected to lead in responding to societal shifts. This requires them to stay flexible and handle different social expectations, innovations, and reforms (Ozan et al., 2021).

In education, change is complex due to the changing nature of educational standards, regulations, and systems (Gómez-Parra & Daiss, 2022). It includes different aspects such as teaching methods, curriculum design, assessment techniques, instructional technologies, and organizational frameworks (Tsekhmister et al., 2022). Curriculum implementation, in particular, involves the translation of educational policies into classroom practices, teaching strategies, and the allocation of adequate resources. Effective implementation needs well-prepared teachers, enough materials, and ongoing assessment mechanisms to ensure that educational goals are met (Alvarado & Galigao, 2024). Ganon-Shilon & Schechter (2017) highlighted that school leaders play a critical role in ensuring teachers' understanding and application of curriculum changes, as well as guiding them through challenges that may arise. Effective leadership and management require school leaders to have sufficient knowledge of curriculum policies and the skills to motivate and support teachers (Ganon-

Shilon & Chen, 2019). Without proper leadership and management, even well-designed curricula may fail to reach their goals and, as a result, hinder effective education in schools (Marumo & Mutashu, 2023).

In light of these circumstances, effective change management in education becomes indispensable (Ezzeddine et al., 2023). Mukhlis & Tyas (2024) stated that change management is a systematic process for developing and implementing strategies for organizations that are moving from current conditions to desired future conditions. In education, change management refers to how school leaders require good management to handle change by planning, organizing, leading, and controlling processes to reach educational objectives (Efe, 2018). Masudi (2024) highlighted that successful change management in schools relies on strong leadership, a clear vision, and active participation from stakeholders. Educational changes such as curriculum reforms, school leaders suggested that, to deal with curriculum change, there must be careful planning, regular monitoring, support during curriculum delivery, and effective management of curriculum change resistance (Govindasamy & Mestry, 2022). By fostering a culture that embraces change, educational leaders can reduce resistance and build sustainable improvements. Thus, the change management of school heads is crucial for promoting a positive and successful environment that improves teacher performance and overall school effectiveness (Volotovska et al., 2024).

The Philippine government has acknowledged the value of effective school leadership, curriculum implementation, and change management to improve educational outcomes. The Enhanced Basic Education Act of 2013 (Republic Act 10533), which extended the previous 10-year basic educational curriculum by two additional years, aimed to produce highly competitive graduates in terms of literacy, numeracy, and problem-solving skills. As Tarusan & Nabos (2024) noted, the K to 12 curriculum is a relevant example that facilitates changes and sets a standard for basic education both globally and locally. Building on this, the MATATAG K to 10 Curriculum, launched by the Department of Education in 2023, represents another significant reform that requires school heads to practice adaptive leadership or manage change to guide teachers and ensure a smooth transition in instructional practices (Labag, 2025). In addition, school heads play a crucial role in leading the implementation of educational policies and emphasizing leadership as outlined by the Governance of Basic Education Act of 2001 (Republic Act 9155), through their duties and responsibilities in overall operation, including managing all of the human, physical, and financial resources to ensure that schools perform well (Silva and Andal, 2023). Similarly, teachers are expected to provide quality instruction and demonstrate competencies aligned with the K-12 standards through the Philippine Professional Standards for Teachers (PPST) (DepEd Order no. 42, s. 2017). These legal bases confirm that managing change is not just an option for school leaders; it is a required duty that aligns with national educational priorities and reforms, the same as with teachers, to help them enhance their performance and guide them in successful implementation of the curriculum.

The need for effective practices in managing change is a major concern in educational leadership, specifically in curriculum reforms. This presents different challenges that can significantly impact the success of reform initiatives, such as resistance to change, inadequate resources and infrastructure, curriculum alignment, teachers' adaptation, and lack of professional development (Maraviles & Ducot, 2025; Malinao & Miano, 2025). This requires school heads to have effective change management practices in curriculum implementation. When school leaders effectively manage change by strategic planning, clear communication, motivation, and evaluation, they can foster a collaborative and innovative environment and navigate challenges as well as achieve real improvements in teaching and learning experiences (Sumapal, 2024).

Despite the recognized importance of school heads in education reform, many schools still face difficulty sustaining these changes (Duray, 2025). In some instances, initiatives are introduced with a lot of enthusiasm but end up inconsistently implemented. As a result, the changes are either superficial or short-lived, as teachers tend to return to their old practices. Aldridge & Mclure (2023) noted that although the role of leadership in school improvement is widely acknowledged as critical, there is limited understanding of how leaders can support and address challenges in implementing mandated educational change. This situation shows a gap in change leadership schema and the urgent need for practical change management practices to make reforms part of the long-term culture of schools.

These challenges are also present in the public secondary schools of the Sariaya District, Division of Quezon. Like other schools across the country, they experience updates, adjustments to the curriculum changes, and shifting educational needs, which challenge school leaders in sustaining their effective practices and affect teachers in maintaining quality instruction. Reports and informal observations indicate that while some schools successfully manage curriculum implementation, others have trouble with consistent implementation. This situation requires strong leadership and effective management of change. Teachers in these schools are vital for putting reforms into action, and their success depends largely on how school heads guide them during transitions. Differences in leadership approaches lead to varying levels of teachers' performance. This inconsistency shows the pressing need to examine the change management practices of school heads and how their leadership schema influences teacher effectiveness.

2. Conceptual Framework

This study is based on the idea that effective change management practices play a critical role in guiding schools for curriculum reforms and ensuring their successful implementation and, in turn, enhancing teacher performance. Curriculum reforms often involve new policies, instructional methods, and assessment strategies to meet the evolving needs of students, which school leaders require to guide and support teachers through changes (Ta-ala, 2025). School leaders who manage change effectively through strategic planning, communicating, implementing, monitoring, and evaluating can improve teacher performance (Agusgani et al., 2024). Likewise, leadership behavior has been recognized as an important factor that influences the teachers' effectiveness in navigating educational reforms (Jingga et al., 2024; Panis, 2020). Thus, the researcher conceptualized the framework presented in Figure 1, which shows the relationship among the change management practices of school heads in curriculum implementation, change leadership schema, and teacher effectiveness.

The independent variable of the study is the change management practices of school heads in curriculum implementation, which is operationalized through understanding change, planning, communication, implementation, monitoring and evaluation, and sustaining change. Several studies consistently describe these components as change management processes and as essential in managing reforms in educational settings (Yilmaz & Kilicoglu, 2017; Balikci et al., 2017; Jingga & Hassen, 2025; Chou et al., 2024). Studies have emphasized that school heads employ change management processes related to planning, communication, implementation, and monitoring and evaluation to make successful educational change initiatives (Birhanu & Bayisa, 2015; Igbineweka & Ushie, 2021; Agusgani et al., 2024). Miranda and Baylon (2025) highlighted that school heads in the context of curriculum implementation have a range of activities, including curriculum planning, implementation, monitoring, and evaluation of instructions, which are important in fostering a conducive learning environment, ensuring curriculum relevance, and guiding teachers through changes. Thus, the components of change management are measured in this study as practices because they represent the consistent actions performed by school heads during curriculum implementation.

The change management practices are also expected to have a direct influence on teacher effectiveness, which is the dependent variable of the study. The teacher effectiveness is assessed in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional engagement and professional development. These are the competencies outlined in the Philippine Professional Standards for Teachers (PPST) which they are expected to effectively practice them to enhance instructional quality and adapt to the changing demands of education (DepEd Order no. 42, s. 2017; Gepila, 2020). Research suggests that when school heads effectively plan, communicate, implement, and monitor and evaluate educational change, they can improve their effectiveness in teaching practices (Igbineweka & Ushie, 2021; Agusgani et al., 2024).

The framework further assumes that change management practices influence the change leadership schema of school heads, which serves as the mediating variable. Change leadership schema refers to the set of leadership traits of an ideal leader that followers expect from their leaders when managing organizational changes. Hechanova et al. (2018) pointed out in educational settings that teachers form a cognitive schema about what constitutes an effective change leader based on leaders' competencies in strategic and technical capacity, execution, social support, character, and resilience. In this study, school heads who effectively apply change management practices are more likely to be perceived by teachers as competent change leaders.

Moreover, the framework shows that the change leadership schema directly affects teacher effectiveness. Teachers are more motivated to adopt new instructional strategies, engage in professional development, and improve classroom practices if they perceive that their school heads are strategic, supportive, and resilient during curriculum change (Labag, 2025). Furthermore, Nurabadi et al. (2022), as cited in the study of Kusumaningrum et al. (2025), stressed that positive change leadership will help teachers to design effective instructional plans and act toward achieving instructional goals in accordance with changes in curriculum as well as to enhance their teaching performance.

In summary, the conceptual framework implies that change management practices influence teacher effectiveness both directly and indirectly through the change leadership schema. This mediating relationship suggests that the successful curriculum implementation depends largely on the effective change management practices of school heads, which improve teacher effectiveness, and their impact is strengthened when school heads exhibit an effective change leadership schema.

3. Methodology

3.1. Research Design

This study utilized a mixed-method research design using a convergent approach, integrating both qualitative and quantitative methods in research to provide a more comprehensive understanding of the research phenomenon. Cresswell and Cresswell (2018) defined mixed methods research as "an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions

and theoretical frameworks.” This design was deemed appropriate because the study seeks not only to determine the relationships among variables but also to explore the challenges faced by the school heads in implementing change.

The descriptive-correlational design with mediation analysis was used in the quantitative part of the study. The descriptive aspect described and assessed the level of change management practices, change leadership schema, and teacher effectiveness. Meanwhile, the analysis of the significant relationships between change management practices and teacher effectiveness was the correlational aspect of the study. Furthermore, mediation analysis was conducted to examine whether the change leadership schema mediates the influence of change management practices on teacher effectiveness.

On the other hand, the qualitative phase of the study employed a descriptive qualitative approach to examine the challenges faced by school heads and teachers in implementing change management in curriculum implementation. The qualitative data were analyzed using thematic analysis following Braun and Clarke (2006). This involved systematic coding of interview transcripts, in which meaningful data were carefully reviewed, identified, and labeled as initial codes. These codes were then grouped into sub-themes, which were later organized into major themes representing the major challenges in curriculum implementation.

The quantitative findings were later combined with qualitative results using a convergent mixed-methods design, where both sets of data were analyzed separately and then merged during interpretation. This allowed the qualitative findings to provide contextual explanations that complement and enrich the quantitative results to provide a more comprehensive understanding of the research problem.

3.2. Respondents of the Study

The study’s respondents were teachers and school heads from all ten schools in the Sariaya District, Division of Quezon. The district consisted of Sariaya East with seven (7) schools and Sariaya West with three (3) schools. The teacher participants in the study provided their perceptions of the school heads’ change management practices, the change leadership schema, and their own level of teacher effectiveness. While both school heads and teachers also served as key informants in an interview on the challenges experienced in implementing change management practices in curriculum implementation.

The respondents were selected from the official list of teachers in each school to ensure a systematic and unbiased selection process. The study utilized a stratified random sampling technique, wherein teachers were grouped according to their respective schools to ensure proportional representation across the ten (10) secondary schools in the Sariaya District. Based on the total population of 678 teachers, a sample size of 246 respondents was determined using appropriate statistical computation. The number of respondents from each school was allocated proportionally, and participants were randomly selected within each group.

Meanwhile, for the qualitative part of the study, a purposive sample of four (4) teachers and four (4) school heads were selected to participate in in-depth interviews on the challenges experienced in implementing change management practices related to curriculum implementation. The selected participants represented different schools from both Sariaya East and West districts, as well as levels of experience with curriculum reforms. One participant per school was chosen wherever possible to ensure diversity of perspectives. Teachers who shared perceptions and experiences of school heads’ change management practices were chosen based on their active involvement in curriculum implementation. Meanwhile, school heads who shared their own experiences on managing curriculum were selected based on their direct responsibility in managing change practices and had at least one (1) year or more of experience in their current position to ensure the completion of at least one cycle of implementation.

3.3. Research Instrument

The main instruments used in the study were a self-made structured questionnaire and a semi-structured interview guide. For quantitative data gathering, a self-made structured questionnaire was utilized as the main tool, which was divided into three parts. Part I, a total of sixty (60) items with ten (10) items for each component of the change management practices. Responses were rated using a 5-point Likert scale with the rating scale from “Highly Practiced” to “Not Practiced.” Meanwhile, Part II measures teacher effectiveness with seven (7) indicators and a total of seventy (70) items. This variable was rated using a 5-point Likert scale with response options ranging from “Highly Effective” to “Ineffective.” Lastly, Part III assessed change leadership schema through five (5) indicators with a total of fifty (50) items. Respondents rate each statement on a five-point Likert scale ranging from “Highly Demonstrated” to “Not Demonstrated,” indicating the extent to which they perceive each leadership trait in their school head. In all these parts of the questionnaire, teachers were the main respondents since they were the ones directly affected by the change management practices of their school heads and had firsthand experiences with how these practices influenced change leadership traits, as well as teacher effectiveness within their school.

In gathering qualitative data, a semi-structured interview guide was employed to explore the challenges encountered by the ten respondents, composed of four (4) school heads and four (4) teachers in implementing change management. The interview guide contained open-ended questions to enrich the information gathered from the survey. This included core questions related to the six indicators of change management practices, such as understanding change,

planning, communication, implementation, monitoring and evaluation, and sustaining change. Follow-up questions were also asked depending on the responses of the participants.

These two instruments were subjected to content validation by experts in educational management. This is to ensure the relevance and clarity of the content. Pilot testing was also conducted with thirty (30) teachers from one school to assess the reliability of the survey questionnaire. This pilot testing was conducted outside the Sariaya District, the main locale of the study, to check the comprehensibility and reliability of the Likert-scale questionnaire.

3.4. Research Procedure

The conceptualization of the research problem and the formulation of the title served as the initial step in conducting the study. After reviewing related literature and studies, the researcher developed a self-structured questionnaire and a semi-structured interview guide as the main instruments. Both instruments were subjected to validation of content by an expert in educational management to ensure their clarity and relevance. After the refinement of the instruments and other components of the research study, the research proposal was presented and defended for comments and approval. Before actual data gathering, the pilot testing was conducted with a group of teachers from one (1) school outside the Sariaya District for the reliability of the questionnaire through Cronbach's Alpha Analysis. Unclear items were revised or discarded to enhance the validity and reliability of the instruments before they were administered to the actual respondents.

Following the approval of the research proposal, the researcher secured a permit from the Schools Division Superintendent (SDS) of Quezon. The approved request was then endorsed to the Public Schools District Supervisors (PSDS) of Sariaya East and Sariaya West Districts for coordination and acknowledgment. Subsequently, permission was sought from the concerned school heads of the participating secondary schools in the Sariaya District. After seeking approval, administration of the questionnaires for teachers and school heads, as well as the set interviews for the qualitative part of the study were scheduled.

The quantitative data were collected using a self-administered questionnaire distributed through Google Forms to facilitate easier access and efficient retrieval of responses from the teacher respondents. The validated questionnaire was administered to teachers selected from the official list of the ten secondary schools in the Sariaya District. Each teacher accomplished a survey that measured change management practices, change leadership schema, and teacher effectiveness.

Meanwhile, for the qualitative phase, the semi-structured interviews were conducted with the selected school heads and teachers as participants to gather deep insights from the challenges they face in implementing change management practices. The interviews were carried out either face-to-face or through online platforms, depending on the availability of the participants. This flexible setup ensured the participation of all key informants while considering their schedules and accessibility. To ensure consistency, the researcher provided guide questions, and whenever there was a need to clarify or explain the responses of the participants, follow-up questions were also asked. All interviews were properly recorded and documented with the consent of the participants.

Upon the retrieval, the results were tallied and submitted to the statistician for the statistical treatment of the study. The data collected from the survey were statistically analyzed using descriptive and inferential statistics to address the specific problems of the study, while the qualitative data were treated through thematic analysis following Braun and Clarke. The analysis involved several steps: first, after the one-on-one interview, the researcher transcribed the recorded responses of the participants from the recording device. Second, the transcripts were reviewed several times for a deeper understanding of the content. Afterward, transcripts of interviews were then coded, and initial codes were generated. Emerging codes were analyzed to identify patterns, from which themes were developed. These themes were then organized and interpreted to provide a comprehensive description of the participants' experiences. Lastly, the findings were reviewed and validated through consultation with expert informants and selected participants for member checking. This allowed the participants and experts to verify the correctness of the codes and interpretations. To enrich the interpretation and strengthen the validity of results, triangulation of findings was also employed.

In addition, ethical considerations were carefully observed in the entire conduct of the study. Prior to the respondents' involvement, the researcher ensured that all respondents were informed of the purpose and scope of the research and that their participation was voluntary. All responses provided were secured and only used for academic purposes. During the interviews, the researcher sought permission from the participants to record the entire interview using an audio recording device. The study used codes P1 to P4 for the school head participants and T1 to T4 for the teachers. Thus, the participants were assured that all information they shared was treated with utmost confidentiality and anonymity with their names not cited in any part of the study.

3.5. Data Analyses

In this study, the gathered quantitative data were analyzed using descriptive and inferential statistics. Meanwhile, for the qualitative part, data were analyzed using thematic analysis following Braun and Clarke (2006) to comprehensively address the specific problems of the study.

The weighted mean was used to determine the levels of change management practices among school heads, change leadership schema, and teacher effectiveness. These descriptive analyses provided a clear picture of how the participants perceive the practice, schemas, and effectiveness being measured.

The Pearson product-moment correlation was utilized in the inferential analysis to determine the significant relationship between change management practices and teacher effectiveness. In addition, using a regression-based technique through mediation analysis, the role of the change leadership schema as a mediating variable was assessed. This analysis examined whether a change leadership schema serves as a mediating pathway through which change management practices indirectly influence teacher effectiveness. Overall, these inferential analyses provided a clear understanding of the strength and direction of the relationship between variables.

Meanwhile, thematic analysis was conducted following Braun and Clarke (2006) for the qualitative data gathered from the semi-structured interviews with school heads on the challenges encountered in implementing change management. The process began with familiarization with the dataset through repeated reading of interview transcripts. This was followed by systematic coding to identify meaningful parts of the data. The coded data were then reviewed to find patterns. These patterns were used to form initial themes. The themes were then reviewed and improved to ensure they were clear and consistent with the research questions. After refinement, the themes were named and defined to better represent the participants' experiences. Finally, the themes were analyzed and interpreted to produce a comprehensive narrative of the challenges encountered by school heads in implementing change management practices.

To ensure the credibility and trustworthiness of the findings, member checking was conducted by allowing selected participants to review the coded data and initial interpretations. In addition, expert validation was sought to ensure the accuracy and consistency of the analysis. Triangulation was also employed by integrating and comparing quantitative and qualitative findings to strengthen interpretation and enhance the validity of the conclusions.

4. Result and Discussion

This chapter presents, analyzes, and interprets the collected quantitative and qualitative data from the respondents. Quantitative results are organized according to the statement of the problem and analyzed statistically to determine levels, relationships, and mediating effects among variables. Qualitative data are examined through thematic analysis to capture key informants' insights. Findings are presented in tables and supported by related literature and studies for clearer interpretation.

4.1. Summary of the Level of Change Management Practices of School Heads in Curriculum Implementation as Perceived by Teachers

Table 1. Summary of the Level of Change Management Practices of School Heads in Curriculum Implementation as Perceived by Teachers

Indicator	Mean	SD	VI
1. Understanding Change	4.38	0.65	HP
2. Planning	4.41	0.65	HP
3. Communication	4.43	0.68	HP
4. Implementation	4.34	0.70	HP
5. Monitoring and Evaluation	4.40	0.72	HP
6. Sustaining Change	4.37	0.67	HP
Overall	4.39	0.65	HP

Legend: VI-Verbal Interpretation: 1.0-1.80 (Not at All Practiced/NP); 1.81-2.60 (Slightly Practiced/SP); 2.61-3.40 (Moderately Practiced/MP); 3.41-4.20 (Practiced Considerably/PC); 4.21-5.0 (Highly Practiced/HP).

The data presented in Table 1 show the level of change management practices of school heads in curriculum implementation as perceived by teachers across six indicators, namely understanding change, planning, communication, implementation, monitoring and evaluation, and sustaining change.

Overall results reveal that change management practices of school heads are highly practiced ($M = 4.39$, $SD = 0.65$), indicating that teachers perceive strong leadership practices in managing curriculum implementation. This suggests that school heads are effectively facilitating change processes in schools and are able to provide guidance and direction in implementing curriculum reforms.

Among the indicators, communication obtained the highest mean score ($M = 4.43$, $SD = 0.68$), followed closely by planning ($M = 4.41$, $SD = 0.65$) and monitoring and evaluation ($M = 4.40$, $SD = 0.72$). This implies that school heads place strong emphasis on disseminating information clearly, organizing implementation strategies, and ensuring that progress is regularly monitored. Effective communication, in particular, plays a critical role in ensuring that teachers understand the goals and expectations of curriculum reforms. This implies that school heads have a strong communication strategy in disseminating information, giving clear instructions and guidance, maintaining open interaction, and utilizing multiple communication channels to ensure that curriculum reforms are comprehensible to teachers. Fullan (2007), as highlighted by the study of Matula and Nairobi (2025), emphasizes that successful implementation of educational change can be achieved through communications among stakeholders. When school heads have clear and consistent communication, they can help teachers address their concerns, clarify misconceptions, and build a collaborative culture around the new curriculum. Regular interaction ensures teachers' active engagement and understanding of curriculum reforms.

On the other hand, implementation obtained the lowest mean ($M = 4.34$, $SD = 0.70$), although still interpreted as highly practiced. This suggests that while planning and communication are well established, actual execution of change initiatives may still face minor operational challenges at the school level. This finding aligns with Fullan (2016), who emphasized that successful educational change requires not only strong planning and communication but also consistent implementation support. Antonio and Tippelt (2012), as cited by the study of Igbineweka and Ushie (2021), underlined that the success of the integration of a new curriculum significantly depends on how well school heads carry out curriculum activities, including open communication, participative decision-making, and collaboration. In this phase, teachers must be fully guided and supported throughout the process to ensure that they can apply the new knowledge and strategies to their instruction effectively.

4.2. Summary of the Level of Teacher Effectiveness as Perceived by Teachers

Table 2. Summary of the Level of Teacher Effectiveness as Perceived by Teachers

Indicator	Mean	SD	VI
1. Content Knowledge and Pedagogy	4.60	0.43	HE
2. Learning Environment	4.63	0.45	HE
3. Diversity of Learners	4.56	0.45	HE
4. Curriculum and Planning	4.54	0.47	HE
5. Assessment and Reporting	4.55	0.46	HE
6. Community Linkages and Professional Engagement	4.56	0.48	HE
7. Professional Growth and Development	4.55	0.49	HE
Overall	4.57	0.42	HE

Legend: VI-Verbal Interpretation: 1.0-1.80 (Not at All Effective/NE); 1.81-2.60 (Less Effective/LE); 2.61-3.40 (Moderately Effective/ME); 3.41-4.20 (Effective/E); 4.21-5.0 (Highly Effective/HE).

Table 4.2 discloses the perception of teachers on level of their effectiveness across seven indicators, namely content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and professional growth and development.

Collectively, the level of teachers' effectiveness in all domains is "Highly Effective" (HE) with a grand mean of 4.57 and a standard deviation of 0.42. This reveals that teachers demonstrate excellent performance in instructional delivery and classroom management. This suggests that teachers are capable of effectively facilitating learning and responding to diverse classroom needs, which contributes to improved teaching and learning outcomes.

Looking at the individual indicators, learning environment obtained the highest mean score of 4.63 and standard deviation of 0.45, followed closely by content knowledge and pedagogy ($M = 4.60$, $SD = 0.43$). This implies that teachers are particularly strong in creating conducive learning environments and demonstrating mastery of subject content and instructional strategies. The high results on learning environment suggests that teachers are highly competent in creating and maintaining a conducive classroom environment. This suggests that teachers prioritize the well-being of students and are able to keep the learning environment with a positive atmosphere where every student feels safe, valued, respected, supported, and motivated to learn. Dalimunthe (2024) pointed out that a conducive and supportive learning environment has a very important role in increasing student motivation and involvement in the learning process. When students are in the classroom with a teacher who facilitates learning well, they tend to feel more motivated and actively involved in learning.

In contrast, curriculum and planning obtained the lowest mean of 4.54 and standard deviation of 0.47, although still interpreted as highly effective. This suggests that while teachers demonstrate strong instructional competencies, there may still be room for enhancement in aligning instructional planning with curriculum standards and learning outcomes. This implies that effective teaching requires not only content mastery but also careful instructional planning to ensure alignment with curriculum goals. Chanda et al. (2025) emphasized that with the new curriculum, teachers need to continuously adjust their teaching strategies, lesson plans, and student assessment. Aligning lesson plans with curriculum standards is important to ensure that instruction effectively meets the most essential learning competencies. Darling-Hammond et al. (2020) claimed that proper alignment of lesson plans helps students improve their performance and engagement as well as ensure that their learning is connected to real-life situations. However, misalignment of lesson plans with the curriculum reforms can affect students' understanding of basic concepts and limit the development of critical thinking, problem-solving, and innovative skills needed to address societal challenges (Chanda et al., 2025).

4.3. Summary of the Level of Change Leadership Schema of school heads as Perceived by Teachers

Table 3. Summary of the Level of Change Leadership Schema of school heads as Perceived by Teachers

Indicator	Mean	SD	VI
1. Strategic and Technical Competencies	4.43	0.65	HD
2. Execution Competencies	4.46	0.65	HD
3. Social Competencies	4.47	0.65	HD
4. Character Competencies	4.54	0.60	HD
5. Resilience Competencies	4.49	0.65	HD
Overall	4.49	0.62	HD

Legend: VI-Verbal Interpretation: 1.0-1.80 (Not at All Demonstrated/ND); 1.81-2.60 (Slightly Demonstrated/SD); 2.61-3.40 (Moderately Demonstrated/MD); 3.41-4.20 (Demonstrated/D); 4.21-5.0 (Highly Demonstrated/HD).

Table 4.3 reveals the level of change leadership schema of school heads as perceived by teachers in terms of strategic and technical competencies, execution competencies, social competencies, character competencies, and resilience competencies.

Overall, the change leadership schema obtained the grand mean of 4.49 and a standard deviation of 0.62, interpreted as "Highly Demonstrated" (HD). This reveals that school heads exhibit a high level of change leadership competencies in strategic and technical, execution, social, character, and resilience. The high rating result suggests that school heads have very well-rounded leadership capabilities to plan strategically, execute tasks successfully, create positive relationships, maintain ethical values, and remain resilient, which is essential for the effective implementation of curriculum reforms.

A closer examination of the indicators shows that character competencies registered the highest mean score ($M = 4.54$, $SD = 0.60$). This indicates that school heads have strong professional and ethical behavior. This suggests that they act and decide with integrity and professionalism when leading curriculum implementation. This may be seen when school heads strictly follow curriculum policies, are transparent in reporting challenges and progress, provide fair evaluation of teacher performance and resources needed, and remain professional in dealing with challenges. By showing this behavior, school heads are viewed as role models and can gain teachers' trust, respect, and cooperation, which is essential for the smooth implementation of change. Pido and Bullecer (2025) stressed that school leaders are expected to possess strong ethical behavior in the growing demand for reform, such as integrity, fairness, transparency, responsibility,

and accountability, to earn teachers' and stakeholders' trust. When they have these behaviors, they create an environment of mutual respect, cooperation, and trust. As a trusted school leader, they help teachers feel valued, motivated, and inspired to embrace change and sustain reforms.

Meanwhile, strategic and technical competencies obtained the lowest mean score ($M = 4.43$, $SD = 0.65$), although still verbally interpreted as highly demonstrated. This may imply that while school heads effectively exhibit technical and strategic leadership skills, there remain opportunities to further strengthen competencies related to long-term planning, decision-making, and management of complex educational changes. Magsaysay and Hechanova (2017) identified that continuously enhancing a leader's strategic and technical quality is essential in sustaining curriculum reforms. They can assess existing situations, foresee possible challenges that they may encounter, and create appropriate solutions that support organizational goals.

4.4. Relationship between the change management practices of school heads and the Teachers' Effectiveness

Table 4. Test of the significant relationship between the change management practices of school heads and the Teachers' Effectiveness

Change Management Practices	Content Knowledge & Pedagogy	Learning Environment	Diversity of Learners	Curriculum & Planning	Assessment & Reporting	Communication Linkage & Professional Engagement	Professional Growth & Development	Overall Teachers' Effectiveness
Understanding Change	.476**	.436**	.443**	.416**	.420**	.388**	.362**	.462**
Planning	.494**	.492**	.489**	.467**	.461**	.452**	.420**	.515**
Communication	.393**	.376**	.362**	.318**	.351**	.306**	.295**	.377**
Implementation	.456**	.424**	.444**	.454**	.449**	.455**	.397**	.485**
Monitoring and Evaluation	.414**	.378**	.421**	.388**	.411**	.394**	.372**	.437**
Sustaining Change	.457**	.443**	.469**	.457**	.451**	.443**	.430**	.496**
Change Mgt. Practices	.474**	.446**	.462**	.440**	.449**	.433**	.408**	.490**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 4 reveals that there is a moderate and statistically significant relationship between change management practices and overall teachers' effectiveness ($r = .490$, $p < .01$). This indicates that well-structured and consistently implemented change initiatives are meaningfully associated with improved teaching performance across multiple domains.

The significant correlations between change management practices and specific dimensions of teachers' effectiveness, such as content knowledge and pedagogy ($r = .474$), learning environment ($r = .446$), diversity of learners ($r = .462$), curriculum and planning ($r = .440$), assessment and reporting ($r = .449$), community linkage and professional engagement ($r = .433$), and professional growth and development ($r = .408$), suggest that effective change processes influence both instructional and professional aspects of teaching. Thompson (2019), highlighted that organizational change strategies impact not only instructional practices but also teachers' professional roles and engagement.

Notably, planning management practice shows even stronger associations with all dimensions of teachers' effectiveness ($r = .420$ – $.494$) and with overall TE ($r = .515$), underscoring planning as a central mechanism through which change efforts translate into classroom-level effectiveness. These results align with prior studies emphasizing that clear goals, systematic planning, and structured implementation reduce uncertainty, support teacher collaboration, and enhance instructional coherence during periods of change, thereby improving teacher performance and engagement (RTI, 2023; Meyer, 2023).

The findings suggest that school leaders should prioritize intentional, participatory planning when implementing reforms to ensure alignment between change initiatives and teachers' instructional realities. Investing time in needs assessment, collaborative planning, and clear communication can strengthen teachers' capacity to manage diverse learners, design effective curricula, and apply meaningful assessment practices. This supported by RTI International (2020), which underscored the importance of structured planning and stakeholder involvement in successful change implementation.

Moreover, the consistent correlations across professional growth and community engagement indicate that effective change management fosters a culture of continuous learning and external collaboration, which is critical for sustainable school improvement. This is further supported by Meyer et al. (2023), who found that leadership practices that promote collaboration are essential in facilitating organizational change in schools. These implications reinforce the view that change in education is not merely structural but deeply instructional and human-centered; thus, strengthening planning-oriented change management can serve as a high-leverage strategy for enhancing teachers' overall effectiveness and school performance.

4.5. Relationship Between Change Management Practices of School Heads and Change Leadership Schema

Table 5. Test of the significant relationship between the change management practices of school heads and the change leadership schema

Change Management Practices	Change Leadership Schema					
	Strategic and technical Competencies	Execution Competencies	Social Competencies	Character Competencies	Resilience Competencies	Overall Change Leadership Schema
Understanding Change	.755**	.784**	.788**	.765**	.799**	.814**
Planning	.806**	.825**	.796**	.784**	.817**	.836**
Communication	.730**	.767**	.762**	.756**	.751**	.788**
Implementation	.811**	.832**	.823**	.794**	.827**	.851**
Monitoring and Evaluation	.790**	.819**	.819**	.782**	.799**	.836**
Sustaining Change	.810**	.827**	.828**	.779**	.808**	.842**
Change Mgt. Practices	.833**	.859**	.853**	.824**	.846**	.878**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of *r*-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 5 illustrates the relationship between change management practices of school heads and the change leadership schema. The results reveal that change management practices have a very strong and statistically significant relationship with the overall change leadership schema ($r = .878$, $p < .01$). This implies that the way school heads executed their change management practices well is closely associated with the change leadership competencies when guiding curriculum change. This means the more school heads show deeper understanding, effective planning, communication, monitoring and evaluation, and sustaining change practices, the higher level of change leadership schema they exhibit during curriculum reforms.

A closer examination of the results shows that the correlations between change management practices and the different dimensions of the change leadership schema are consistently very strong. Strategic and technical competencies demonstrate a very strong association with the overall change management practices ($r = .833$), while execution competencies ($r = .859$), social competencies ($r = .853$), character competencies ($r = .824$), and resilience competencies ($r = .846$) also show a very strong correlation. These findings indicate that when school heads manage change with their effective practices, they are more likely to possess a high level of strategic and technical thinking, decisive action, interpersonal skill, ethical behavior, and adaptability during change in curriculum. This also suggests that leadership competencies are not merely natural traits but are continuously developed and improved through active involvement in change-related practices.

Among the change management practices, implementation demonstrates the strongest relationship with the overall change leadership schema ($r = .851$). This indicates that the actual execution of change initiatives is essential in strengthening the change leadership competencies shown by school heads. This suggests that effective leadership is not only observed in planning and communication, but more importantly, in how school heads actively implement new curriculum policies and make sure that these are actually carried out in the school. Effective implementation may be evident through regular monitoring of teachers' performance through classroom observation, providing technical assistance, and addressing challenges and needs. When concrete actions during implementation are visible, school heads are able to demonstrate their strategic thinking, active social skills, ethical character, and resilience in leading change.

This finding is supported by Wiles and Bondi (2007), as cited in Govindasamy and Mestry (2022), who asserted that for successful curriculum implementation to be fully achieved, instructional leaders must be capable of carrying out curriculum goals into actual classroom practice. Similarly, Cabarles (2025) emphasized the vital role of school heads in

supporting teachers in translating curriculum plans into classroom instruction. This includes guiding teachers throughout the implementation process, ensuring that learning competencies are followed, providing necessary instructional materials, and monitoring classroom instruction. Through continuous guidance and timely support, school heads help teachers to address challenges encountered during implementation. In addition, Fullan (2016) discussed that educational leaders who actively participate in change processes are able to develop their leadership competencies as they continuously learn, adapt, and build their capacity to lead educational reforms.

4.6. Relationship Between Change Leadership Schema of School Heads and Teacher Effectiveness

Table 6. Test of the significant relationship between the change leadership schema and the Teachers' Effectiveness

Change Leadership Schema	Teachers' Effectiveness							
	Content Knowledge & Pedagogy	Learning Environment	Diversity of Learners	Curriculum & Planning	Assessment & Reporting	Communication Linkage & Professional Engagement	Professional Growth & Development	Overall Teachers' Effectiveness
Strategic and technical Competencies	.484**	.507**	.496**	.505**	.471**	.486**	.459**	.537**
Execution Competencies	.475**	.446**	.483**	.466**	.476**	.455**	.414**	.506**
Social Competencies	.433**	.435**	.442**	.444**	.435**	.431**	.376**	.472**
Character Competencies	.423**	.405**	.443**	.407**	.439**	.391**	.363**	.452**
Resilience Competencies	.449**	.446**	.463**	.497**	.462**	.454**	.393**	.498**
Overall Change Leadership Schema	.462**	.450**	.476**	.472**	.470**	.450**	.402**	.501**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of *r*-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 6 presents the test of the significant relationship between the change leadership schema of school heads and teacher effectiveness.

The results reveal that there is a moderate and statistically significant relationship between overall change leadership schema and overall teacher effectiveness ($r = 0.501$, $p < .01$). This indicates that the change leadership competencies demonstrated by school heads are meaningfully related to teachers' effectiveness across various domains, although the relationship is not very strong. It implies that although leadership is not the only factor that determines teacher effectiveness, it significantly influences in how teachers perform their instructional and professional responsibilities.

Looking at the specific domains of teacher effectiveness, moderate correlations are consistently observed. As leadership competencies are associated with content knowledge and pedagogy ($r = .462$), learning environment ($r = .450$), diversity of learners ($r = .476$), curriculum and planning ($r = .472$), assessment and reporting ($r = .470$), community linkages and professional engagement ($r = .450$), and professional growth and development ($r = .402$). This pattern indicates that change leadership competencies influence many aspects of teaching, including how teachers deliver lessons, manage a classroom with diverse students, assess student performance, design lesson plans, collaborate with stakeholders, and participate in a professional learning opportunity. This finding implies that effective leaders possess various competencies, including strategic, execution, and social skills, as well as personal attributes such as character and resilience. Martinez (2026) revealed that strong professional character promotes ethical behavior, trust, collaboration, fairness, and a supportive work environment, which improve teacher performance. Similarly, Guadamor and Guadamor (2025) emphasized that resilient leaders can easily adapt to the requirements of curriculum reforms and to implement the curriculum smoothly despite challenges such as time constraints, additional workloads, a lack of materials, and teachers' adjustments to new competencies. Their resilience enables them to effectively guide and provide the teachers with the needed support throughout the process, resulting in more successful curriculum implementation and enhanced instructional quality.

Analyzing the strongest association, strategic and technical competencies obtained the highest association with overall teacher effectiveness ($r = .537$). Although this indicator falls under the moderate category, it is comparatively stronger than the other indicators. This finding indicates that the more school heads are knowledgeable, analytical, and strategic when it comes to curriculum policies, the more they can help teachers perform better in their instructional roles.

This may be reflected in the way they provide a clear direction, well-organized plans, align school goals, foresee challenges, and make informed decisions; teachers are better guided in lesson delivery, planning that aligns instruction with curriculum goals, facilitating classrooms, and assisting effectively with students' learning needs. In other words, school heads who have a strategic direction and provide teachers with clear guidance and understanding of the technical aspects of curriculum reforms experience less uncertainty and become more confident and effective in their instructional practices. Laguitao (2024) emphasized that school leaders with strategic thinking are able to address the complexities of modern education, including curriculum reforms. School leaders with this leadership style are able to align instructional resources, set clear long-term goals, and foster adaptability among teachers and learners. As a result, teachers receive clearer guidance and support in implementing curriculum reforms. In support of this, Lapaz (2024) pointed out that strategic leaders use their analytic and critical thinking when communicating vision and goals, making data driven decisions, and anticipating challenges to develop strategic plans that manage risks and opportunities. This ensures that teachers are fully supported with the resources needed in their classroom practices. Likewise, Fahmi and Nasution (2024) found that strategic leadership plays a crucial role in driving educational reform by building trust, empowering teachers, and providing clear direction, which enhances teacher performance and school quality. Overall, these findings suggest that strategic leadership improves teacher performance by providing clear direction, support, and encouragement, which helps them effectively implement curriculum reforms and respond to changing educational demands.

4.7. Mediating Role of Change Leadership Schema in the Relationship Between Change Management Practices and Teacher Effectiveness

Table 7. The Mediating Effect of Change Leadership Schema on the Influence of Change Management Practices on Teacher Effectiveness

Mediation Estimates

95% Confidence Interval							
Effect	Estimate	SE	Lower	Upper	Z	p	%Mediation
Indirect	0.175	0.065	0.047	0.303	2.686	.007	55.296
Direct	0.142	0.074	-0.003	0.287	1.915	.056	44.704
Total	0.317	0.036	0.247	0.388	8.811	<.001	100.000

Path Estimates

			95% Confidence Interval					
			Estimate	SE	Lower	Upper	Z	p
Change Management Practices	→	Change Leadership	0.836	0.029	0.779	0.893	28.739	<.001
Change Leadership	→	Teachers' Effectiveness	0.210	0.078	0.057	0.362	2.698	.007
Change Management Practices	→	Teachers' Effectiveness	0.142	0.074	-0.003	0.287	1.915	.056

Table 7 results indicate that change leadership schema significantly mediates the relationship between change management practices and teachers' effectiveness.

The indirect effect is positive and statistically significant ($\beta = 0.175$, 95% CI [0.047, 0.303], $z = 2.686$, $p < .007$), accounting for 55.30% of the total effect, which confirms that more than half of the influence of change management practices on teacher effectiveness operates through change leadership.

In contrast, the direct effect becomes marginal and non-significant when the mediator is included ($\beta = 0.142$, 95% CI [-0.003, 0.287], $p = .056$), indicating full mediation. This means that the influence of change management practices on teachers' effectiveness is transmitted primarily through change leadership schema. The significant total effect ($\beta = 0.317$, $p < .001$) and strong path from change management practices to change leadership ($\beta = 0.836$, $p < .001$), together with the significant path from change leadership to teachers' effectiveness ($\beta = 0.210$, $p = .007$), suggest that

change initiatives enhance teacher effectiveness primarily by shaping leaders' cognitive frameworks, beliefs, and approaches to leading change rather than through direct procedural mechanisms alone.

These findings imply that schools and educational systems should move beyond technical change-management strategies such as policies, structures, timelines, and invest deliberately in developing school leaders' change leadership schemas, including visioning, sense-making, communication, and support for teachers during change. Strengthening leaders' capacity to interpret and champion change can substantially amplify the impact of organizational reforms on teaching effectiveness.

In practice, leadership development programs, coaching, and reflective training focused on adaptive and transformational change leadership are likely to yield greater returns than isolated change management interventions. This underscores that effective educational change is not only about what changes are implemented but also about how leaders understand, lead, and embody those changes in everyday school practice.

The findings closely align with a well-established pattern in educational leadership research showing that leadership effects on teacher outcomes are predominantly indirect, operating through cognitive, cultural, or relational mediators rather than through direct pathways alone. In the present study, the change leadership schema accounts for 55.30% of the total effect, whereas the direct effect of change management practices on teachers' effectiveness is marginal and statistically non-significant ($p = .056$). This pattern is highly consistent with international evidence.

Several large-scale, recent studies demonstrate similar dominance of mediation. For example, Bellibaş et al. (2022) found that instructional leadership had no significant direct effect on teachers' instructional practices once mediators such as shared practice and teacher agency were included, indicating full mediation. Likewise, Ay and Okçu (2025) reported that school leadership influenced instructional quality entirely through collective teacher culture, with the direct path becoming non-significant, reinforcing the argument that leadership shapes outcomes by altering teachers' interpretive and social environments rather than through direct control.

The present findings are also comparable to change leadership-specific studies. Kusumaningrum et al. (2025) showed that principals' instructional leadership influenced teachers' teaching performance indirectly through school culture, with change leadership strengthening the indirect pathway. Similar to these findings, this study highlights that leadership schemas and orientations toward change act as catalysts, amplifying the effects of formal leadership practices.

Moreover, the mediation percentage (55.30%) is well within the range reported in meta-analytic and multilevel models. A recent meta-analytic structural equation modeling study by Papadakis et al. (2024) concluded that instructional leadership's influence on student achievement is mostly indirect, operating through teacher performance, whereas transformational and distributed leadership show mixed direct–indirect effects. This supports the conclusion that change management practices alone are insufficient unless they are translated through leaders internalized, change-oriented schemas.

The current findings also mirror results from transformational and authentic leadership research. Zhang (2024) found that transformational leadership influenced teacher professionalism primarily through teacher recognition, not direct authority, while Shao et al. (2025) demonstrated that authentic leadership affected teacher work engagement through school climate and teacher efficacy, with serial mediation pathways explaining most of the variance. These studies reinforce the conclusion that leaders' beliefs, sense-making, and relational framing are central mechanisms in driving teacher effectiveness.

4.8. Challenges Encountered in Implementing Change Management Practices in Curriculum Implementation

Table 8. Summary of Themes on Challenges in Implementing Change Management Practices in Curriculum Implementation

Major Themes			Sub-themes	Meaning
Understanding curriculum change challenges			The frequency of policy updates combined with limited time for orientation	Frequent policy updates along with insufficient time for orientation make it difficult for both school heads and teachers to fully understand and internalize curriculum changes.
			Cascading of information leading to misinterpretation	Inconsistent cascading of curriculum information results in varied interpretations among school heads and teachers, leading to misalignment in understanding and implementation.
			Difficulty in aligning new curriculum requirements with existing teaching practices and instructional materials	Teachers experience difficulty translating new curriculum requirements into actual classroom practice due to gaps between updated standards and existing instructional

	Scheduling and structural adjustment affecting curriculum implementation	Changes in scheduling and school structures create implementation challenges, particularly in managing time allocation and instructional delivery.
Planning-related challenges in curriculum implementation	Limited time for preparation and collaborative planning	Limited time due to multiple school-related tasks and responsibilities limits teachers' and school heads' ability to effectively prepare lessons and engage in collaborative planning.
	Difficulty aligning curriculum requirements with materials and instructional planning	Teachers struggle to align lesson planning and instructional materials with curriculum requirements, while school heads face challenges in guiding and monitoring the alignment process due to changing directives and time constraints.
	Lack of Resources Affecting Planning Processes	Insufficient learning resources and instructional materials negatively affect planning processes, requiring teachers to source or develop their own materials.
Communication challenges in curriculum change implementation	Information overload and message saturation	Excessive and repeated dissemination of information leads to information overload, causing important curriculum messages to be missed or overlooked.
	Communication Gaps Leading to Inconsistent Interpretation of Curriculum Information	Differences in interpretation of curriculum information occur due to gaps in communication, resulting in inconsistent understanding among teachers
	Limited opportunities for clarification and feedback	Limited access to clarification and feedback mechanisms makes it difficult for teachers to fully understand curriculum updates and expectations.
Actual implementation challenges in curriculum change.	Lack of updated and misaligned of instructional materials,	The lack of updated and aligned instructional materials makes it difficult for teachers to effectively implement the intended curriculum.
	Time constraints and increased demands for preparation.	Teachers experience difficulty managing instructional preparation due to limited time and increased workload demands.
	Readiness issue among both teachers and students in adapting to curriculum changes.	Varying levels of readiness among teachers and students affect the smooth adaptation and implementation of curriculum changes.
Monitoring and evaluation challenges in the curriculum implementation	Time constraints and overlapping responsibilities.	School heads face difficulty conducting monitoring and evaluation due to overlapping responsibilities and limited time.
	Lack of monitoring tools and clarity in evaluation practices.	The absence of standardized monitoring tools and unclear evaluation guidelines affects the consistency of curriculum monitoring.
Sustaining curriculum implementation challenges.	Frequent policy changes affecting the continuity of curriculum implementation	Frequent changes in policies disrupt the continuity of curriculum implementation by requiring teachers and school heads to constantly adjust plans, resulting in difficulty maintaining consistent instructional practices across time.
	Leadership changes affecting direction and priorities in curriculum implementation.	Changes in school leadership result in shifting priorities that affect the continuity of curriculum implementation efforts
	Limitation of resources affecting sustainability	Limited availability of resources limits the ability of schools to consistently support curriculum implementation over time, making it difficult to maintain programs, instructional materials, and initiatives needed for sustained implementation.
	Need for continuous support to sustain implementation	Continuous professional support, training, and leadership guidance are necessary to sustain curriculum implementation.

Table 8 presents the qualitative findings on the challenges encountered by school heads and teachers in implementing change management practices during curriculum implementation. This table contains the emerging major themes and sub-themes taken from the respondents' experiences. The following is a detailed discussion of each major theme.

1st Major Theme: Understanding Curriculum Change Challenges

The analysis on the first major theme focuses on *understanding curriculum change challenges*, which revealed four sub-themes, namely (1) frequent policy updates and limited orientation time, (2) cascading of information leading to misinterpretation, (3) difficulty aligning curriculum changes with existing practices, materials, and instruction, and (4) scheduling and structural adjustment. These findings indicate that both school heads and teachers experience multiple and interrelated difficulties in understanding curriculum reforms. While most insights from the respondents focus on the recent curriculum, which is the MATATAG curriculum implementation, this study on the curriculum challenges is not limited to the MATATAG curriculum alone, but also includes experiences from previous curriculum changes. This suggests that whatever curriculum reforms are introduced, challenges related to the dissemination of information, limited time for orientation, alignment of new policies with different aspects of instructional practices, and structure may affect how these policy changes are understood by school heads and teachers.

Based on the interview, some respondents generally shared that one of the main challenges they encountered in understanding curriculum changes is *the frequency of policy updates combined with limited time for orientation*, which limits them from fully absorbing or understanding the reforms.

"One challenge is the constant updates...sometimes it arrives with limited time for internal orientation". P1

"Lack of clear orientation, frequent policy updates, time constraints..." P4

"Mabilis po siyang naintroduce... wala po bang time to fully understand the new guidelines." T1

These responses suggest that when policy changes are issued and disseminated in a short period of time, it limits the opportunities for deep reviewing, familiarizing, and understanding of the reforms. Instead of engaging in deep learning, teachers and school heads are obliged to embrace changes immediately without fully understanding. In other words, this may lead to a lack of mastery of the content, implementation guidelines, assessment process, strategies, and other important aspects. In some cases, this may also lead to differences in how curriculum changes are implemented across schools. In general, this finding implies that even if there are well-designed curriculum reforms, they may still face challenges if adequate time for orientation is not provided. Renzaes (2025) emphasized the importance of providing robust training and orientation programs to improve curriculum implementation. Successful execution is more achievable if teachers are given sufficient time and resources to help them familiarize and understand new educational frameworks. Similarly, Kane and Blazer (2019), cited in NIET (2020), stressed that school leaders and teachers must be provided adequate time to fully understand the new curriculum, its scope, sequence, and its alignment with other elements such as instructions, standards, assessment, and feedback. Without sufficient time for preparation, teachers may struggle to support and smoothly carry out the curriculum implementation.

In the same way, Godfrey (2026) found that a limited understanding of the new curriculum among school administrators and teachers may result in poor instructional support and practices, inconsistent monitoring, and uneven implementation in schools. This uneven understanding may lead to poor-quality learning outcomes. These studies strengthen the present finding that limited orientation time and frequent policy updates may hinder teachers and school leaders from fully understanding curriculum reforms. When teachers and school leaders are not given enough time and training support to internalize curriculum changes, their ability to implement these reforms effectively may be compromised.

Moreover, *cascading of information leading to misinterpretation* is identified as one of the sub-themes in understanding curriculum changes challenges. Both principals (P1, P2) and Teacher 2 (T2) also revealed that curriculum information passes through different layers, from the central office to the regional, division, and then school levels, which often results in variations of interpretation.

"Ensuring that the curriculum changes are interpreted consistently...minsan iba-iba ang interpretations across all departments". P1

"Pagdating sa amin... kung ano ang pagkakaintindi ko yun ang ieexplain ko... kaya kung mali ang interpretation ng school head, mali rin ang maipapasa sa teachers." P2

"As the curriculum goes by... may mga questions pa rin na hindi nasagot sa seminar..." T2

The data indicate that the hierarchical system of communication in the education sector may unintentionally change the meaning of information. When information moves through these different levels, some details may be lost, simplified, modified, or interpreted differently. This may lead to inconsistencies in curriculum understanding and uneven implementation at the school level. This may be observed when school heads and teachers do not receive or understand the information in the same way, which can affect the efficient and effective implementation of curriculum changes in

actual classroom practices. This finding is supported by Yembergenoba et al. (2024), who pointed out that curriculum policies and guidelines must be clearly and effectively communicated to teachers since the success or failure of curriculum reform depends on how teachers interpret and make sense of reforms based on the information they receive. When guidelines are not clear or inconsistently communicated, differences in interpretation may arise, resulting in the unsuccessful implementation of reforms in the classroom. Supporting this, Allen et al. (2007), cited in Gouëdard et al. (2020), stated that insufficient communication may lead to uncertainty or confusion among stakeholders concerning the rationale, implementation, and expected results of the change. Similarly, Godfrey (2026) found that a cascade model of curriculum dissemination may fail to support teachers' knowledge of pedagogical skills necessary in a new curriculum if there is inadequate orientation and fragmented training. This system may also create confusion and mixed interpretation due to diluted information transfer, as information is passed through different levels, which may affect understanding and the fidelity of curriculum implementation. Although the cascade model allows wide dissemination of information, it may result in inconsistent implementation of the educational program. The effectiveness of the cascade model may be affected by the quality as well as uniformity of information from the successive levels, especially if they have insufficient confidence and knowledge. Overall, these findings highlight that it is important to have clear and consistent dissemination of information from multiple levels to avoid misinterpretation and variations of meaning that affect the successful implementation of curriculum reforms.

Another essential sub-theme revealed in *understanding curriculum change challenges is the difficulty in aligning new curriculum requirements with existing teaching practices and instructional materials*. Both teachers and school heads mentioned that they experience difficulty in aligning the newly introduced curriculum with existing instructional practices, assessment strategies, and available materials. The shift to updated curriculum standards, particularly, requires teachers to adjust, modify, or realign their teaching approaches to ensure that what is taught, how it is assessed, and the learning resources used in the classroom are aligned. This is clearly evident in the following responses:

"Difficulty aligning assessment and instruction... requires teachers to carefully study updated guides and align this with existing learning materials." T4

"Transition... medyo hirap hirap yata based dun sa sinasabing adjustment especially with revised MELCs and increased expectations." T3

"Difficulty aligning assessment and instruction." P4

The findings indicate that the curriculum reform introduces not only new content but also instructional shifts in resources, assessment, and strategies. The misalignment makes it harder for teachers since it increases their workload and cognitive burden, especially when moving from old to new frameworks. Teachers need to adjust and modify not only their lessons but also their strategies and materials. The transition to a new curriculum requires more time and support to help teachers fully adapt. When teachers fail to align those elements, it may lead to confusion and difficulty in maintaining consistent and effective instructional delivery. The challenges and the importance of curriculum alignment were supported by several studies to ensure effective implementation of curriculum reforms. According to Abdinoor and Chui (2024), to achieve quality education, there must be a strong connection between curriculum policies, instructional practices, and evaluation systems. Alignment of the curriculum ensures the successful translation of curriculum goals into instructional practice, leading to meaningful learning and outcomes. Similarly, Liu et al. (2023) defined curriculum alignment as the degree of consistency among essential components such as standards, learning objectives, teaching activities, and assessments. When these elements are not aligned, curriculum implementation often becomes disorganized and ineffective. This may lead to poor instructional quality and learning achievement. Furthermore, Lightcast (2025), cited in Jatau et al. (2026), pointed out that when there is curriculum alignment, it helps to prepare learners for employment and ensure the achievement of positive career outcomes by equipping students with the current skills for their future careers. Adding to this, Jatau et al. (2026) emphasized that proper alignment and curriculum implementation effectiveness improve when supported by teacher professional development, instructional leadership, and curriculum planning. However, challenges in alignment are still evident. Yamota (2025) found that teachers often struggle in finding appropriate resources aligned with new standards, which leads them to frustration and confusion in classroom practice. Due to the demands of new curriculum standards, including curriculum alignment, some teachers often resist curriculum reforms that limit them to implementing the new curriculum successfully, as they create a gap between what is planned and what is actually practiced (Byrne and Prendergast, 2019). Successful curriculum implementation in this study depends on effective curriculum alignment. Teachers must have the skills to adjust their practices to new requirements, including their objectives, instructions, materials, and assessments, to avoid confusion and inconsistency in instructional delivery. Thus, the provision of adequate resources, teacher support, and strong instructional leadership also contributes to bridging the gap between curriculum expectations and actual classroom practice.

The last sub-theme revealed in understanding curriculum change challenges is *scheduling and structural adjustment affecting curriculum implementation*. Only Principal 3 (P3) shared this issue, suggesting that this challenge may not be commonly experienced by all respondents but only in some certain school contexts. This theme highlights that the organizational structures, such as scheduling systems, may affect how curriculum changes are managed and implemented at the school level.

“Sa MATATAG nagkaroon ng 45 45 minutes per session...Sa isang malaking school na mayroon dalawang shifting, ang pinakamahirap ay ung paglalagay ng schedule”. P3

The responses suggest that curriculum understanding is not only affected by instructional readiness but also influenced by structural factors within the school system. In other words, although teachers and school heads understand curriculum reforms, structural limitations can still hinder effective execution, especially in a large school with different shifting schedules. This may become challenging for school heads to allocate time effectively for each learning session. As a result, this difficulty may also affect instructional efficiency and deeper learning engagement. Abrasado et al. (2024) emphasized the important role of school heads during changes such as curriculum reforms. By focusing on various aspects, including managing the schedule, allocating resources, and monitoring progress, schools ensure that the needs of teachers and students are properly met. Schools must need to align their policies with the new curriculum by adjusting their internal system, such as timetables and processes, to effectively manage the new curriculum standards. In relation to time allocation, Christ (2024) explained that although flexible scheduling can help schools to address issues of limited staffing and resources through a shorter instructional period, such as 45 minutes, this may not be enough to encourage meaningful teaching and learning. Teachers may find it challenging to fully discuss the necessary competencies, assess students' understanding, and engage them in deeper learning activities, especially in subjects that require hands-on activities and comprehensive explanation. Supporting this, Yamota (2025) found that the reduction of class time and frequent changes in school schedules create pressure and frustration for teachers because they experience difficulty in maintaining smooth lesson flow and consistency. These adjustments often disrupt teaching routines, particularly in large schools with many sections and shifting schedules, making coordination more difficult. As a result, teachers experience challenges in ensuring the mastery of the lesson and students' comprehension within the limited time available. Furthermore, Lorono (2025) suggested that there must be comprehensive review and adjustment for the time allocation to ensure that sufficient time is provided for effective teaching and learning. This highlights the importance of adjusting school schedules with curriculum demands to support better implementation.

2nd Major Theme: Planning-Related Challenges in Curriculum Implementation

Following the understanding of curriculum change challenges, the second major theme is the *planning-related challenges in curriculum implementation*. Planning is one of the essential components of change management practices, in which schools focus on the organization, preparation, and alignment of school resources and processes, as well as instructional directions, before actual implementation. However, there are difficulties encountered by both school heads and teachers that hinder their ability to effectively prepare for curriculum-related changes. As shown in Table 23, there are three sub-themes found: (1) limited time for preparation and collaborative planning; (2) difficulty aligning curriculum requirements with materials and instructional planning; and (3) lack of resources affecting the planning process.

The findings indicate that one of the major challenges identified by the respondent is the *limited time for preparation and collaborative planning*. Both school heads and teachers expressed that there are instances that, despite the desire to prepare well, proper preparation is not fully met because of certain obstacles, such as overlapping activities and limited time for preparation, hindering effective planning.

“Planning becomes challenging when time constraints... overlapping school activities reduce the availability of staff for collaborative planning.” P1

“Mayroon lang po kaming limited time to collaborate...That's why minsan, it is harder for us to plan effectively”. T1

“May seminar ka ngayon... another week brigada ka... after nun diretso ka na... nasaan na yung preparation natin?” Papaano ba natin mamamaintain na maiideliver natin ng ayos yung ating pinagseminaran kung kulang tayo sa time”. T3

These responses suggest that the planning phase for curriculum implementation is often affected by competing responsibilities of both teachers and school heads. The presence of multiple tasks, such as administrative duties, teaching duties, and other school activities, reduces time for collaborative planning. This limitation of time hinders school heads and teachers' opportunity to coordinate among teachers for properly planning the sharing of insights on aligning instructional practices with curriculum goals. As a result, because of time restrictions, planning becomes rushed and less organized, which may affect the depth, consistency, and quality of curriculum implementation. Caspe and Sarrosa (2025) emphasized that teachers can share their insights, experiences, strategies, and resources through collaboration. This professional collaborative learning helps to improve their teaching practices as they share possible challenges and solutions. However, the study found that teachers often experience difficulty with inadequate time for collaborative planning and preparation, which affects their ability to understand the curriculum change more deeply, share best practices, and plan strategies among teachers to ensure effective lesson delivery. In addition, a heavy workload related to new curriculum demands reduces time for planning and creates burnout for teachers, which affects their readiness to fully implement curriculum reforms. Similarly, Motel (2025) found that teachers often feel pressure when there are changes in curriculum, as they need to adapt quickly and familiarize themselves with the new standards. The lack of time for preparation limits teachers to performing their duties well, especially in preparing lesson plans and materials and thinking of appropriate strategies that support students' learning. It affects their energy, focus, and ability to meet the current students' needs effectively. Thus, limited time is a major obstacle in planning and collaboration for successful

curriculum implementation. However, when teachers and school heads are given adequate instructional time for preparation and planning, it helps teachers to cover content more deeply and engage in more meaningful lesson delivery. This supports the idea that the lack of time negatively affects the quality of instructions and depth of learning.

Difficulty aligning curriculum requirements with materials and instructional planning is the second sub-theme reported by the respondents in planning-related challenges in curriculum implementation. This means that teachers often struggle to properly match their available learning materials and lesson plans with the current competencies.

“Another challenge is aligning our school level plan with both the division and the national directives...” P1

“Yung ibinabang curriculum, ano ang gagawin natin para maplano at masusunod natin ito. Paano ialign ang lesson plan sa time-frame mula dun sa Budget of Work...” T2

“The things that we need to do is to revise the lesson plan, we are also aligning our instructional materials... ung assessment should match with the matatag curriculum.” T4

The data indicate that aligning instructional materials and planning processes with the requirements of the new curriculum involves not only understanding but also the need to consider different expectations from different levels, such as national policies, division guidelines, and actual classroom situations. The challenge is that it becomes difficult for some teachers, especially when available materials and strategies do not fully match the new curriculum. In addition, they not only prepare but also need to adjust or, more importantly, construct new lesson plans for proper alignment of the materials, assessment, and strategies. When alignment is not properly established, it may affect the overall effectiveness of the curriculum implementation, such as lesson delivery, assessment practices, and student understanding. Sorial (2024) stressed that when planning a lesson, curriculum standards must be considered to ensure a coherent learning process. By doing so, teachers must clearly understand curriculum goals and carefully design lessons that match the necessary content and appropriate learning materials and activities that cater to the diverse needs of students. This ensures that instruction is organized and aligned with expected learning outcomes. Supporting this, Beting (2024) noted that curriculum, instruction, and assessment are closely connected and must be properly aligned to ensure effective teaching and learning. This ensures students demonstrate the intended competencies and receive quality learning. Thus, successful curriculum alignment needs a systematic review and development of instructional materials, as well as improved support systems for teachers. In addition, providing accessible learning resources can help teachers address their concerns in aligning classroom instruction with curriculum standards. This also helps them reduce time spent searching or modifying materials so they are able to deliver effective instructions (Ramos et al., 2024).

The third and last sub-theme in the planning-related challenges in curriculum implementation is the *lack of resources*. This suggests that planning is not only affected by time and alignment but also by the availability of materials, facilities, and other learning resources needed to support curriculum implementation.

“Limited resources such as the learning materials...” P1

“Matatapos na lang ang school year, wala pang nadating na resources...kaya si teacher kanya kanyang hanap...” P2

“Nasan ang materials?...ikaw yung maghahanap which is napakalaking sagabal...” T3

“Budget constraints for the resources... need to be addressed.” P4

These responses emphasize that a plan cannot be successful without the necessary resources, such as instructional materials and physical resources. Teachers and school heads may find it harder to effectively plan and prepare for the new curriculum. When resources are limited or delayed, teachers are forced to spend additional time searching for materials or improvising, which increases workload and results in poor quality of lesson planning. For school heads, a lack of resources may limit their ability to organize a support system and ensure the curriculum requirements are properly implemented. As a result, planning becomes more challenging and less effective, which may hinder the successful implementation of curriculum reforms in the classroom. Marquez and Marquez (2023) pointed out that learning material resources are essential tools to enhance students' knowledge, skills, and learning experience. During curriculum change, curriculum guides are commonly available online; however, there is still a shortage of learning materials, particularly learning modules. Because of this, teachers often search for various sources from the internet but are sometimes unsure whether these materials are suitable for the competencies being taught. This situation shows the need for well-aligned and accessible learning resources to support effective curriculum implementation. Supporting this, Heckman and Sarti (2023) found that teachers opt to create their own materials or use their own money to support classroom instruction when instructional resources are not available or lacking. This added responsibility may lead to additional burden, fatigue, and dissatisfaction among them, which affect their overall preparation and planning process. In addition, Tongohan (2024) highlighted that schools must have enough facilities to provide quality education; however, many schools are still inadequate in physical facilities such as classrooms, laboratories, and other essential resources. This situation may hinder the delivery of quality instruction and limit the effective use of updated curriculum methods, particularly in schools with technological and facility constraints. When various resources such as instructional materials, learning resources, and school facilities are lacking, teachers and school heads face greater difficulty in preparing well-structured lessons and organizing instructional activities.

3rd Major theme: Communication Challenges in Curriculum Change Implementation

The next major theme found from the analysis is *communication challenges in curriculum change implementation*. Effective communication is important in ensuring that curriculum policies, updates, and expectations are clearly and consistently understood among school heads and teachers. However, the findings reveal that although there are established communication mechanisms, several challenges still exist. As shown in Table 24, three sub-themes were disclosed: (1) information overload and message saturation, (2) inconsistent interpretation of curriculum information, and (3) limited opportunities for clarification and feedback.

One of the most evident communication challenges experienced by the respondents is *information overload and message saturation*. This shows that teachers and school heads receive a large volume of information, updates, concerns, and instructions, which sometimes leads to difficulty in processing, retaining, and understanding important messages.

“Another difficulty is addressing information fatigue, because teachers receive many announcements daily... leading some messages to be missed or overlooked.” P1

“Information overload...” P4

“Parang kapag dinidiscuss po siya ay nakakaoverwhelmed... ang dami pong information na nashashared sa amin all at once.” T1

The data indicates that despite schools exerting a lot of effort in disseminating information during curriculum reforms, the high volume of messages may affect the communication effectiveness. Overloaded information may affect clarity, coordination, and the instructions related to the curriculum change. This suggests that communication challenges are not only about the absence of information but also about the management and organization of information flow. Hong and Kim (2020) explained that an individual's capacity to process and understand information depends on their cognitive capacity. Then their cognitive capacity is linked to their ability to handle information effectively. When the volume of information exceeds this capacity, an individual may struggle to absorb and interpret new information properly. This can lead to misunderstanding or make it hard to fully understand an important message. Hong and Kim (2020) explained that an individual's capacity to process and understand information depends on their cognitive capacity. Then their cognitive capacity is linked to their ability to handle information effectively. When the volume of information is too much for this capacity, an individual may struggle to absorb and interpret new information properly. This can cause misunderstanding or make it hard to fully understand an important message. Similarly, Shahrzadi (2024) emphasized that large amounts of information can negatively affect both individual and organizational performance. Information overload can overwhelm an individual, which may lead them to increased stress levels, low productivity, and struggles in making the right decisions. In the context of education, Rasool et al. (2024) stressed that information and communication technology is beneficial for effective learning. Continuous floods of information, particularly through digital platforms, can overwhelm teachers and affect their ability to focus on essential tasks. This may reduce their efficiency in collaborating with colleagues and in identifying appropriate instructional resources. As a result, teaching quality and overall performance may be affected due to mental pressure and reduced attention. Overall, Although the previous studies were not focused on curriculum implementation, they provide valuable insights into how information overload affects communication processes in organizations. These results are relevant to the present study, as communication is essential to school-related activities, meetings, and other important matters, such as curriculum implementation. Therefore, the effects of information overload, such as reduced clarity and coordination, can also be experienced in educational settings, where timely and organized communication is very important, especially during curriculum reforms.

Another major communication challenge identified is the presence of *communication gaps that lead to inconsistent interpretation of curriculum information* among teachers, even when the same message is communicated. These gaps happen when there are differences in how messages are delivered, clarified, or discussed, and may affect how messages are interpreted by teachers.

“Teachers also interpret curriculum memos differently at first...” P1

“Iba'-iba yung interpretation namin kahit yung paliwanag ay iisa naman...” T2

These shared responses indicate that even when the disseminated information is uniform, gaps in communication still exist, which result in varied interpretations among teachers. In other words, inconsistencies in interpretation occur not only from how they understood but also from how information is delivered. This also means that communication challenges in curriculum change are not only because of the overload of information, but also the lack of clarity and consistency in message delivery. As a result, when communication lacks clarity, teachers may construct their own understanding of the curriculum, leading to inconsistencies in interpretation. Pauley (2010), cited in Asiegbu (2017), emphasized that one of the most important responsibilities of school heads is to develop effective communication. They also noted that when communication gaps occur within an organization, they may hinder the achievement of

organizational goals. This highlights the need for clear and smooth communication flow within schools so that stakeholders are properly informed. Similarly, Jameson et al. (2021) pointed out that communication among stakeholders such as teachers, administrators, and curriculum developers is often limited. Because of this, curriculum goals are inconsistent in actual classroom practices, as well as a gap between policymakers and teachers that limits teachers' participation in curriculum-related discussion and decision-making. In addition, Luo et al. (2021) found that challenges in communication may be observed in differences in experiences and perspectives among stakeholders, which also lead to communication difficulties and inconsistencies in understanding. This variation requires school leaders to manage diverse viewpoints to achieve more coordinated and effective outcomes in school communication processes. Furthermore, Yembergenova et al. (2023) explained that a lack of clarity or unclear information may lead teachers to develop interpretations based on their perceptions and experiences. This sense-making process shows how teachers interpret and act upon information differently, which may affect how educational reforms are implemented in practice. In other words, a consistent and clear flow of information is essential to help teachers provide a deep understanding of the reforms. In general, when communication is unclear, incomplete, or not properly coordinated among stakeholders, teachers may interpret the same message in different ways. As a result, curriculum guidelines may not be applied in the same way in the classroom, which affects consistency in implementation. Therefore, effective communication must be established to ensure that curriculum-related information is clearly understood and uniformly applied by teachers and school heads.

The third sub-theme in communication-related challenges is *limited opportunities for clarification and feedback* regarding curriculum changes, which contribute misunderstanding.

"Clarifications are often needed..." P1

"Limited opportunities for clarification... Lack of feedback mechanism" P4

These responses suggest that although information is disseminated, there are limited opportunities for teachers to ask questions, give deeper discussion, clarify doubts, and provide feedback. This lack of opportunity limits teachers' ability to fully process and validate their understanding due to unresolved uncertainty, especially during the early stages of curriculum implementation. This indicates that effective communication should be a two-way and collaborative process. This is not only sharing of information but also opportunities for dialogue and clarification. However, if there are no clarifications or feedback, misunderstandings may happen, and teachers may feel less effective and less confident in implementing curriculum reforms. Cruz and Malabanan (2024) cited in Batonghinog and Chavez (2025) highlighted that the effective implementation of curriculum reforms depends on how schools establish open communication channels and a feedback mechanism between teachers and school heads. These practices help ensure that teachers remain confident, prepared, and guided throughout transitions, which are important for maintaining successful and consistent implementation. Similarly, Congcong and Caingcoy (2020) emphasized that when school heads provide feedback in their performance and other accomplishments can help teachers to be aware of their strengths and areas for improvement. Through feedback and consistent clarifications, teachers are better able to understand expectations and address gaps in their teaching practices. In addition, Fullan (2019) explained that feedback is an important basis for making better decisions because it allows organizations to adjust their practices based on the needs of stakeholders. A clear feedback process also helps build trust between school leaders and teachers, as it shows that their ideas are valued and considered in the change process. Therefore, when teachers are not given enough chances to ask questions, clarify concerns, and provide input, misunderstandings may occur and confidence in implementing changes may decrease. Communication should not only involve the delivery of information but also provide space for dialogue, feedback, and continuous interaction among teachers and school leaders.

Despite the challenges identified, some respondents reported they experience minimal or no communication difficulties.

For instance, P2 stated that communication in their school was effective because teachers are open to curriculum changes.

"Wala naman problema sa communication, sa pagtanggap ng teachers sa changes kumbaga ay open naman sila". P2

"Pagdating sa communication madali lang, ahh wala akong nakitang masyadong challenge dito". P3

Teachers such as T3 and T4 also described their school heads as supportive leaders who can provide clear communication systems and established practices such as meetings and trainings.

"Wala kaming problema... kasi well-verse kumbaga ay alam kung papaano sasabihin sa amin in a way na madali naming matatanggap." T3

"With regards to communication, we didn't have a problem with that because our principal, our school head very updated naman po". T4

These contrasting experiences suggest that communication challenges may vary depending on the school context. It is based on leadership practices, communication processes, and organizational culture. In schools where strong leadership, clear communication systems, and cooperation are present, teachers help reduce communication problems. When school heads provide clear information and opportunities for discussion, teachers are more committed and able to understand and follow curriculum-related instructions. Cited by Igbineweka & Ushie (2021), effective communication among school heads and teachers is essential to overcome teachers' fears of change and motivates them to adopt change initiatives. When school leaders communicate the needs and reasons for change clearly, teachers are more likely to develop a positive attitude in support of change initiatives.

Moreover, some participants employed strategies to improve communication and ensure better understanding of curriculum changes. One common strategy is seeking clarification from knowledgeable sources.

"I usually try to ask po sa aking school head for clarification... at sa aking co-teachers..." T1

Similarly, T2 emphasized consulting higher authorities such as EPS to obtain accurate information.

"Luckily, nakakadiretso tayo sa EPS, si Sir naman is very approachable..." T2

This shows that teachers actively seek clarification through consultation and collaborative discussion to reduce confusion and ensure a better understanding of curriculum policies. This means they do not only receive information passively but take step to engage with their school heads and peers to improve their understanding.

4th Major theme: Actual Implementation Challenges in Curriculum Change

Following the communication challenges, the fourth major theme is the *actual implementation challenges in curriculum change*. This is the phase where planned strategies and communicated instructions are put into actual classroom practices. However, the findings reveal that the actual implementation presents more challenges as teachers and school heads are engaged with the realities of classroom conditions, including teaching, learning, and available resources. As shown in Table 23, three subthemes are found: (1) limited and misaligned instructional materials, (2) readiness of teachers and learners in adapting to curriculum changes, and (3) time constraints and increased preparation demand.

One of the most common challenges identified is the *lack of updated and misaligned of instructional materials*, which significantly affects the implementation of curriculum changes.

"Yung ating mga resources mga libro ay hindi updated, hindi nakaalign sa... competencies..." P2

Similarly, T2 emphasized the absence of materials during the early phase of implementation:

"Ang unang year naming na implementation... wala kaming materials... MELC lang ang mayroon kami..." T2

"Very limited instructional materials, and we have to... construct our own supplementary materials..." T4

These responses imply that the absence or delay of available and aligned instructional materials creates a barrier in the successful implementation of curriculum reforms. Teachers are challenged by creating their own materials, which may lead to inconsistencies in content delivery. When instructional resources are outdated, teachers may find it difficult to meet the required competencies, which affects the quality of instruction. Thus, the situation shows that successful curriculum implementation depends not only on the curriculum itself but also on the availability of adequate supporting resources. Yamota (2025) reported that several public schools experience a shortage of instructional materials, textbooks, and supplementary teaching aids needed for effective curriculum implementation. As a result, teachers had to develop their own materials, sometimes using outdated references or personal funds just to support their instructional needs. This situation affects the consistency and quality of instruction, leading to differences in learning experiences among students. Similarly, Torrefiel et al. (2025) emphasized that the lack of instructional materials is one of the major challenges in implementing the MATATAG Curriculum. Teachers are often forced to rely on outdated resources, which may result in difficulties in delivering effective instruction and may contribute to inconsistent learning outcomes among learners. In addition, Barcelona and Cacharo (2025) highlighted that access to well-aligned instructional materials is essential in ensuring teacher readiness during curriculum implementation. Adequate instructional resources enhance teachers' confidence and efficiency in lesson delivery. However, when they are lacking in access to updated materials, it may affect their preparedness and teaching performance.

Moreover, the second sub-theme in implementation challenges involves *time constraints and increased demands for preparation*.

“Insufficient time... schedule ng ating mga teachers...hindi natatapos ang klase sa limitado lang ung oras sa 45 minutes.” P1

“Kailangan po talaga ay additional time sa preparation para mas mamodify po yung mga resources...” T1

These responses show that time constraints affect not only lesson preparation but also the actual teaching in the classroom. The limited class time, especially the 45-minute period, makes it difficult for teachers to complete lessons effectively, particularly while they are still adjusting to the new curriculum. This means that curriculum implementation is affected not only by limited preparation time but also by the short time available for teaching. When class time is limited, teachers may rush discussions, simplify lessons, or skip some activities, which can affect the quality of student learning. In addition, teachers face a double challenge. They need more time to prepare lessons and materials, but they have limited time to deliver them in class. This also indicates a misalignment between what the curriculum requires and the time given for instruction. Because of this, teachers need to keep adjusting their pacing, which may lead to differences in how the curriculum is taught in different classrooms. Mora and Bueno (2024) explained that limited instructional time makes it difficult for teachers to conduct meaningful classroom activities. Due to strict schedules, teachers are often forced to rush lessons. Because of this, students may not fully understand the whole content and limit them from deeper learning. In addition, Earp (2022) emphasized that teachers also struggle with limited time for lesson preparation. The lack of sufficient time affects important tasks such as planning instruction, assessing student work, and providing feedback, which may reduce the overall quality of teaching. Furthermore, Abelgas et al. (2024) highlighted that short class periods, such as the 45-minute session of the recent curriculum, can increase teacher stress and exhaustion. Teachers feel pressured to complete lesson content within a limited time, which affects both their well-being and their ability to deliver lessons effectively.

The last sub-theme in implementation challenges is the *readiness issue among both teachers and students in adapting to curriculum changes*.

“Varying teacher readiness levels... hindi naman pare parehas...kaya kailangan natin unawain yun”. P1

“Readiness ng teachers... readiness nung bata... iaabsorb yung laman nung curriculum. Minsan kasi, hindi sila familiar with the concept”. T2

These responses suggest that the success of curriculum implementation depends not only on instructional materials and instructional time but also readiness of both teachers and students. Teachers have different levels of preparedness to adjust their instructional practices in terms of content and strategies. At the same time, students also differ in their levels of readiness to learn new content and expectations. The differences in their readiness show that implementation may not be the same in all classrooms, as some teachers and students adapt more easily while others face difficulties. Atienza et al. (2025) emphasized that the success of curriculum reform depends not only on its design but also on the teachers who implement it. Although teachers show willingness to embrace the new curriculum, their level of preparedness remains moderate. This is observed in their struggles in actual classroom instructions due to insufficient training, clarity, and access to resources. These challenges are not about lack of commitment but lack of preparation and support during implementation. Similarly, Mercado (2025) stressed that the readiness of teachers is measured in their knowledge, preparation, and attitude, which is essential for effective implementation. Factors such as teaching experience, openness to new approaches, and availability of instructional materials also affect how well they adapt to curriculum changes. When they are well-prepared, they can also help their students to meet the necessary competencies.

Based on the respondents' experiences in terms of the challenges encountered during implementation, it suggests that these experiences also influence the ability of school heads and teachers to guide instruction and support learning effectively.

“The challenges require me to exert more effort... providing differentiated support... These factors sometimes slow down the full rollout of the changes...” P1

“Kung hindi ready yung ibinaba sa amin... hindi marereach yung potential nung teacher ability... parang nangangapa kami...” T2

These responses show that implementation challenges affect both teaching and support systems. School heads need to give more guidance, support, and adjustments, while teachers may feel unsure and less confident in delivering the curriculum. The idea of a “domino effect” means that problems at higher levels, such as lack of materials or unclear guidelines, affect what happens in the classroom. This can lead to slower implementation, differences in teaching practices, and possible gaps in student learning.

5th Major Theme: Monitoring and Evaluation Challenges in the Curriculum Implementation

After analyzing the challenges in the implementation phase, the findings also highlight the fifth major theme, which focuses on *the monitoring and evaluation challenges in the curriculum implementation*. This stage ensures that the curriculum is properly implemented and the needed adjustments are made based on what actually happens in classroom practices. There are two sub-themes identified: (1) time constraints and overlapping responsibilities and (2) limited monitoring tools and comprehensive monitoring practices.

In implementation phase, the most common challenges are *time constraints and overlapping responsibilities*.

"Monitoring becomes difficult when class schedules, school events, and supervisory tasks overlap... some indicators of implementation require time to observe meaningfully." P1

"Dahil ang dami rin namang ginagawa ng mga school heads... hindi na nasusundan... sunod-sunod na yung seminar." P2

"The main difficulties include limited time for monitoring." P4

"Mayroon po tayong napakaraming school requirement. So sometimes yung oras po ung number one, so mayroon pong adjustment duon kasi kailangan nating ibalance ung pagmomonitor at pag e evaluate". T1

"Sa dami ng gawa rin naman sa school hindi ko na rin maevaluate ang sarili ko... wala ng time..." T3

These responses imply that monitoring and evaluation are essential parts of curriculum implementation, but they are not always given attention due to the different responsibilities of both teachers and school heads. Their administrative tasks, teaching loads, and other school activities limits their time available for regular observation, feedback, and evaluation. As a result, monitoring may become irregular and incomplete, which can affect the proper assessment of curriculum effectiveness. Moreover, effective monitoring requires enough time and meaningful engagement in classroom processes. When time is limited, school may not be able to conduct classroom observation, and teachers may also have fewer chances to evaluate and improve their practices. Tongohan (2024) pointed out that when school heads are overloaded with administrative responsibilities, they experience difficulty in supporting teachers with curriculum implementation and evaluating their teaching performance. This situation may affect the level of the assistance given to teachers, which leads to differences in curriculum implementation across schools. In contrast, Poleallo (2025) emphasized that effective monitoring and evaluation play an important role in ensuring that curriculum reform is implemented and managed effectively. When school heads regularly monitor and evaluate the status of curriculum implementation, schools can identify problems early and make necessary adjustments. Through classroom monitoring, it ensures that teachers meet curriculum standards and enhances their teaching practices by providing feedback. Furthermore, monitoring promotes continuous improvement, high quality instruction, and improved student learning outcomes.

Another significant challenge disclosed under monitoring and evaluation phase is the *lack of monitoring tools and clarity in evaluation practices*.

"Kulang yung sa monitoring tool... mas maganda sana kung mayroon standard monitoring tool pagdating sa curriculum implementation." P2

"Limited data or tools to properly evaluate the progress of curriculum changes." P4

"Mayroon po akong limited clear guidelines... hindi ko alam kung properly evaluated ko ba yung curriculum changes." T1

"We are merely relying on the MPS result..." T4

The responses shared by the school heads and teachers imply that a lack of standard tools and unclear process and criteria influenced the monitoring and evaluation. This means that they are not always guided by structured tools but instead rely on limited indicators. Due to the lack of clear guidelines, they may feel uncertain in properly documenting and assessing the curriculum implementation. T4's concern about the Mean Percentage Score (MPS) shows that it is a limited way of evaluation. It may not fully measure other aspects, such as instructional quality, teaching strategies, alignment of materials, and student participation. Based on the shared experience, they mainly focus on student outcomes rather than examining the whole process of curriculum implementation. Due to this, evaluation methods do not fully assess if the curriculum changes are actually implemented in classroom practices. Moreover, teachers will remain unsure if their practices have met the expected standards. Without a clear practice of monitoring and evaluation, evaluation may become subjective and based on individual judgment. This condition highlights the need for clearer and more structured guidelines in schools. Datahan (2020) emphasized that monitoring and evaluation systems are essential tools in gathering the important information needed to manage the schools effectively. Systematic monitoring and evaluation ensure that the new initiatives are properly implemented and meet the required standards, as it also allows school heads to identify challenges and risks that may affect the success of reforms. In addition, Belo (2025) pointed out that school needs to set up a well-organized system for monitoring and evaluating to improve the quality of teaching and learning. Teachers can maintain instruction aligned with current educational standards. By providing regular feedback, school heads can guide teachers to improve their strengths and address their weaknesses, which can also lead to better performance of students.

Moreover, while most participants identified challenges in monitoring and evaluation, 2 of the respondents indicate different experiences.

“Hindi masyado sa dun sa monitoring and evaluation. Kasi Kahit very large school tayo, mayroon ka namang department heads, mayroon ka naman master teachers ... hindi masyadong challenging.” P3

“Ang nakaassigned sa akin is the monitoring... “Chinecheck ko yung strategies... kung effective ba sa bata... kung naa-attain ba yung hinihingi ng curriculum...” T2

These contrasting perspectives suggest that the effectiveness of monitoring and evaluation may depend on how responsibilities are shared and how systems are carried out within the school. On the part of the principal, it indicates that schools that practice distributed leadership and clearly assign tasks can manage monitoring tasks more effectively. Meanwhile, for those schools that are lacking in such practices, wherein the system is not managed, difficulties may occur. Moreover, on the part of a teacher, who shared that as part of the monitoring team, they provide more monitoring practices such as classroom walkthroughs, feedback sessions, and collaborative discussions. These practices show that some schools can conduct more flexible monitoring strategies. In general, the findings suggest that effective monitoring and evaluation need not only enough time but also clear and organized tools that measure different aspects, not just outcomes. Without these, schools may find it hard to fully reach the quality and fidelity of curriculum implementation.

6th Major Theme: Sustaining Curriculum Implementation Challenges

The last major theme identified is sustaining curriculum implementation challenges. In education, sustaining change is an essential phase that ensures the new practices are not only introduced but also continued, as well as made part of the school system over time. However, findings reveal that maintaining consistent implementation of the curriculum remains difficult because of several factors, such as (1) policy changes, (2) leadership changes, (3) limited resources, and (4) continuous support.

The first challenge found is the frequent policy changes affecting the continuity of curriculum implementation. Both school heads and teachers shared that continuous changes in policies make it harder for them to maintain a stable teaching practice over time. In other words, instead of relying on improving existing practices, they are often required to adapt to new guidelines.

“Sustaining changes is challenging when there is... new policies that suddenly replace the existing ones...” P1

“Challenges... include... changes in policies that affect continuity.” P4

“Hindi pa kami lubos na sanay... tapos may panibago na naman policy... kaya nagiging mahirap panatilihin ang consistency...” T3

The findings indicate that the continuity of curriculum implementation was disrupted by frequent policy changes. Teachers and school heads experience difficulty in coping with the existing practices when new policies are introduced before they have fully adapted to previous ones. Due to the changes, teaching delivery and uncertainty in aligning instruction with evolving curriculum standards lead to inconsistency. Teachers keep adjusting instead of mastering the new practices, which can affect the quality of implementation. This also shows that frequent policy changes, although intended to improve education, may lead to fatigue and reduce long-term effectiveness if they are not introduced gradually. Supovitz (2023) emphasized that frequent curriculum changes, even if well-planned, may weaken the continuity of reforms when there is limited implementation support and low teacher involvement. Instead of continuous improvement, constant changes may disrupt the sustained application of reforms in schools. Similarly, Tribuzzi (2018) stressed that the continuity of curriculum implementation depends heavily on sustained classroom practices. When changes happen too frequently, teachers need to continuously adjust, which interrupts the steady implementation and affects long-term consistency in teaching practices. In addition, sustaining change is essential to ensure that reforms are not only implemented but also maintained over time (Haggerty, 2025). Therefore, to reduce the tendency for practices to revert to old systems and weaken the impact of reforms, continuous support is needed to sustain curriculum changes.

Another challenge that emerged relates to sustain of curriculum changes is *leadership changes affecting direction and priorities in curriculum implementation*. Respondents noted that leadership transitions may result in shifts in focus that affect the continuity of ongoing initiatives.

“When there is principal turnover, the priorities in the school also change...” P1

“Papapalit palit ng school heads... syempre magkakaroon siya ng ibang priority...” P2

These responses show that changes in school leadership create a new focus on areas that may not always align with previous curriculum plans. When a new school head takes over, priorities and management style in implementation often change. As a result, some ongoing programs may delay or be replaced with new plans. This highlights the important

role of leadership in keeping school reforms consistent. Sustaining change does not rely only on policies but also on steady leadership that supports goals, tracks progress, and guides teachers over time. When leadership changes often, the lack of consistent direction may lead to unsmooth implementation and lower commitment among teachers. Richardson (2025) emphasized that during leadership transitions, relationships within the school such as administration, teachers, and staff may face a period of adjustment. The school's practiced culture may also change as new leaders introduce different styles of management, which can affect teacher motivation, student engagement, and the overall school environment. In addition, changes in leadership may also lead to changes in curriculum implementation and instructional strategies, which can limit the continuity of academic programs and student progress. Similarly, Sumapal (2024) noted that sustaining change over time is often challenging in schools. Although reforms usually begin with strong support and enthusiasm, they may weaken due to new leadership priorities. In addition, Tonido et al. (2024) emphasized that frequent changes in school principals negatively affect the long-term success of educational initiatives because of different goals and strategies, which can change the direction of ongoing programs.

Moreover, some respondents shared that one of the challenges they encountered that hindered them to sustain curriculum change was the *limitation of resources*, which affects the consistency and quality of implementation over time.

"Another challenge is maintaining consistency... especially when external factors, like limited resources... affect the momentum." P1

"Permanent problem... learning resources... instructional materials..." P3

"Challenges... include... changes in policies or resources that affect continuity." P4

"Kung hindi enough yung materials... this will give a domino effect..." T4

These responses affirmed that limited resources remain a challenge in sustaining curriculum changes. Teachers' abilities are prevented by the lack of instructional materials, learning resources, and financial support to fully meet curriculum requirements. As noted by the respondents, these limitations often create a "domino effect." This limitation triggers difficulties in planning, instruction, and assessment. Sustaining change requires not only initial provision but also the continuous availability of resources. When support is inconsistent, teachers are often opted to create materials on their own, which leads to additional workload, burnout, and inefficient delivery. This may also result in variations in how the curriculum is implemented across different classrooms. Sustainability of curriculum reforms is closely affected by the availability of resources. Badugela (2025) explained that financial limitations and lack of resources are major barriers in implementing sustainability curriculum reforms. These shifts often need additional support such as updated learning materials, technology, and enhanced facilities to support effective teaching and learning processes. The absence of these resources cannot maintain the reforms in the long term. In the same way, Danial and Hidayatullah (2024) found that limited teaching materials, outdated technology, and inadequate funding, especially in rural areas, limit the continuity of curriculum implementation. These problems may cause different results in learning between schools. Their study shows that although reforms are well-designed, they may not be seeing their full potential if the schools do not have what they need. Overall, curriculum reforms can only be sustained if schools are given continuous support resources for the quality and consistency of implementation.

In addition to structural and resource-related challenges, the *need for continuous support* was also emphasized as a key factor in sustaining curriculum changes. Teachers highlighted that ongoing guidance and professional development are necessary to maintain effective implementation.

"Kailangan talagang may continuous support... syempre training, may seminar and... support galing sa... school head..." T1

"Limited ongoing support including professional development trainings" P4

These responses emphasized that sustaining curriculum changes need more than initial training but continuous support through capacity-building activities and leadership support. Without this support, teachers may find it harder to maintain the effective application of new practices over time. Through professional development and instructional support, schools can achieve long-term reform success. Continuous capacity-building helps teachers to adapt, refine, and sustain new practices, ensuring that curriculum changes are effectively implemented in classroom instruction. This can be achieved if teachers are provided with encouragement, feedback, capacity building, and continuous guidance throughout the implementation process. Thus, the sustainability of curriculum reforms is attained through continuous learning and support for teachers. Caspe and Sarrosa (2025) stated that ongoing professional development helps teachers stay updated with current educational trends and curriculum changes. Through regular training, like seminars on various platforms, teachers refine their understanding of the curriculum and their teaching methods. This continuous learning process supports the long-term utilization of new practices in the classroom. In connection with this, they also noticed that the mentorship programs are a crucial part of sustaining instructional improvement. Experienced mentors are paired with less experienced teachers to guide in curriculum planning and implementation. Schools that prioritize mentoring by providing sufficient resources, appropriate mentor training, and recognition of mentors' contributions are more likely to achieve favorable outcomes such as improved quality of

teaching over time. Likewise, Badugela (2025) stressed that faculty participation helps in sustaining curriculum changes. Teachers need adequate training and assistance to effectively integrate new concepts into their teaching practices. When school leaders actively support these initiatives, faculty members are more inclined toward the goals of curriculum reform. Thus, sustainability is achieved when there is strong leadership support and continuous capacity building for teachers.

In contrast, while most respondents identified sustaining curriculum changes as challenging, a contrasting perspective was also observed, highlighting a different dimension of implementation.

“Yung maintaining madali eh... ang mahirap diyan ay improving... kailangan maimprove natin siya...” T2

This response suggests that for some teachers, the sustaining curriculum becomes manageable after familiarity is established. However, the challenge lies in improving the quality of implementation. This means that once the initial phase of adjustment is overcome, the focus shifts toward advancing instructional practices rather than merely maintaining them. Therefore, while some struggle with consistency, others are already adapting to continuous improvement. Generally, the different experiences of teachers in coping with curriculum changes vary on their respective views.

4.9. Integration of Quantitative and Qualitative findings

Table 9. Integration of Quantitative and Qualitative findings

Quantitative Findings		Qualitative Themes	Integrated Interpretation
Change Management Practices are highly practiced (Overall Mean= 4.34-4.43 across indicators; Implementation = 4.34 as lowest but still highly practiced).		Difficulty in aligning new curriculum requirements with existing teaching practices and instructional materials; Scheduling and structural adjustment affecting curriculum implementation; Time constraints and increased demands for preparation; Time constraints and overlapping responsibilities.	The high level of implementation is further explained by teachers' experiences of time and structural constraints, indicating that while practices are actively carried out by school heads, their classroom execution is shaped by workload and contextual limitations.
Change Management Practices and Teacher Effectiveness show a moderate and statistically significant relationship ($r = .490, p < .01$).		Lack of Resources Affecting Planning Processes; Lack of updated and misaligned of instructional materials; Limited time for preparation and collaborative planning; Communication Gaps Leading to Inconsistent Interpretation of Curriculum Information; Cascading of information leading to misinterpretation	The statistical relationship is supported by qualitative evidence indicating that implementation challenges directly affect how change management practices translate into teacher effectiveness.
Change Leadership Schema and Teacher Effectiveness show a moderate and statistically significant relationship ($r = .501, p < .01$).		Readiness issue among both teachers and students in adapting to curriculum changes; Need for continuous support to sustain implementation; Lack of monitoring tools and clarity in evaluation practices; Frequent policy changes affecting the continuity of curriculum implementation; Leadership changes affecting direction and priorities in curriculum implementation; Limited opportunities for clarification and feedback	The relationship highlights the importance of leadership competencies, particularly in strategic and technical dimensions; however, qualitative findings show that sustaining effectiveness depends on continuous support, clear systems, and stable leadership conditions

Table 9 presents the integration of quantitative and qualitative findings, indicating that although change management practices and change leadership schema implemented by school heads are rated as highly practiced and significantly associated with teacher effectiveness, as supported by consistently high mean ratings and statistically significant correlations in all key indicators, their actual implementation is shaped by school realities experienced by teachers.

In terms of implementation, the quantitative finding disclosed that change management practices by school heads are highly practiced across all indicators, with overall mean scores ranging from 4.34 to 4.43. Among these, implementation got the lowest mean of 4.34, although still described as highly practiced. However, this result further

explained by the qualitative findings where teachers encounter challenges such as lack of updated and misaligned instructional materials; time constraints and increased demand for preparation; and readiness issues among both teachers and students in adapting to curriculum changes. These findings suggest that although school heads are highly competent in implementing change processes, teachers still experience difficulty, which affects the actual application of curriculum reform into actual classroom instruction. This suggests that change management practices are well-developed at the communication and planning levels, but the implementation phase of curriculum reforms remains the most difficult to sustain due to the day-to-day challenges in schools. The implementation phase becomes more challenging because teachers need to adjust their teaching strategies, prepare learning materials, address different student needs, and follow curriculum requirements within limited time and available resources. As a result, the actual execution of curriculum reforms in the classroom still requires continuous support and adjustments to meet the daily realities in schools.

For change management practices, the moderate and significant relationship with teacher effectiveness ($r = .490$, $p < .01$) indicates that having a strong implementation of change management practices of school heads in understanding change, planning, communication, actual implementation, monitoring, and evaluation, as well as sustaining change is associated with higher levels of teacher effectiveness. This means that effective change management practices tend to correspond with more effective teaching outcomes. However, these quantitative findings further explained by qualitative findings which highlight the real school challenges, such as a lack of resources, a lack of updated and misaligned teaching materials, and communication gaps that lead to inconsistent understanding of curriculum information among teachers. For instance, some teachers may receive incomplete or delayed instructions during meetings or in memos, which leads to differences in the interpretation of curriculum guidelines. These findings suggest that the effectiveness of change management practices relies on support and clear communication at the school level. Moreover, issues in cascading information that lead to misinterpretation and along with limited time for lesson preparation and collaborative planning, also indicate that problems may arise in understanding and implementing change initiatives in the classroom.

Regarding change leadership schema, the quantitative data reveal a moderate and significant relationship with teacher effectiveness ($r = .501$, $p < .01$), indicating stronger leadership competencies in influencing better performance of teachers. Qualitative findings explain this more deeply by showing the challenges, such as issues with teachers' and students' readiness in adapting curriculum changes, the need for continuous support, the lack of monitoring tools, and clarity in evaluation practices. Participants noted that supportive school leaders who provide clear guidance, regular communication, and opportunities for collaboration help teachers adapt more effectively to curriculum changes. In addition, issues on frequent policy changes and leadership changes indicate the importance of leadership competencies, particularly in strategic direction and technical support in guiding teachers through change. These findings suggest that leadership effectiveness is not only dependent on a stable system but also on supportive structures.

Overall, the integration of findings reveals that school heads actively implement change management practices and exhibit change leadership competencies that are associated with teacher effectiveness. While these quantitative results show statistically significant relationships, the qualitative results on the experiences of teachers provide important insights about the challenges that influence the actual implementation of these practices. Thus, the qualitative findings complement the quantitative results by explaining how and why certain limitations occur in practice, leading to a clearer understanding of curriculum implementation.

5. Summary of findings, conclusions, and recommendations

5.1. Summary of Findings

The following are the significant findings of the study based on the analysis and interpretation of data:

1. The level of change management practices of school heads in curriculum implementation was found to be very high, with an overall mean of 4.39 and verbally interpreted as "Highly Practiced." The practices were observed across all indicators, including understanding change (4.38), planning (4.41), communication (4.43), implementation (4.34), monitoring and evaluation (4.40), and sustaining change (4.37). Among these, communication got the highest mean, while implementation had the lowest mean, although it is still very high. This suggests that school heads consistently exhibit strong change management practices, particularly in communication, while implementation may still need improvement.
2. The level of teacher effectiveness was assessed as highly effective with an overall mean of 4.57, indicating that teachers are very competent in their teaching performance. Consistently high ratings were shown in all domains, including content knowledge and pedagogy (4.60), learning environment (4.63), diversity of learners (4.56), curriculum and planning (4.54), assessment and reporting (4.55), community linkages and professional engagement (4.56), and professional growth and development (4.55). The learning environment was recorded as having the highest mean, while the curriculum and planning showed the lowest, though both still fell within the highly practiced range. This implies that although teachers consistently demonstrate effective instructional practices, there remains room for further strengthening in the area of instructional planning and curriculum alignment.

3. The level of change leadership schema was rated as highly demonstrated, with an overall mean of 4.49, indicating that school heads have a strong manifestation of leadership competencies in managing curriculum reforms. High ratings were consistently shown across all dimensions, including strategic and technical competencies (4.43), execution competencies (4.46), social competencies (4.47), character competencies (4.54), and resilience competencies (4.49). Among these, character competencies obtained the highest mean, while strategic and technical competencies recorded the lowest, although both were still described as highly demonstrated. This suggests that although school leadership qualities are highly evident, there is still an opportunity to enhance strategic and technical aspects of change leadership.
4. There is a moderate and statistically significant relationship between change management practices of school heads and overall teacher effectiveness ($r = .490$, $p < .01$), indicating that better implementation of change management practices is associated with higher levels of teacher effectiveness.
5. There is a very strong and statistically significant relationship between change management practices of school heads and change leadership schema ($r = .878$, $p < .01$), suggesting that more effective change management practices are closely associated with stronger demonstration of change leadership competencies among school heads.
6. There is a moderate and statistically significant relationship between change leadership schema and overall teacher effectiveness ($r = .501$, $p < .01$), indicating that stronger change leadership competencies are associated with higher levels of teacher effectiveness.
7. The change leadership schema was found to significantly mediate the relationship between the change management practices of school heads and teacher effectiveness. The indirect effect is positive and statistically significant ($\beta = 0.175$, 95% CI [0.047, 0.303], $z = 2.686$, $p < .007$), accounting for 55.30% of the total effect, which confirms that more than half of the influence of change management practices operates through the change leadership schema.
8. The qualitative findings revealed several challenges encountered by teachers in the implementation of change management practices related to curriculum implementation, which were organized into six major themes. In terms of understanding curriculum change, participants experienced difficulties due to frequent policy updates with limited time for orientation, misinterpretation of cascading information, and difficulty in aligning new curriculum requirements with existing practices and materials.

Regarding planning-related challenges, issues were identified, including limited time for preparation and collaborative planning, difficulty aligning curriculum requirements with available materials, and a lack of resources affecting planning processes.

As to communication challenges, responses highlighted issues such as information overload, gaps in message interpretation, and limited opportunities for clarification and feedback.

For actual implementation challenges, participants emphasized a lack of updated and misaligned instructional materials, time constraints, and readiness issues among both teachers and students in adapting to curriculum changes.

With regard to monitoring and evaluation challenges, time constraints and overlapping responsibilities, as well as a lack of monitoring tools and clarity in evaluation practices, were found to be major concerns.

Lastly, in terms of sustaining curriculum implementation, the findings revealed challenges such as frequent policy changes affecting continuity, leadership changes influencing direction and priorities, limited resources, and the need for continuous support.

5.2. Conclusions

Based on the findings, the following conclusions were made:

1. The hypothesis that there is no significant relationship between the change management practices of school heads and teacher effectiveness is rejected. The findings confirm a moderate and statistically significant relationship, indicating that improvements in change management practices are positively correlated with high levels of teacher effectiveness.

2. The hypothesis stating that there is no significant relationship between the change management practices of school heads and the change leadership schema is rejected. The results showed a very strong and statistically significant relationship, suggesting that stronger change management practices are closely linked to stronger manifestations of change leadership competencies among school heads.
3. The hypothesis that there is no significant relationship between change leadership schema and teacher effectiveness is rejected. The findings demonstrated a moderate and statistically significant relationship, implying that higher levels of change leadership competencies are associated with higher teacher effectiveness.
4. The hypothesis that change leadership schema does not significantly mediate the influence of change management practices of school heads on teacher effectiveness is rejected. The results confirmed that change leadership schema significantly mediates the relationship, with a substantial portion of the influence of change management practices on teacher effectiveness.
5. The qualitative findings further conclude that despite the high levels of change management practices and leadership competencies, teachers continue to experience various challenges in curriculum implementation. These challenges are commonly related to the areas of understanding curriculum change, planning, communication, implementation, monitoring and evaluation, and sustaining curriculum reforms. This implies that effective change management not only relies on leadership practices but also on addressing operational challenges within schools.

5.3. Recommendations

In light of the findings and conclusions of this study, the following recommendations are hereby proposed:

1. Teachers may continue to enhance their instructional practices by actively engaging in professional development opportunities related to curriculum implementation and change adaptation. Emphasis may be given to enhancing competencies in curriculum planning, assessment strategies, integration of diverse learner needs in the classroom, and responsiveness to curriculum changes. Furthermore, teachers are encouraged to participate in peer collaboration and mentoring activities to share their best practices and strategies in addressing implementation challenges. By doing these efforts, teachers can better align their practices with curriculum standards and improve overall teaching effectiveness.
2. School heads and administrators may further strengthen the implementation of change management practices by providing continuous support, such as adequate resources, structured training workshops, and collaborative learning sessions. In addition, school heads may enhance a clear communication mechanism and monitoring practices to ensure clarity, quick responses, consistency, and opportunities for feedback. Moreover, they may develop contingency plans that address frequent policy shifts and leadership changes that affect the sustainability of reforms. Furthermore, they are encouraged to continuously develop their change leadership competencies, especially in strategic and technical aspects, to better guide teachers during transitions and sustain curriculum implementation.
3. The Department of Education and policymakers may consider reviewing and refining curriculum implementation policies to reduce frequent changes that may disrupt smooth implementation. They may also provide adequate time for orientation, planning, and more capacity-building activities before implementation to minimize misinterpretation and implementation gaps, as well as to help teachers in adapting to curriculum reforms. In addition, they may prioritize the provision of adequate resources, updated materials, training support, and clear monitoring and evaluation tools for effective curriculum implementation.
4. Future researchers may conduct further studies that focus on other variables such as school culture, emotional intelligence of school leaders, and availability of resources, which may affect change management practices, change leadership schema, and teacher effectiveness. They may also consider expanding the scope of the study by including different districts, divisions, and educational levels to validate the findings of this research. In addition, further research may examine intervention programs that aim to improve communication systems, resource management, and the sustainability of curriculum reforms in schools.

Acknowledgements

The researcher would like to express her sincere appreciation and deepest gratitude to the following individuals and groups whose invaluable support, guidance, and contributions made the completion of this study possible

PANEL MEMBERS AND ADVISER, for their valuable insights, constructive suggestions, and professional expertise which greatly contributed to the improvement and completion of this study;

SCHOOLS DIVISION SUPERINTENDENT OF THE DIVISION OF QUEZON, for granting approval and extending support in the conduct of this study within the division;

PUBLIC SCHOOLS DISTRICT SUPERVISORS OF SARIAYA EAST AND SARIAYA WEST, for their cooperation, guidance, and assistance during the data-gathering process;

SCHOOL HEADS OF SARIAYA DISTRICTS, for their openness, cooperation, and support in facilitating the administration of research instruments in their respective schools;

JUNIOR HIGH SCHOOL TEACHERS, who served as respondents of this study, for their active participation, time, honesty, and willingness to share their insights and necessary data for this research;

TO THE VALIDATORS, for their time, expertise, and valuable suggestions that contributed to the validity and reliability of the research instrument;

HER FAMILY, PARTNER AND LOVE ONES, for their unconditional love, patience, motivation, and support that inspire her to persevere and finish this study;

And above all, to the **LORD ALMIGHTY**, for giving her divine guidance, strength, wisdom, and countless blessings that sustained her throughout this journey.

References

- Abasalo, A. (2021). Change management practices in the implementation of the school's division of quezon learning continuity plan in the new normal. <https://share.google/25dqypmqycezlwyq>
- Abatelo, G. & Cristofaro, M. (2020). Hambrick and Mason's "upper echelons theory": Evolution and open avenues. *Journal of Management History*. (Archive) 26(1):116-136 <https://doi.org/10.1108/jmh-02-2018-0016>
- Abdinoor, H., & Chui, S. (2024). Teacher training and its impact on curriculum delivery in Wajir East 687 Sub-County. *Journal of Educational Research*, 17(3), 89-101.
- AbdulRab, H. (2023). Teacher professional development in the 21st century. *African Journal of Education and Practice* 9(4):39-50. <https://doi.org/10.47604/ajep.2237>
- Abelgas, Castro, K., Centino, S., Igot, C., Peralta, K. & Cabanilla, A. (2024). The 5t's in implementing atag curriculum during short class: Teacher's experiences. *International Journal of Multidisciplinary Research and Growth Evaluation*, Volume: 05 Issue: 06. <https://share.google/30hfHKDT5IbmmNnHp>
- Abrasado, M., Jardin, M., Labag, J., San Juan, E. & Jean, J. (2024). The role of matatag curriculum on shaping academic performance: Insights to pilot schools in Baliuag city, Bulacan. <https://www.cliffsnotes.com/study-notes/14433195>
- Acharya, B. R. (2020). Promoting inclusive mathematics classroom practices in the schools of Nepal: An ethnographic Inquiry. *International Journal of Research - Granthaalayah*, 223-237. doi: 10.5281/zenodo.3734259
- Adeoye, I. F. (2023). Strengthening students' knowledge of basic thermodynamic concepts using structured inquiry-based instruction. *International Journal of Creative Research Thoughts (IJCRT)*, 11(7), b518-b527. <https://ijcrt.org/papers/IJCRT2307181.pdf>
- Affandi, A. (2025). Supporting Resources for the Successful Implementation of the Curriculum. *Jurnal Indonesia Sosial Sains* 6(2):426-438. <https://doi.org/10.59141/jiss.v6i2.1619>

- Agusnani, Hastuti, N., Gunawan, P., Usman, R. (2024). change management strategy in improving teacher performance in junior high schools in Sintang District. *International Journal of Education, Social Studies, And Management (IJESSM)* e-ISSN: 2775-4154 Volume 4, Issue 3. <https://share.google/27wcrntz3ssp0ouz>
- Ahmed, A. & Shogbesan, Y. (2023). Exploring pedagogical content knowledge of teachers: A paradigm for measuring teacher's effectiveness. *Jurnal Ilmu Pendidikan Volume: 23 No.1*. <https://doi.org/10.24036/pedagogi.v23i1.1540>
- AITSL (2024). Strengthening parent engagement to improve student outcomes. <https://www.aitsl.edu.au/research/spotlights/strengthening-parent-engagement-to-improve-student-outcomes>
- Akram, M., Malik, M., & Ullah, S. (2023). Using students' ratings to compare teacher effectiveness in english and mathematics. *Global Social Sciences Review (GSSR)* Vol. VIII, No. I (Winter 2023) Pages: 330 – 340 ISSN (Online): 2520-0348. <https://share.google/kz6kwxuyuvrwo8dfr>
- Alarabi, K., AlSadrani, B., Tairab, H., Khurma, O., & Kasasbeh, N. (2025). Does community engagement boost pre- and in-service teachers' 21st-century skills? a mixed-method study. *Soc. Sci.* 2025, 14(7), 410; <https://doi.org/10.3390/socsci14070410>
- Aldrige J., & Mclure, F. (2023). Preparing schools for educational change: barriers and supports – a systematic literature review. <https://doi.org/10.1080/15700763.2023.2171439>
- Alvarado, J., & Galigao, R. (2024). Assessing the effectiveness of curriculum implementation across global educational systems. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*. Vol. 1 No. 11. <https://share.google/8ma9mz9iauf4i5a3f>
- Ananda, P., Bahrnun, Usman, N. & Murniati (2024). Principal's communication in enhancing teacher work motivation at senior high schools in Pidie Regency. *Formosa Journal of Applied Sciences (FJAS)* Vol. 4. <https://share.google/lmvg6ywstegynbmm9>
- Ancho, I., & Arrieta, G. S. (2021). Filipino teacher professional development in the new normal. *Образование И Саморазвитие*, 16(3), 25–43. <https://doi.org/10.26907/esd.16.3.04>
- Ang'ana, G. (2022). Leadership credibility: A holistic exploration on the making of credible leaders. *International Journal of Management Studies and Social Science Research, volume 4*. <https://share.google/dnwmilhztuchdvjj>
- Antonio, A. M. A. & Tippelt, R. (2012). managing change and innovation: A challenge for modern organizations. <https://share.google/66gqdraimosvzv02y>
- Arrieta, G. (2021). Curriculum evaluation: Inputs for principal's instructional. *International Journal of Social Learning, Vol. 1 (2)*. <https://doi.org/10.47134/ijsl.v1i2.45>
- Asa A. R., Nautwima, J., & Oabes, J. K. (2023). The role of strategic change management in enhancing academic institutions' sustainability. *International Journal of Management Science and Business Administration*. <https://doi.org/10.18775/ijmsba.1849-5664-5419.2014.93.1004>
- Asiegbu, C., Okorji, P., Bosar, I. (2017). The impact of communication gap in the management of primary schools in Anaocha L.G.A Of Anambra State. <https://share.google/qjldacchpkpbo8nf>
- Asplund, A. (2023). Exploring the use and development of change management practices of principals at high-poverty elementary schools that outperform similar schools on the smarter balanced assessment. [Doctoral dissertation, University of La Verne]. 2021. 28497710. <https://www.proquest.com/openview/7ec6633877a812e8865f6cc45577ac4c/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Atrido, F. (2021). Why knowledge matters: Exploring on the teachers' mastery and competence on teaching strategies that are appropriate for young learners. *International Journal of Early Childhood Special Education, Vol 13, Issue 02*. <https://doi.org/10.48047/intjecse/V13i2.211248>
- Ay, İ. & Okçu, V. (2025). How collective culture and trust bridge leadership and instruction: A moderated mediation model. *Asia-Pacific Edu Res* 35, 595–605 (2026). <https://doi.org/10.1007/s40299-025-01054-1>
- Ayimbila, E., Awuni, J., Azangeo, P., & Pappoe, A. (2022). Parental involvement in monitoring students' academic performance. *British Journal of Education* 10(10):83-108. <https://doi.org/10.37745/bje.2013/vol10n1083108>

- Badugela (2025). The barriers and facilitators impacting the implementation of curriculum reforms in higher education for sustainability. *E-journal of humanities arts and social sciences*. <https://doi.org/10.38159/ehass.20256929>
- Baglibel, M., Samancioglu, M. & Crow, G. (2018). Factors affecting the sustainability of educational changes: Mixed method research. <https://doi.org/10.1080/2331186X.2018.1502395>
- Baliksi, A., Sahin, M., Akbasli, S., & Kilic, M. (2017). The change process at schools based on the variables of school administrators and environment. *Universal Journal of Educational Research* 5(12). <https://doi.org/10.13189/ujer.2017.051207>
- Bajarias, N., Ramos, R., De Guzman, R., Largo, P., Galicia, D., Cayogyog, A. (2024). Dynamics of curriculum alignment: experiences of elementary school teachers in focus. <https://dx.doi.org/10.47772/ijriss.2024.807145>
- Bandura A. (1986). Social foundations of thought and action: A social cognitive theory. <https://doi.org/10.4135/9781446221129.n6>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. doi:10.1037/0033-295x.84.2.191
- Băneș, A., Orboi, M. D., Popescu, C., & Iancu, T. (2015). School-community partnership - an effective tool, useful for environmental community development of Romanian countryside. *International Journal of Learning and Teaching*, 7(2), 56–62. <https://doi.org/10.18844/ijlt.v7i2.169>
- Banico, J. A., & Villocino, R. P. (2024). Impact of school principal's feedback communication skills to the public secondary teachers' job satisfaction. *EPRA International Journal of Environmental, Economics, Commerce and Educational Management*, 102–112. <https://doi.org/10.36713/epra17733>
- Barcelona, R. & Cacharo, A. (2025). Teachers' Readiness on the Implementation of MATATAG Curriculum. *Psychology and Education A Multidisciplinary Journal* 45(5):668-684. <https://doi.org/10.70838/pemj.450509>
- Barnes, N., Brighton, C. M., Fives, H., & Moon, T. R. (2019). Literacy teachers' beliefs about data use at the bookends of elementary school. *The Elementary School Journal*, 119(3), 511-533. <https://doi.org/10.1086/701655>
- Batonghinog, P. J., & Chavez, J. (2025). Professional development training and academic support: predictors of teachers' confidence in curriculum change. *Journal of Interdisciplinary Perspectives*, 3(7), 444-453, <https://doi.org/10.69569/jip.2025>.
- Bellibas, M., Polatcan, M. & Kilinc, A. (2022). Linking instructional leadership to teacher practices: The mediating effect of shared practice and agency in learning effectiveness. *Educational Management Administration & Leadership* 55(5):812-831. <https://doi.org/10.1177/1741143220945706>
- Belo, M. (2025). School heads techniques in monitoring and evaluation of Teachers' strategies in public elementary schools. *International Journal of Science and Research Archive*, 2025, 15(03), 001–005. <https://doi.org/10.30574/ijrsra.2025.15.3.1663>
- Bentayao, G., Cagape, W., & Quibod, C. (2024). School head's management practices on policy changes in davao city: matatag curriculum implementation in focus. *EPRA International Journal of Environmental Economics Commerce and Educational Management*. <https://doi.org/10.36713/epra18886>
- Bergado, C. & Ventura, C. (2025). Teachers' grit and growth mindset in adopting the MATATAG curriculum. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center*. Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577. <https://doi.org/10.63498/nxz2st264>
- Berkovich, I., & Eyal, O. (2018). Principals' emotional support and teachers' trust: *The role of school culture*. *Educational Management Administration & Leadership*, 46(3), 431–447. London, United Kingdom

- Berkovich, I. & Eyal, O. (2018). The effects of principals' communication practices on teachers' emotional distress. *Educational Management Administration & Leadership*, 46(4), 642–658. <https://doi.org/10.1177/1741143217694894>
- Beting, K. (2024). Analysis of the alignment of K to 12 most essential learning competencies, instruction, and assessment tools in statistics and probability. *Journal of Interdisciplinary Perspectives*, 2(12), 276-292. <https://doi.org/10.69569/jip.2024.0504>
- Birhanu, G. & Bayisa, S. (2015). Practices and challenges of change management in preparatory schools Of South West Showa Zone, Oromia Region. <https://share.google/wol2t0llpknw9mcqh>
- Bongco, R., & David, A. (2020). Filipino teachers' experiences as curriculum policy implementers in the evolving K to 12 landscapes. *Issues in Educational Research*, 30(1). <https://www.iier.org.au/iier30/bongco.pdf>
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101. ISSN 1478-0887. <http://dx.doi.org/10.1191/1478088706qp063oa>
- Budoian, I. (2024). Planned change theories and process in organizational development. <https://digitalleadership.com/blog/what-is-planned-change-in-organizational-development/>
- Bujang, M., Mansor, A. & Alias, B. (2025). Fostering integrity among school principals' ethical leadership: A comprehensive systematic review. *International Journal of Evaluation and Research in Education (IJERE)* 14(2):1034. <https://doi.org/10.11591/ijere.v14i2.30993>
- Burrell, T. (2021) What does it mean to be an ethical teacher? [https://socialsci.libretexts.org/bookshelves/education_and_professional_development/foundations_of_education_and_instructional_assessment_\(kidd_et_al.\)/12%3a_ethics_and_law/12.04%3a_what_does_it_mean_to_be_an_ethical_teacher](https://socialsci.libretexts.org/bookshelves/education_and_professional_development/foundations_of_education_and_instructional_assessment_(kidd_et_al.)/12%3a_ethics_and_law/12.04%3a_what_does_it_mean_to_be_an_ethical_teacher)
- Byrne, C., & Prendergast, M. (2019). Investigating the concerns of secondary school teachers towards curriculum reform. *Journal of Curriculum Studies*, 52(2), 286–306. <https://doi.org/10.1080/00220272.2019.1643924>
- Cabarles, M. (2025). Curriculum leadership practices of school heads in integrated basic education schools: impacts on instructional quality. *Instabright E-Gazette* ISSN: 2704-3010 Volume VII, Issue II. <https://www.instabrightgazette.com/blog/curriculum-leadership-practices-of-school-heads-in-integrated-basic-education>
- Cagais, L., & Rodriguez, M. (2025). Teachers' innovativeness and adoption of school innovations in Barra elementary school, division of Misamis Oriental. *Psych Educ*, 2025, 31(2): 250-155. <https://doi.org/10.5281/zenodo.14729633>,
- Cakir, F., & Adiguzel, Z. (2020). Analysis of Leader Effectiveness in Organization and Knowledge Sharing Behavior on Employees and Organization. <https://doi.org/10.1177/2158244020914634>
- Carvalho, M., Cabral, I., Verdasca, J., & Alves, J. M. (2021). Strategy and strategic leadership in education: a scoping review. <https://doi.org/10.3389/feduc.2021.706608>
- Carroll, A. (2021). Leadership strategies for implementing organizational change leadership strategies for implementing organizational change. *Walden University Scholar works*. <https://share.google/cwohywjfrcsun6cfu>
- Caruz, M. (2024). Innovative work behavior of principals and organizational effectiveness of public schools in Davao City. *Pedagogy Review: An International Journal of Educational Theories, Approaches and Strategies* 2024, Vol. 2, No.1, 12 – 25 | ISSN Online: 3028-1040 | ISSN Print: 3028-1059 DOI: <https://doi.org/10.62718/vmca.pr-ijetas.2.1.sc-0524-008>

- Caspe G., & Sarrosa, A. (2025). Teacher readiness for the implementation of enhanced k-10 curriculum: basis for support mechanism program. <https://dx.doi.org/10.47772/ijriss.2025.906000178>
- Chafa, A. & Ncube, F. (2025). The impact of educational leadership on school change and innovation. *Journal of Research Innovation and Implications in Education*, 9(1), 1 – 10. <https://doi.org/10.59765/b9vy6>.
- Chambers, Dianne J., and Shane Lavery. 2012. Service-learning: A valuable component of preservice teacher education. *Australian Journal of Teacher Education* 37: 128–37. <https://share.google/zp17y0phhkxhpuwy5>
- Chou, F., Fitzpatrick, S., Taylor, D., Marty, A., Yap, M., & Peters, H. (2024). Managing curriculum reform in the transition to competency-based education using entrustable professional activities. <https://share.google/9qx1q2kx05tkoc2yt>
- Chowdry A. & Shil N. C. (2022). Understanding change management in organizational context: revisiting literature. *Management and Entrepreneurship Trends of Development* 1(19):28-43. <https://doi.org/10.26661/2522-1566/2022-1/19-03>
- Christ, M. (2024). Challenges in matatag curriculum time allocation. https://www.scribd.com/document/796267247/chapter-1-3#google_vignette
- Chukwuma, N. & Zondo R. (2024). Leadership and communication strategies for managing organisational change: insights from eThekweni automobile dealerships. *International Journal of Business Ecosystem & Strategy* 6(4). <https://share.google/zmacntf03jrnifilx>
- Clinkenbeard, J. & Ultan, S. (2024). Increasing student success in mathematics and statistics through sustainable faculty professional development. *International Journal of Studies in Education and Science (IJSES)*, 5(4), 374-389. <https://doi.org/10.46328/ijses.105>
- Congcong, M. & Caingcoy, M. (2020). Feedback mechanisms of school heads on teacher performance. <https://oapub.org/edu/index.php/ejes/article/view/3020/5658>
- Cowan, J., Goldhaber, D., & Theobald, R. (2020). Performance evaluations as a measure of teacher effectiveness when standards differ: accounting for variation across classrooms, schools, and districts *National Center for Analysis of Longitudinal Data in Education Research*. 2020. <https://share.google/bh4voevkok2admflu>
- Creswell, J.W. and Creswell, J.D. (2018) Research design: qualitative, quantitative, and mixed methods approaches. 5th Edition, SAGE Publications. <https://online.fliphtml5.com/fteju/mtou/#p=1>
- Cruz, R. M., & Malabanan, E. S. (2024). Enhancing communication and feedback systems for school improvement: insights from Philippine public schools. *Philippine Journal of Educational Leadership*, 12(1), 45–60
- Dakhan, S., Rajput, S., Aziz, T., & Channa, K. (2020). Implicit change leadership, affective commitment to change, and the mediating role of organizational trust. *Journal of Business and Social Review in Emerging Economies* ISSN:2519-089X (E): 2519-0326 Volume 6: No. 4. <https://share.google/lwmyhrc4whd6tbe46>
- Dalimunthe, H., Dewi, I., Yunita, Y. & Faadhil, F. (2024). Building a supportive learning environment: The role of psychology in increasing student motivation and engagement. *OPSearch American Journal of Open Research* 3(4):934-939. <https://doi.org/10.58811/opsearch.v3i4.107>
- Danial, M., Ardi., & Hidayatulla, S. (2024). The influence of curriculum reforms on teaching practices and student learning outcomes in educational development. *Educia Journal*. ISSN: (2988-019X). Vol. 2 No. 2, <https://share.google/dqae5thkwcpjalk8f>
- Danielson, C. (1996). Enhancing professional practice: A framework for teaching. *Alexandria, VA: Association for Supervision and Curriculum Development*. <https://share.google/rpccohavvhnvj14kt>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1532617>

- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Palo Alto, CA: Learning Policy Institute*. https://learningpolicyinstitute.org/sites/default/files/productfiles/effective_teacher_professional_development_report.pdf
- Dash, U., & Barman, P. (2016). Page teaching effectiveness of secondary school teachers in the District of Purba Medinipur, West Bengal Umasankar. *IOSR Journal of Humanities and Social Science* 21(7):50-63. <https://doi.org/10.9790/0837-2107075063>
- Datahan, P. (2020). School monitoring evaluation and adjustment in public secondary schools: practices and performance of administrators. *Journal of World Englishes and Educational Practices (JWEEP)* ISSN: 2707-7586. <https://share.google/0yzeoppb1zhzm2vuq>
- Dauda, B., Madinah, N., Bisaso, S. & Musa, M. (2024). School administrators' communication skills on teachers' performance in government-supported secondary schools within Butambala District, Uganda *International Journal of Innovative Science and Research Technology, Volume 9*, <https://doi.org/10.38124/ijisrt/ijisrt24sep300>
- Dayso, A., Dulionan, M., Labot, V., Lassin, R., Mangis, L., & Nucaza, J. Challenges and practices of education teachers on inclusive education. (2025). *Cognizance Journal of Multidisciplinary Studies*, Vol.5, Issue.1. ISSN: 0976-7797. DOI: 10.47760/cognizance. 2025.v05i01.012
- De Jesus, E. (2024). Connecting people around the school: principal leadership in building school-community partnership. *International Journal of Research and Innovation in Social Science*. ISSN:24546186. Volume VIII. DOI: <https://dx.doi.org/10.47772/ijriss.2024.803450s>.
- Department of Education. (2023). MATATAG: DepEd's new agenda to resolve basic education woes. <https://www.deped.gov.ph/2023/01/30/matatag-depeds-newagenda-to-resolve-basic-education-woes/>
- DepEd Order No. 13, s. 2015. Deped policy development process. <https://depedtambayan.net/deped-policy-development-process/>
- DepEd Oder No. 24 s. 2020. National adoption and implementation of the Philippine professional standards for school heads. <https://share.google/hsnj13ceobcmzjhgb>
- DepEd Order No. 035, s. 2016. The learning action cell as a k to 12 basic education program school-based continuing professional development strategy for the improvement of teaching and learning. https://www.deped.gov.ph/wpcontent/uploads/2016/06/do_s_2016_035.pdf
- DepEd Order No.42, s. 2017. The national adoption and implementation of the Philippine professional standards for teachers. <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-andimplementation-of-the-philippine-professional-standards-forteachers>
- DepEd. (2019). DepEd Order No. 021, s. 2019. Policy guidelines on the K to 12 basic education programs. https://www.deped.gov.ph/wpcontent/uploads/2019/08/do_s2019_021.pdf
- DePetrus, T., & Eames, C. (2017). A collaborative community education model: developing effective school-community partnerships. *Australian Journal of Environmental Education*, 33(3), 171–188. <https://doi.org/10.1017/ae.2017.26>
- Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018). Effective differentiation practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. *Educational Research Review*, 24, 31-54. <https://doi.org/10.1016/j.edurev.2018.02.002>
- Dhakal, B. (2024). Differentiated instruction: Tailoring learning for diverse learners. *Sikshya*, 40 (54), 167-176. <https://share.google/DcrKW5qH6f41seqS9>
- Dimatera, D. (2024). Instructional leadership of public elementary school heads and its implications for teachers' pedagogical performance in the schools Divison Of Quezon Province. <https://share.google/qntsrsavq7bh33ml>

- Diva, E. & Bautista, M. (2025). School heads' instructional competence, leadership practices and teachers' performance. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence, Volume 2, Issue No. 6*. <https://doi.org/10.5281/zenodo.15631136>
- Dlamini, N. (2026). Motivating teachers in curriculum enrichment programmes through rewards and recognition in practice. *Educ. Sci.* 2026, 16(2), 343; <https://doi.org/10.3390/educsci16020343>
- Doyle, M. & Burton, G. (2018). Enabling change: the school principal as change agent. <https://www.nextgenlearning.org/articles/the-school-principal-as-change-agent>
- Duenas, S. (2024). School heads skills on managing resources and professionalism of public elementary teachers in Davao Del Norte Division. *International Journal of Research Publication and Reviews*. ISSN 2582-7421. <https://doi.org/10.55248/gengpi.5.0524.1417>
- Dulay, S. (2023). What makes an effective teacher? unveiling teachers' perceptions. *Journal of Pedagogical Sociology and Psychology* Volume 5, Issue 3, 2023 <https://doi.org/10.33902/jpsp.202323606>
- Duray, I. (2025). Lived experiences of school heads in the change and reforms in the educational landscape: a phenomenological study. *International Journal of Research and Innovation In Social Science (ijriss)* ISSN No. 2454-6186. <https://dx.doi.org/10.47772/ijriss.2025.9040007>.
- Earp, J. (2022). Teacher time pressures impacting effective classroom practice. https://www.teachermagazine.com/au_en/articles/teacher-time-pressures-impactingeffective-classroom-practice
- Eden, C.A., Chisom, O.N. and Adeniyi, I.S. (2024). Parent and community involvement in education: strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences, Vol. 6* No. 3, pp. 372-382, doi: 10.51594/ijarss.v6i3.894.
- Eerola, W. (2025). Empathic leadership in organizations: understanding benefits, challenges and best practices. <https://share.google/gmq0tnbdu0jd1zc5n>
- Efe, A. J. (2018). Change Management Strategies in Policies and Reforms and Administrative Functions Competence in Delta State Colleges of Education. *World Journal of Education*. 8(4):13764-13764. <https://doi.org/10.5430/wje.v8n4p188>.
- Emmanuel, B. & Amos, O. (2025). The influence of participative leadership practices in promoting teacher's job commitment in public secondary schools in Morogoro Municipal, Tanzania. *International Journal of Advanced Multidisciplinary Research and Studies, Volume 5*. <https://www.multiresearchjournal.com/arclist/list-2025.5.1/id-3696>
- Errida, A., & Lotfi, B. (2021). The determinants of organizational change management success: Literature review and case study. <https://doi.org/10.1177/18479790211016273>
- Ezeugbor, C., Onyali, L., & Okoye, F. (2018). Staff personnel administrative practices adopted by principals' for promoting teacher-job performance in secondary schools in Awka Education Zone, Anambra State, Nigeria. *International Journal of Advanced Research and Publications*. ISSN: 2456-9992. <https://share.google/mcnq21net0ycziqpx>
- Ezzeddine, R., Otaki, F., Darwish, S., & AlGurg, R. (2023). Change management in higher education: A sequential mixed methods study exploring employees' Perception. *PloS one*, 18(7), e0289005. <https://doi.org/10.1371/journal.pone.0289005>.
- Fadzil, H.M. (2024). Science teachers' perspective on the criteria of technology-enhanced classroom-based assessment tool. <https://share.google/m4afkbasakxfxyhp>
- Fahmi, A. & Nasution, I. (2024). The role of strategic leadership in driving effective school reform initiatives. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan) Volume 9 Nomor 1*. <https://doi.org/10.17977/um025v9i12024p67>

- Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, critical thinking, communication, and collaboration: Assessment, certification, and promotion of 21st-century skills for the future of work and education. *Journal of Intelligence*, 11(3), 54. <https://doi.org/10.3390/jintelligence11030054>
- Florescu, D. M. (2020). Implications of the learning environment on educational practices in early education. *Journal Plus Education*. <https://doi.org/10.24250/jpe/2/2020/dmf>
- Fraser, B. J. (1994). Research on classroom and school climate. In D. Gabel (ed) *Handbook of Research on Science Teaching and Learning* (pp. 493-541). New York: Macmillan.
- Fitrisari, A., Harapan, E., & Wahidy, A. (2021). The school heads' strategy for planning to boost the standard of education. *Jurnal Pengembangan Pendidikan dan Ilmu Sosial*, 1(1). <https://jurnal.iicet.org/index.php/jpgi>
- Fix, G. M., Rikkerink, M., Ritzen, H. T. M., Pieters, J. M., & Kuiper, W. A. J. M. (2021). Learning within sustainable educational innovation: An analysis of teachers' perceptions and leadership practice. *Journal of educational change*, 22(1), 131-145.
- Fullan, M. (2016). *The new meaning of educational change* (fifth edition). Teachers College Press
- Gaisey, I., Ntoaduro, A., Gyawu, J., Yeboah, G., Inkoom, D., Opoku, Attila, F., Eshun, E., & Mensah, A. (2025). Impact of positive learning environment on students' academic performance in colleges of education. *Canadian Journal of Educational and Social Studies Vol. 5(1)*. <https://doi.org/10.53103/cjess.v5i1.306>
- Galimova, E., Zakharishcheva, M., Kolomoets, E., Chistyakov, A., Prokopye, A., Beloborodova, A., & Ilaeva, R. (2023). A review of research on pedagogical content knowledge in science and mathematics education in the last five years. *EURASIA Journal of Mathematics, Science and Technology Education*, 2023, 19(2), em2223 ISSN:1305-8223 (online) Open Access Mini Review <https://doi.org/10.29333/ejmste/12837>
- Galdo, E. (2026). How to implement a change management process: 11 key steps to know. <https://share.google/xthf0lhoahgmiczwy>
- Ganai, A. (2023). Teacher effectiveness and factors promoting teacher effectiveness Ashaq Ahmad Ganai. *Quest Journals Journal of Research in Humanities and Social Science* Volume 11 ~ Issue 8 (2023) pp: 118-121 ISSN(Online):2321-9467. <https://www.questjournals.org/jrhss/papers/vol11-issue8/1108118121.pdf>.
- Ganon-Shilon, S., & Chen, S. (2019). No school principal is an island: From individual to school sense-making processes in reform implementation. *Management in Education*, 33(2), 77–85. <https://share.google/k4qerolostortlxxe>
- Ganon-Shilon, S., & Schechter, C. (2017). Making sense while steering through the fog: Principals' metaphors within a national reform implementation. *Education Policy Analysis Archives*, 25, 105. ISSN 1068-2341. <https://epaa.asu.edu/index.php/epaa/article/view/2942/1968>
- George, A. & Onyango, Y. (2024). The role of community engagement in enhancing teacher staffing and quality education in Bunda District, Tanzania. *Int. J. Educ. Found.* 01 (01) 2024. 19-27. <https://doi.org/10.33687/ijef.001.01.0003>
- Georgiadis, M. & Arvaniditou, P. (2024). The impact of principals' empathy on teachers' performance. *Proceedings 2024*, 111(1), 21; <https://doi.org/10.3390/proceedings2024111021>
- Gepila, E. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research* 8(3): 739-746, <http://www.hrpub.org>. 10.13189/ujer.2020.080302
- Godfrey S. (2026). Exploring the implementation of the new lower secondary curriculum in selected public secondary schools in Wakiso District. *Metropolitan Journal of Academic Pedagogical Research*. ISSN: 3006-6425 .Vol. 5. <https://share.google/p7tqkl7r3yraxqhjw>
- Gómez-Parra, M. E., & Daiss, B. (2022). The concept of change and the teachers' role on the implementing technological transformation at school. DOI:0.1007/978-981-16-9640-4_4

- Gouëdard, P. Pont, B. Hyttinen, S. Pinhsuan, H. (2020). Curriculum reform: a literature review to support effective implementation. OECD Working Paper No. 239. <https://share.google/6pxnjmsrjke3shmbtr>
- Govindasamy, V. & Mestry, R. (2022). The principal's role in managing curriculum change: Implications for the provision of quality education. *South African Journal of Education*, Volume 42, Number 4, November 2022 1 Art. #2294, 10 pages, <https://doi.org/10.15700/saje.v42n4a2294>
- Govindasamy, R., & Salawana, B., (2019). Managing educational changes and school leadership: issues and challenges. *Social Sciences, Education and Humanities (GCSSEH)*, Volume 2, 2019. The 2nd International Conference on Sustainable Development & Multi-Ethnic Society. DOI: <https://doi.org/10.32698/gcs.0195>
- Govindasamy, V. (2018). The principal as instructional leader in the facilitation of curriculum changes: Implications for the provision of quality education. <https://hdl.handle.net/10210/401999>
- Goyal, C., & Patwardhan, M. (2018). Role of change management using ADKAR model: A study of the gender perspective in a leading bank organization of India. *International Journal of Human Resources Development and Management* 18(3/4):297. <https://doi.org/10.1504/ijhrdm.2018.093442>
- Guadamor, T. & Guadamir, N. (2025). Fostering leadership resilience in times of educational reform: Insights from Tanza, Cavite's integrated schools. *Conference: 8th Cavite Research Conference (CARE CON)*. https://www.researchgate.net/publication/397432631_fostering_leadership_resilience_in_times_of_educational_reform_insights_from_tanza_cavite's_integrated_schools
- Guerrero, J., Calleja, M., & Hechanova, M. R. (2018). Implicit change leadership schemas, perceived effective change management, and teachers' commitment to change in secondary schools in the Philippines. *Asia Pacific Education Review* (2018) 19:375–387. <https://doi.org/10.1007/s12564-018-9545-6>
- Gupta M., & Verma, G. (2021). Teaching effectiveness of school teachers: a theoretical perspective. *IJCRT*. Volume 9. ISSN: 23202882 https://www.researchgate.net/publication/357449617_teaching_effectiveness_of_school_teachers_a_theoretical_perspective
- Ha, D., & Thanh, N. (2024). Applying the kotter change management model in high school education: some initial results in Hanoi, Vietnam. *European Journal of Education Studies* 11(8). <https://doi.org/10.46827/ejes.v11i8.5440>
- Haggerty, M. (2025). The strategic imperative of sustainment in change management. <https://share.google/rmqdm3kldnuscjibp>
- Hanna K., Lawton, G., & Pratt, M. (2024). Change Management. <https://www.techtarget.com/searchcio/definition/change-management>
- Harris,A., Jones, M. (2023). The importance of school leadership? What we know. school leadership and management. <https://doi.org/10.1080/13632434.2023.2287806>
- Haryanto, S. (2020). Teachers' involvement in decision making and job performance in secondary schools in Kwara, Nigeria. *Journal of Pendidikan Sains Sosial Dan Kemasyarakatan*, 1-12
- Hashim, M., Hassan, M. & Ibrahim, A. (2021). Inspirational transformation role of leader on schools' principal. *Journal of Human University Natural Sciences*. Vol. 48 No. 11 <https://share.google/wqvhwsptwcyjbnxfo>
- He, P., Guo, F., & Abazie, G. (2024). School principals' instructional leadership as a predictor of teacher's professional development. *Asian-Pacific Journal of Second and Foreign Language Education* Volume 9, Article number: 63 (2024). <https://sfleducation.springeropen.com/articles/10.1186/s40862-024-00290-0>
- Hechanova, M., Guerrero, J., & Calleja, M.(2018). Implicit change leadership schemas, perceived effective change management, and teachers' commitment to change in secondary schools in the Philippines. *Asia Pacific Education Review* (2018) 19:375–387. <https://doi.org/10.1007/s12564-018-9545-6>

- Heckman, R., & Sarti, A. (2023). Teacher burnout and curriculum pressures: A systematic review. *International Journal of Educational Research*, 112, 102049. <https://doi.org/10.1016/j.ijer.2022.102049>
- Hiatt J. (2006). ADKAR: A model for change in business, government, and our community. *Prosci Learning Center Publications* <https://share.google/6nsotvibvvnpxgyg>
- Hiatt J. (2006). The essence of ADKAR: a model for individual change management. <https://share.google/e3mxl8mfujk83ch2v>
- Hien, N. (2024). Applying change management theory in schools to meet the requirements of educational innovation and training in Vietnam. *International Journal of Multidisciplinary Research and Analysis* ISSN (online): 2643-9875 Volume 07. <https://doi.org/10.47191/ijmra/v7-i10-29>
- Hong, H. & Kim, H. (2020). Antecedents and consequences of information overload in the covid-19 pandemic. *Int J Environ Res Public Health*, 12;17(24):9305. <https://doi.org/10.3390/ijerph17249305>
- Howie, S. (2025). The importance of bringing your people along during your organizational change project. <https://www.frazerjones.com/hiring-advice/leadership/people-along-during-your-organizational-change-project/>
- Hubahib, S., Kilag, O., & Uy, F. (2024). Improving education quality: an analysis of professional development initiatives for filipino teachers. *International Multidisciplinary Journal of Research for Innovation, Sustainability, And Excellence (IMJRISE)*. Volume 1, Issue no. 5 (2024). <https://doi.org/10.5281/zenodo.11394952>
- Hubbart, J.A. Leading by example: The cornerstone of effective leadership. *Current Human Resource*. <https://doi.org/10.36922/chr025070005>
- Ibe-Moses, K., Dike, E., Monilola, B. & Racheal, D. (2026). Classroom management, record keeping, and student academic performance in public senior secondary schools in Obio/Akpor Local Government, Rivers State. *Journal of Posthumanism* 6(1):247-25. <https://doi.org/10.63332/joph.v6i1.3901>
- Igbineweka, P. O., Ushie, M. (2021). Change management and teachers' effectiveness: implications for national cohesion in Public Secondary Schools in Oredo Local Government Area, Edo State, Nigeria. *Prestige Journal of Education*, Vol. 4, No. 2, ISSN: 2645-324X . <https://share.google/c3c21oujkwmtmcmod2>
- Iqbal, A., Atta, M., Salahuddin, B., & Sha, S. (2023). A study of instructional leadership of school heads regarding annual school goals: a cross-cultural study. *Journal of Positive School Psychology*. Vol. 7, No. 4, 310-321. <https://share.google/kgbyn1iqgsatyujwu>
- Ishemo, R. & Hamidu, H. (2024). The understanding of curriculum change. *International Journal of Innovative Research and Development*. <https://doi.org/10.24940/ijird/2024/v13/i1/dec23012>
- Jacob, B. A. (2007). The challenges of staffing urban schools with effective teachers. *The Future of Children*, 17(1), 129-134. <https://share.google/awytzozjh4fyg9eg7>
- Jameson, E., Whitney-Smith, R., Macey, D., Morony, W., Benson-Lidholm, A.-M., & Leigh-Lancaster, D. (2021). Curriculum development and the use of a digital framework for collaborative design to inform discourse: a case study. <https://eric.ed.gov/?id=ed616157>
- Jašarević, F., & Kuka, E. (2016). Management change in education. *Metodički obzori* 11(1):92-101. DOI:10.32728/mo.11.1.2016.06.
- Jassim, S. (2024). Educational innovation and leadership: Shaping the future of learning. *Academy of Educational Leadership Journal*, 28(2), 1-3. <https://www.abacademies.org/articles/educational-innovation-and-leadership-shaping-the-future-of-learning-17158.html>
- Jatau, D., Ewuga, L. & Gunde, Y. (2026). Curriculum alignment and effective curriculum implementation: Theoretical perspectives and implications for educational practices. *Journal of Educational Research and Practice*. <http://dx.doi.org/10.70382/bejerp.v11i8.030>

- Jeong, S.-E., Choi, B.-W., & Chung, T.-Y. (2018). The foundation of business administration. Harin Book Publishing; Uijeongbu, Korea. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/article/PMC8744591/>
- Jeri, S. & Masuka, M. (2025). Effective teaching in a diverse classroom. *Proceedings of the IRE* 8(9):987-1001. <https://share.google/brrhz5ffgadx73rdv>
- Jinga A. A., & Hassen, J.O. (2025). Extent of leadership roles in change management process in Public Universities of Ethiopia: a mixed-methods study. <https://doi.org/10.1080/2331186X.2025.2453284>
- Jingga, A., Hussien, J., Negash, H., Estifanos, A. (2024). Leadership behavior and organizational change management in selected public universities of Ethiopia: Exploring the impact of leadership influences and change processes. DOI:10.1016/j.heliyon.2024.e37149
- Kane, T. and Blazer, D. (2019). Learning by the Book. Cambridge, MA: Center for Education Policy Research, Harvard University.
- Kaso, N., Aswar, N., Firman, F., & Ilham, D. (2019). The relationship between principal leadership and teacher performance with student characteristics based on local culture in senior high schools. *Kontigensi Jurnal Ilmiah Manajemen* 7(2):87-98. DOI:10.56457/jimk.v7i2.129
- Khalilov, T. (2024). Monitoring and evaluation of educational institutions activities. *SRG J Arts Humanit Soc Sci* ISSN: 2583-7672 (Online). Volume – II Issue-IV. <https://share.google/evnxq3dto9mqjp7bi>
- Kempa, R., Ulorlo, M., Wenno, I. (2017). Effectiveness leadership of principal. *International Journal of Evaluation and Research in Education (IJERE)*. Vol.6, No.4. ISSN: 2252-8822. DOI:10.11591/ijere.v6i4.10774
- Kilag, O., Andrin, G., Abellanos, C., Villaver, M., Uy, F., & Sasan, J. (2024). MATATAG curriculum rollout: understanding challenges for effective implementation. *International Multidisciplinary Journal Of Research for Innovation, Sustainability, And Excellence (IMJRISSE)* ISSN: 3028-032X (online) | ISSN: 3028-0370 (print) Volume 1, Issue no. 5. DOI: <https://doi.org/10.5281/zenodo.11183037>
- Kiishi, V. D. (2024). The role of emotional intelligence in effective leadership and its impact on team performance: A study of the University of Ibadan, Nigeria. *International Journal of Business and Management Review*, 12(2), 75–138. <https://doi.org/10.37745/ijbmr.2013/vol12n275138>
- Kiser, S. (2020). The benefits of student choice. <https://www.teachhub.com/professional-development/2020/12/thebenefits-of-student-choice/>
- Konrad, M., Hessler, T., Alber-Morgan, S. R., & Graham-Day, K. J. (2022). Systematically design instruction toward a specific goal. <https://doi.org/10.4324/9781003148609-18>
- Korir, D., & Kilika, J. (2023). Effect of deployment of strategic leadership in the horticulture industry: a case study of selected flower farms in Kenya. *International Journal of Research in Business and Social Science* (2147-4478) 12(4):163-174. DOI:10.20525/ijrbs.v12i4.2650
- Kusumaningrum D. E., Gunawan I., Sumarsono R. B., Latifah R. (2025) Exploring how change leadership influences instructional leadership effects on school culture and teachers' teaching performance in Pesantren education settings in Indonesia: a moderated-mediation analysis. *Journal on Efficiency and Responsibility in Education and Science*, vol. 18, no. 2, pp. 100–111. <http://dx.doi.org/10.7160/eriesj.2025.180204>
- Labag, S. (2025). Managing change: school heads' resilience and strategic adaptation in directing challenges in transition Of K-12 To Matatag Curriculum. *EPRA International Journal of Multidisciplinary Research (IJMR)*. DOI No: 10.36713/epra21174. <https://share.google/j5n7m6ie8d0si2k0w>
- Laguetao, M. (2024). Strategic and ethical leadership in Philippine education: models for enhancing school performance. *International Multidisciplinary Journal of Research for Innovation, Sustainability and Excellence, Volume 1, Issue no. 11*. <https://doi.org/10.5281/zenodo.14197049>

- Lapaz, M. (2024). Strategic thinking skills and innovations of school leaders. *Psych Educ*, 2024, 27(1): 76-92. <https://doi.org/10.5281/zenodo.13987504>
- Lazarous, C., Mabo, J., & Mukaka, J. (2025). the alignment of lesson plans with the curriculum for science student teachers during school experience: A case study of Mukuba University, Zambia. DOI: 10.9734/ajess/2025/v5i131817
- Leontopoulos, S., Skenderidou, I., Stafyli, N., Papageorgiou, K. & Skenderidi, P. (2025). Mentoring and coaching in educational leadership: fostering reflective and strategic school leaders. *European Journal of Education Studies*, Volume 12. <https://share.google/yq7rgbkchjx1bsfbl>
- Limlao, N. (2024). Exploring the role of emotional management of school heads in leading the schools: A phenomenological inquiry. *Psych Educ*, 2024, 24(6): 643-675. <https://share.google/tumwmvaslucsvlnqa>
- Liu P (2016) Chinese teachers' perspectives on teachers' commitment to change. *International Journal of Comparative Education and Development* 18(1): 2–18. <https://share.google/ZY6XnbfWvHtiGnzrs>
- Liu, Z., Zhao, B. & Li, C. (2023). Alignment analysis of teaching–learning–assessment within the classroom: how teachers implement project-based learning under the curriculum standards. *Disciplinary and Interdisciplinary Science Education Research* 5(1). <http://dx.doi.org/10.1186/s43031-023-00078-1>
- Lombardi, D., Shipley, T. F., Bailey, J. M., Bretones, P. S., Prather, E. E., Ballen, C. J., Knight, J. K., Smith, M. K., Stowe, R. L., Cooper, M. M., Prince, M., Atit, K., Uttal, D. H., LaDue, N. D., McNeal, P. M., Ryker, K., St. John, K., van der Hoeven Kraft, K. J., & Docktor, J. L. (2021). The curious construct of active learning. *Psychological Science in the Public Interest*, 22(1), 8-43. <https://doi.org/10.1177/1529100620973974>
- Lorono, R. (2025). MATATAG curriculum implementation: Teachers' readiness, challenges, and recommendations. *Psychology and Education A Multidisciplinary Journal* 47(2):127-137. <http://dx.doi.org/10.70838/pemj.470201>
- Lunenberg, M.; Dengerink, J. & Korthagen, F. (2014). The professional teacher educator: roles, behaviour, and professional development of teacher educators. *Rotterdam: Sense Publishers*. <https://research.vu.nl/en/publications/the-professional-teacher-educator-roles-behaviour-and-professiona/>
- Luo, J., & Muyunda, G. (2021). Teachers' voice in Zambia: how to make them involved in curriculum development. *online submission*, 2(3), 388–397. https://eric.ed.gov/?q=curriculum+development&ff1=dtYSince_2015&id=ED629118
- Mbondo, E. (2019). The role of the school principal in the implementation of education. <https://share.google/LRQm852HS0ckIonHr>
- Madlos, A. & Tantiado, R. (2026). School heads' management practices and teachers' school engagement. *International Journal Of Multidisciplinary Research And Analysis* 09(02). <https://doi.org/10.47191/ijmra/v9-i2-05>
- Magnaye, L., Serrano, E. & Serrano, R. (2023). Master Teachers and Department Heads as Science Instructional Leaders: A Case Study on Their Role as Instructional Programme Managers. *Asia Pacific Journal of Advanced Education and Technology*, P- ISSN 2815 – 245X / E – ISSN 2815 – 2468. <https://share.google/301Cnr5PjHbT2gFsi>
- Magsaysay, J. F., & Hechanova, M. R. M. (2017). Building an implicit change leadership theory. *Leadership & Organization Development Journal*, 38(6), 834– 848. <https://doi.org/10.1108/LODJ-05-2016-0114>
- Maher, A. & David, S. (2024). The impact of teacher leadership on school improvement: Exploring the experiences and views of school leaders and teachers in private schools in SHARJAH. *Globus Journal of Progressive Education* 14(1):18-30. <https://doi.org/10.46360/globus.edu.220241004>
- Malinao, A.J., & Miano, J.J.(2025). Implementing the MATATAG Curriculum:A qualitative study on teachers' challenges, adaptation strategies, and support needs.*Journal of Interdisciplinary Perspectives*, 3(5), 362-374. <https://doi.org/10.69569/jip.2025.133>

- Manigbas, J., Ollet, A., Noble, M.P., Angeles, J., Cayetano, N., & Fucio, M. (2024). Teachers' competency in content knowledge and pedagogy in Buhi South District, Philippines. *International Education Trend Issues* 2(1):2024. <https://doi.org/110.56442/ieti.v2i1.365>
- Manke, S. N., Pietsch, M., & Freund, P. A. (2025). The role of empathy and empathic leadership practices in schools – a scoping review. *Educational Review*, 1–31. <https://doi.org/10.1080/00131911.2025.2510969>
- Manos, M. (2024). An exploratory study of inclusive practices in mainstream elementary schools for learners with special needs. *Southeast Asian Journal of Multidisciplinary Studies*. <https://cmc.edu.ph/research/index.php/journals/article/view/163>
- Mantos, M., Anor, N., Binoya, M., Bontia, D., Lawas, P., Obejero, C., Patiga, C. & Cadosales, M. (2025). Teachers' continuing professional development based on the Philippine professional standards for teachers. *International Journal of Social Science and Human Research*. ISSN (print): 2644-0679, ISSN (online): 2644-0695 Volume 08 Issue 05 May 2025. <https://doi.org/110.47191/ijsshr/v8-i5-28>
- Maraveles, J., & Ducot, L. (2025). Challenges encountered by teachers in the implementation of the MATATAG curriculum. *Psych Educ*, 2025, 40(5): 723-732. <https://www.ejournals.ph/article.php?id=28465>
- Martinez, D. (2026). Ethical leadership of school administrators and teachers' performance: basis for leadership development program. *United International Journal for Research & Technology (UIJRT)*. 7(4), pp.179-190. <https://share.google/hzlMoG6RqlMqc43ly>
- Marumo, M. & Matashu, M. (2023). Chapter 10: role of curriculum leadership in promoting effective education by designing and implementing school-based curriculum in South African secondary schools. *Axiom Academic Publishers 1*(ISBN: 978-1-991239-18-1). <https://doi.org/110.62869/001c.123566>
- Masudi, K. (2024). Managing Change in Education: Strategies for successful implementation. https://www.researchgate.net/publication/385892473_managing_change_in_education_strategies_for_successful_implementation.
- Masuka, M., & Jeri, S., (2025). Effective teaching in a diverse classroom. proceedings of the ire 8(9):987-1001. <https://share.google/OfRaXixosKm54dFbx>
- Mata, I., Pedro, I., & Peixotoa, F. J. (2018). Parental support, students motivational orientation. international journal of emotional education. ISSN:20737629. <https://share.google/dNbQ4IS2aidG1DEzS>
- Mayokhi B. & Mwila, P. M. (2024). The role of transformational leadership in enhancing teacher motivation and managing change in secondary schools in Kigamboni Municipality. *Contemporary Research Analysis Journal* 01(06). <https://doi.org/10.55677/CRAJ/02-2024-Vol01I6>
- McLure, F. and Aldridge, J. (2023). Sustaining reform implementation: a systematic literature review. <https://doi.org/10.1080/13632434.2023.2171012>
- Mcbrayer, J., Carter, A., De Blume, C., & Georgia, R. (2020). Instructional leadership practices and school leaders' self-leadership practices and school leaders' self efficacy. <https://share.google/0kSoCNKL6wA3u23fb>
- Mercado, J. (2025). Teachers' readiness, competencies, and pedagogical practices to the management of MATATAG curriculum. *International Journal of Multidisciplinary Research and Publications*, ISSN (Online): 2581-6187. <https://share.google/qhjedsn9qxnoecne>
- Mestry, R. (2025). The role of departmental heads in curriculum transformation: Implications for the provision of quality education in South African public schools. *South African Journal of Education*. On-line version ISSN 2076-3433 Print version ISSN 0256-0100. <https://doi.org/10.15700/saje.v45n4a2701>
- Meyer, A., Hartung-Beck, V., Gronostaj, A., Krüger, S., & Richter, D. (2023). How can principal leadership practices promote teacher collaboration and organizational change? *Journal of Educational Change*. *Journal of Educational Change* (2023) 24:425–455. <https://doi.org/10.1007/s10833-022-09451-9>

- Miller, K. (2020). 5 critical steps in the change management process. <https://online.hbs.edu/blog/post/change-management-process>
- Miranda, M., & Baylon, J. (2025). Curriculum management practices and competencies of public elementary school heads in Socsargen: Basis for framework development. *Psychology And Education: A Multidisciplinary Journal*. Volume: 45. Issue 3. <https://doi.org/10.70838/pemj.450301>
- Mofuga, C. S., Magali, J. & Haule, C. (2019). How integrity attribute of head of schools influences student academic performance in selected secondary schools in Tanzania, a case study of Mbulu District. *International Journal of Research and Innovation in Social Science (IJRISS)*, 3(11), 472-482. <https://share.google/T6MqX99MQQzCbUqgG>
- Mora, R. & Bueno, D. (2024). Adherence to scheduled class hours: Ensuring sufficient time for teaching-learning activities. *IMrad Journal*, Volume 7, No. 5. <https://doi.org/10.13140/RG.2.2.25532.24968>
- Motel G. (2025). Teachers' narratives on preparedness and content delivery in the implementation of the matatag curriculum. *Jurnal Inovasi Pendidikan* 3(2):73-107. DOI:10.60132/jip.v3i2.487
- Mugambi, M. & Matula, P. (2025). Application of Kotter's 8-step change management model and administrative strategies for effective curriculum change in universities". A systematic literature review. *IJIRISS*. <https://dx.doi.org/10.47772/IJIRISS.2025.9010277>
- Mukhlis, M., & Tyas, A. (2024). The role of change management in improving organizational performance. *Jurnal Ilmiah Manajemen Kesatuan* 12(3):773-782. DOI:10.37641/jimkes.v12i3.2606
- Mulyadi, D., Adwi & Putra, A. (2024). Leadership strategy in facing organizational change: case study within the Kendari city government. *Jurnal Ilmiah Manajemen Kesatuan Vol. 12*. <https://share.google/fyp6nwb2ygnzpxtsb>
- Muslu, N., Okulu, H. Z., Senler, B., Arabacioglu, S., Ozdem Yilmaz, Y., & Oguz Unver, A. (2022). Determining in-service teachers' professional development expectations: An instrument development study. *International Journal on Social and Education Sciences (IJonSES)*, 4(3), 338-357. <https://doi.org/10.46328/ijonses.420>
- Nalla, R., & Camaya, D.M. (2023). Adaptability of the novice school heads on the dimensions of leadership practices in SDO City of Malolos: Basis for Technical Assistance. *Universal Journal of Educational Research*. ISSN: 2960-3714. https://www.researchgate.net/publication/373912505_adaptability_of_the_novice_school_heads_on_the_dimensions_of_leadership_practices_in_sdo_city_of_malolos_basis_for_technical_assistance
- Nande, S. (2023). Challenges facing principals in managing the implementation of the revised curriculum: a case of the Ohangwena region of Namibia. <https://share.google/wh4qryzgsrukgyrv6>
- Narwana,k. (2015). A Global approach to school education and local reality: A case study of community participation in Haryana, India. *Policy futures in education*, 13(2), 219-233. <https://doi.org/10.1177/1478210314568242>
- Nasheen, A., Saeed, S. & Khan, Z. (2025). A study to explore the teachers' reflective practices to improve the teaching for students with different needs. *Bulletin of Education and Research April 2025, Vol. 47, No.1 pp. 1-10*. <https://share.google/Ftd56mSxAlCbcXal3>
- Nasikhah, W., Burhanuddin, & Timan, A. (2024). Optimizing the principal's visionary leadership through the integration of swot and tows analysis in building an innovative culture to achieve the school's vision and mission. *DIJEMSS*. DOI: <https://doi.org/10.38035/dijemss.v6i2>
- Ndungu, W., Gathu, A., & Bomett, J. (2015). Influence of monitoring and evaluation by principals on effective teaching and learning in public secondary schools in Githunguri District. *Journal of Education and Practice*, 6 (9), 10-17. <https://share.google/j0pbyzh4syxsq46q>
- Nimanthi, B. (2024). Evaluating teacher effectiveness: methods, challenges and implications. *International Journal of Education (IJE)* Vol.12, No.2, June 2024. DOI:10.5121/ije.2024.12204

- Northouse. P. (2019). Leadership: theory and practice. Sage Publishing Inc. <https://share.google/2sbigirkojuo4zj6y>
- NIET (2020). High-quality curriculum implementation. <https://share.google/ejje3uk1umcm87k52>.
- NIET (2020). High-Quality Curriculum Implementation Connecting What to Teach with How to Teach It. <https://share.google/995rOeHb4B4taJnY7>
- Nurabadi, A., Triwiyanto, T., Gunawan, I., Valenda, O. Y., Priyadi, S. A., Darmawan, A., Nabila, A. W., Baharudin, A., Krisnafitriana, V. and Wardani, A. D. (2022). Assessing validity and reliability of an instrument for measuring student digital leadership: Example from Indonesia', *Proceedings - 2022 8th International Conference on Education and Technology (ICET)*, pp. 288–292. <https://share.google/di9dunLz7YcClfQV9>
- Oberholzer, L., & Mestry, R. (2025). Principals accelerate professional learning through mentoring to enable educators' self-directed learning in diverse settings including rural public schools. *South African Journal of Education, Volume 45*. <https://doi.org/10.15700/saje.v45ns1a2714>
- Ocampo, D. & Lucasan, K. L. (2019). Key issues in instruction, teacher professional development, and ICT in basic education. *UP Center for Integrative and Development Studies*. <https://cids.up.edu.ph/wpcontent/uploads/2022/02/Key-Issues-in-Instruction-Teacher-Professional-Development-and-ICT-in-Basic-Education-2019.pdf>
- Ogbo, R., Kingsley, O. & Okorji, P. (2023). Principals' optimism, teachers' psychological safety and job performance in secondary schools of Enugu State, Nigeria. *British Journal of Multidisciplinary and Advanced Studies: English Lang., Teaching, Literature, Linguistics & Communication*, 4(2),56-67. <https://doi.org/10.37745/bjmas.2022.0159>
- Okyere (2025). Critical analysis of Michael Fullan's theory of curriculum: A systematic review of its strengths, weaknesses, relevance to contemporary curriculum change, and application to Ghana's standards-based and common core curriculum reforms. *Research Square*. https://www.researchgate.net/deref/https%3a%2f%2fdoi.org%2f10.21203%2frs.3.rs-7442040%2fv1?_tp=eyJjb250Zxh0ijp7imzpcnn0ugfnzsi6inb1ymxpy2f0aw9uiiwicgfnzsi6inb1ymxpy2f0aw9uin19
- Olaso, A. & Baja, R. (2019). Professional accountability of secondary school heads towards quality assurance. *International Journal of Advanced Research and Publications*, ISSN: 2456-9992. <https://share.google/oxglzkyvrszgjdbq>
- Olmstead, L. (2024). 10 proven change management models in 2025. <https://whatfix.com/blog/10-change-management-models/>
- Open University (2025). TI-AIE: Perspective on leadership: planning and leading change in your school. <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57978&printable=1>
- Organization for Economic Cooperation and Development. 2005. Teachers matter: attracting, developing and retaining effective teachers. *Paris: Education and Training Policy Division, Organization of Economic Cooperation and Development*. <https://www.oecd.org/education/school/34990905.pdf>
- Oroh, E. (2025). Traditional assessment vs authentic assessment. <https://share.google/kDf49eO7QtTpaXYJ5>
- Ortiz, O., Laodenio, J., Alarcon, E., Palma, D., Espeño, A., & Anga-Angan, C. (2025). Visionary leadership across modern approach to curriculum development: cases from the Philippine schools. *International Journal of the Humanities and Social Sciences*. Volume 4, Issue 2 (2025). <https://share.google/kp68nnpwljzhbkw6w>
- Ouakouak, M., Ouedraogo N, Hewapathirana, G. & Zaitouni, M. (2025) Role of leaders' positive mindset in mitigating the effects of crises on organizations: The case of Canadian organizations. *PLoS ONE* 20(3). <https://doi.org/10.1371/journal.pone.0319931>
- Ozan, M., Yaras, Z., Yildirim, F. (2021). Organizational change management in educational institutions as a learning organization. *Kastamonu Eğitim Dergisi* 29(4). DOI:10.24106/kefdergi.726516

- Pachana, N. (2015). Chapter: leadership and aging. encyclopedia of geropsychology. Springer. DOI:10.1007/978-981-287-080-3_23-1
- Pagaura, A. (2020). Innovative leadership attributes of school administrators in the Philippines: Implications for educational management. *Interdisciplinary Research Review*, 15(2), 1–7. Retrieved from <https://ph02.cti-thaijo.org/index.php/jtir/article/view/192352>
- Panis, N. (2020). Influence of leadership behaviors of school heads on the performance of teachers in Nueva Vizcaya. <https://share.google/utggrckmvvehsdlvh>
- Papadakis, S., Kanadli, S., Kardas, A. & Tulubas, T. (2024). Investigating the relationship between leadership for learning and student achievement through the mediation of teacher performance: A meta-analytic structural equation modeling (masem) approach. *Education Sciences* 14(12):1320. <http://dx.doi.org/10.3390/educsci14121320>
- Pardosi, J., & Utari, T. (2021). Effective principal leadership behaviors to improve the teacher performance and the student achievement. PMCID: PMC9168782 PMID: 35685686. DOI: 10.12688/f1000research.51549.2.
- Pauley, J.R. (2010). Organisational behaviour. (7th ed). New Jersey: Pearson Education, Inc. 205
- Peliño, T. (2025). Managing change, innovation, and organizational development in Philippine educational institutions. <https://share.google/ejzw0xxjpxlulkaka>
- Pendekos, M. (2023). Strategies and approaches for leading and managing change in educational organizations: Challenges and factors for successful change management. DOI:10.13140/RG.2.2.24477.28642
- Peñas, G., Magallanes, E., & Olivar, C. (2025). Teachers' classroom assessment practices and students' learning behaviors: a correlational study in South District, Division of Tanguib City. Volume 13 Issue 2 @ Mar-Apr 2025 IJIRMPs | ISSN: 2349-7300 IJIRMPs2502232232. <https://www.ijirmps.org/papers/2025/2/232232.pdf>
- Peralta, S. (2024). Change management skills of newly hired school heads: basis for learning and development program foundation skills. *EPRA International Journal of Environmental Economics, Commerce and Educational Management Journal* ISSN: 2348 – 814X Volume: 11. Issue 6. DOI: <https://doi.org/10.36713/epra17471>
- Pianta R. (2001). Student–Teacher Relationship Scale–Short Form. Lutz, FL: Psychological Assessment Resources, Inc;
- Pido, F. & Bullecer, W. (2025). Ethical leadership behavior of school heads in Kapaya East District and its relationship to teachers’ organizational trust. *International Journal of Research Studies in Education*, Volume 14 Number 17. 10.5861/ijrse.2025.25262. <https://doi.org/10.5861/ijrse.2025.25262>
- Poello, N., Limbong, M. & Sinaga, D. (2025). Implementation of curriculum in schools: Monitoring and supervision. *Multidisciplinary Output Research For Actual and International Issue*, Volumes 5 No. 5. <https://doi.org/10.54443/morfai.v5i5.4265>
- Pollack, J. (2024). Two change management models & strategies: a comprehensive guide. <https://pollackpeacebuilding.com/blog/change-management-models-strategies/>
- Porras, R., Nopera, R., & Dilag, C. (2019). School learning environment and job performance of elementary english teachers in the District Of Pavia. ISSN 2348-3156 (Print) *International Journal of Social Science and Humanities Research* ISSN 2348-3164 (online) Vol. 7, Issue 1, pp: (477-497). <https://www.researchpublish.com/upload/book/SCHOOL%20LEARNING%20ENVIRONMENT-7184.pdf>
- Post, L. S., van Leeuwen, A., Lockhorst, D., Admiraal, W., & Kester, L. (2022). A blueprint for teacher design teams to create professional development interventions. *International Journal on Studies in Education (IJonSE)*, 4(2), 88-106. <https://doi.org/10.46328/ijonse.72>

- Prudente, M., Garcia, J., Mistades, V., Roleda, L. & Talaue, F. (2024). Systematic review of professional development programs for teachers in the Philippines. *EdCOM 2*.<https://share.google/gTQQrcizBGcgUp2RE>
- Putri, H., Pisriwati, S. & Siswanto, D. (2024). Leadership strategies in decision-making for senior high school principals. *Journal of Organizational and Human Resource Development Strategies, Vol. 1, No. 02*, p. 104-111. <https://doi.or/10.56741/ohds.v1i02.707>
- Qaralleh., T. (2020). The Role of School Leaders in Promoting Community Partnership. *Asian Journal of University Education (AJUE)*. Volume 17. <https://doi.org/10.24191/ajue.v17i1.12606>
- Radovan, M. & Makovec, D. (2015). Relations between students' motivation, and perceptions of the learning environment. *Center for Educational Policy Studies Journal*. 5(2):115-138. DOI:10.26529/cepsj.145
- Ragoonaden, K. O., Sivia, A., &Baxan, V. (2015). Teaching for diversity in teacher education: Transformative frameworks. *The Canadian Journal for the Scholarship of Teaching and Learning*, 6(3). <https://doi.org/10.5206/cjsotl-rcacea.2015.3.6>
- Ralebese, M., Jita, L., and Badmus, O. (2024). Examining primary school principals' instructional leadership practices: a case study on curriculum reform and implementation. *Educ. Sci.* 2025, 15(1), 70; <https://doi.org/10.3390/educsci15010070>
- Ramos, Ruel B., and Ailene B. Anonuevo. 2024. "School Heads' Experiences on the Conduct of Classroom Observation". *Asian Journal of Education and Social Studies* 50 (9):167-86. <https://doi.org/10.9734/ajess/2024/v50i91578>.
- Rasool, T., Warraich, N. F., & Arshad, A. (2026). Assessing the relationship between information overload, role stress, and teachers' job performance: Exploring the moderating effect of self-efficacy. *Information Development*, 42(2), 711-729. <https://doi.org/10.1177/026666669241232422>
- Raza, M., Imran, M., Szyrocka, J., Vasa, L., Hadi, N. (2023). Organizational change and workplace incivility: mediated by stress, moderated by emotional exhaustion. *Int J Environ Res Public Health*. Doi: 10.3390/ijerph20032008.
- Regidor, A., Vesmanos, A. & Deguito, P. (2024). The impact of supportive learning environment on student learning motivation of senior high school students. *Asian Journal of Education and Social Studies* Volume 50, Issue 7, <https://doi.org/10.9734/ajess/2024/v50i71487>
- Renzales, J. (2025). MATATAG curriculum and its implementation. *iJOINED ETCOR*. <https://doi.org/10.63498/nxz2st245>
- Republic act no. 10533. An act enhancing the Philippine basic education system by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes. <https://share.google/ybzdztmfm5m5rmi6c>
- Richardson, J. (2025). The complex dynamics of principal turnover in modern educational institutions.<https://www.eschoolnews.com/educational-leadership/2025/08/22/the-complex-dynamics-of-principal-turnover-in-modern-educational-institutions/>
- Robles, R. and Torres, J. (2025). At the helm of school leadership: perspectives, practices and challenges of school heads in coaching, mentoring and feedback. *Education Digest* 20, (2):109-118. <https://share.google/zydgo4bkfje8z4ppr>
- Rohmad, A., Muawanah, E., Ju'subaidi & Hidayah, N. (2024). The role of curriculum implementation and principal leadership to enhance academic performance in Islamic Boarding Schools. *Journal of Social Studies Education Research*. <https://share.google/tl8mwemwacniuk5t>
- Romorosa, Q. & Ucang, J. (2025). Professional development in the lens of public-school teachers. *International Journal of Research in Education and Science (IJRES)*, 11(1), 140149. <https://doi.org/10.46328/ijres.3540> .

- Roy, S. (2023) Reflection about code of ethics for professional teachers <https://www.linkedin.com/pulse/reflection-code-ethics-professional-teachers-sharnaroy#:~:text=The%20code%20of%20ethics%20for,toward%20our%20students%20and%20colleagues>
- Roy, R., & Halder, U. (2018). Teacher effectiveness: a self-report study on secondary school teachers *EISSN* 2348-1269, *PRINT ISSN* 2349-5138. <https://share.google/z8pbghizqyn5d1azl>
- Roxas, L. B., Viuya, P. C., & Vallejo, O. T. (2018). Community involvement of public secondary school teachers in Northern Aurora, Philippines. *International Journal of Scientific and Research Publications*, 8(10). <https://doi.org/10.29322/ijsrp.8.10.2018.p8258>
- RTI International. (2020). Managing change in education: Practical strategies to improve change outcomes in K-12. <https://share.google/FqJyPLaJoqhw5jyl0>
- Ruhela, V. (2023). Inclusive education and addressing diversity in the classroom: A comprehensive review of literature. *International Journal of Novel Research and Development*, Volume 8, Issue 10. <https://share.google/6kar0gsnrlkw7gthe>
- Safir, S. (2017). The listening leader: Creating the conditions for equitable school transformation. John Wiley & Sons. <https://share.google/bcft52kzrpp5tgdtj>
- Saiteu, L. (2024). Effects of teachers' recognition on secondary school students' academic performance: a study of Arusha district council, Tanzania. *Journal of Research Innovation and Implications in Education*, Vol.8, Iss.3. <https://share.google/noes2oy8ltvuie5wr>
- Salamondra, T. (2021). effective communication in schools. <https://share.google/D0Fqv4FNLr6kdV0Rd>
- Samundeeswari, D., Angayarkanni, R., Raju, S., Rana, N. & Sharma, A. (2024). Teacher professional development: Effective strategies and evaluation methods. *Educational Administration: Theory and Practice*, 30(6), 1726-1733. <https://doi.org/10.53555/kuey.v30i6.557>
- Santos, P. (2024). Exploring the self-perceptions of filipino teachers on their community engagement competency. *International Journal of Social Learning*. e-ISSN 2774-4426 and p-ISSN 2774-8359 . Vol. 4 DOI: <https://doi.org/10.47134/ijsl.v4i3.267>
- Santos, P., & Reyes, J. (2022). Implementation of curriculum management in public elementary schools. *International Journal of School Leadership & Management*, 14(2), 110-125.
- Sakura, A., Bisri, M., Oda, T. & Murayama, Y. (2017). Assessing school disaster preparedness by applying a comprehensive school safety framework: A case of elementary schools in Banda Aceh City Published under licence by IOP Publishing Ltd. <https://doi.org/10.1088/1755-1315/56/1/012021>
- Salvadares, R. (2026). School heads' managerial capability, adaptability, and challenges in implementing educational reforms. *International Journal on Science and Technology (IJSAT)*, Volume 17. <https://share.google/rxlrsggod1xjjhgbr>
- Schagen, I., & Hipkins, R. (2018). Curriculum changes in New Zealand: The role of community resources. New Zealand Council for Educational Research.
- Segura, L. & Latanga, G. School heads' coaching and mentoring competence on teachers' classroom management, instructional delivery and research and innovation engagement. *Psych Educ*, 2025, 43(5): 539-560, 10.70838/pemj.430502. <https://doi.org/10.70838/pemj.430502>
- Shaban, O. S., Al-Zubi, Z., Ali, N., & Alqotaish, A. (2017). Th effect of low morale and motivation on employees' productivity and competitiveness in Jordanian industrial companies. *International Business Research*, 10(7), 1-7. doi:10.5539/ibr.v10n7pl

- Shahrzadi, L., Mansouri, A., Alavi, M. & Shaban, A. (2024). Causes, consequences, and strategies to deal with information overload: A scoping review. *International Journal of Information Management Data Insights* 4(2):100261. <https://doi.org/10.1016/j.jjime.2024.100261>
- Shao, Y., Jiang, W., Wang, N., Zhang, C. & Zhang, L. (2024). The impact of authentic leadership on the work engagement of primary and secondary school teachers: The serial mediation role of school climate and teacher efficacy. *PLoS One* 20(5): e0320839. <http://dx.doi.org/10.1371/journal.pone.0320839>
- Shaqra, R. K. A. (2024). Evaluating the effectiveness of change management in jordanian universities according to Lewin's Model: *An Analytical Study of Faculty Members' Opinions*. *Pak. j. life soc. Sci.* E-ISSN: 2221-7630;P-ISSN: 1727-4915. <https://doi.org/10.57239/PJLSS-2024-22.2.001451>
- Sharma S. (2023). Challenges in diverse classroom of school: teachers' perspectives. *Chaturbhujeshwar Academy Journal (CAJ)* ISSN: 3021-9442. <https://share.google/8wigfrytegj4djv>
- Shehbaz, I., Saleemad, R., Qutab, S. (2025). Effective practices of elementary school heads in single national curriculum implementation. *Annals of Human and Social Sciences*. [http://doi.org/10.35484/ahss.2025\(6-I\)23](http://doi.org/10.35484/ahss.2025(6-I)23)
- Shyamala M. (2024). Change management and organizational change. *International Journal of Business and Management Invention (IJBMI)* ISSN (Online): 2319 – 8028 Volume 13 Issue 4. <https://share.google/6rmsryxgskxqqv>
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Shulman, L. S. (1986) Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15, 4-14. <https://doi.org/10.3102/0013189X015002004>
- Silva, P.M., Andal, E. (2023). School head's governance in managing school operations and resources as correlate of public elementary school's performance. *International Journal of Research Publications*. ISSN: 2708-3578. <https://share.google/dusexp5zzympygdg>
- Simmons, K. (2023). How to become a strategic leader. center for creative leadership. <https://www.ccl.org/articles/leading-effectively/articles/how-to-become-a-strategic-leader/>
- Sorial, M. (2024). Aligning lesson plans with curriculum standards: A guide for teachers. <https://learningmole.com/aligning-lesson-plans-with-curriculumstandards/>
- Sott, M. & Bender, M. (2025). The role of adaptive leadership in times of crisis: A systematic review and conceptual framework. *Merits* 5(1):2. <https://doi.org/10.3390/merits5010002>
- Stock, A. (2022). Curriculum planning: 5 tips every teacher should know. <https://www.educationadvanced.com/blog/curriculum-planning-5-tips-every-teacher-should-know>
- Stronge, J. H. (2010). Teacher effectiveness and student achievement: What the research says. *Larchmont, NY: Eye on Education*. <https://share.google/eldpugytx4zw8puwl>
- Stronge, J. H. (2007). Qualities of effective teachers. association of supervision and curriculum development. <https://share.google/iMwujvszJsxSdSjHp>
- Sumapal, M. (2024). Challenges and strategies of school heads in implementing and managing change in schools. *United International Journal for Research & Technology*. ISSN: 2582-6832. <https://share.google/h2hdqvaezqqhcsd4o>
- Supovitz, J. (2023). Is high-stakes test working? Penn GSE. <https://www.gse.upenn.edu/review/feature/supovitz>
- Ta-Ala L. (2025). School heads' readiness, attitude and experiences in the implementation of the Matatag curriculum among public integrated schools. *International Journal of Science and Management Studies*. Volume: 8 Issue: 3. DOI: 10.51386/25815946/ijsms-v8i3p113

- Tanucan, J.M., Negrido, C., Uytico, B., Wider, W. (2023). Socio-demographic determinants of Filipino school leaders' digital leadership. *International Journal of Education and Practice*. ISSN(e): 2310-3868. DOI: 10.18488/61.v11i4.3541
- Tarusan, M. C., Nabos, J. (2024). School operations in the implementation of k-12 curriculum and performance of school heads in CALABARZON: Basis for curriculum management framework. *Psych Educ*, 2024, 17(2): 125-132, ISSN 2822-4353. <https://share.google/uccls0g289xvkdpl1e>.
- Taurean (2019). "Leading the school: organization, operations, and resource management,". open academy. <https://open-academy.org/leading-the-schoolorganization-operations-and-resource-management/>
- Teng, S., & Alonzo, D. (2023). Critical review of the Australian professional standards for teachers: Where are the non-cognitive skills?. *International Journal of Instruction*. Vol.16, No.1 e-ISSN: 1308-1470. <https://doi.org/10.29333/iji.2023.16134a>.
- Tep, V. (2024). Teacher educators as curriculum developers: a case study of teacher education colleges in Cambodia. <https://doi.org/10.3389/feduc.2024.1328023>
- Thompson, C. S. (2019). Exploring teachers' perspectives on effective organizational change strategies. *Educational Planning*, v26 n2 p13-28 2019. <https://share.google/vKKe3D4SIPpXnr3eo>
- TI-AIE: Perspective on leadership: planning and leading change in your school. <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57978 &printable=1>
- Toledo, W. (2025). Resource management strategies of school head in supporting MATATAG Curriculum and performance of teachers and learners. *International Journal Of Advanced Multidisciplinary Studies Volume V*, Issue 3. <https://share.google/YMz0wPT3c57iT3JA5>
- Tonido, K., Arana, T., Cenabre, F. & Odenaria, J. (2024). Understanding Teacher Experiences Amidst Principal Reshuffling: A Phenomenological Inquiry. *American Journal of Education and Technology* 3(3):28-35. <http://dx.doi.org10.54536/ajet.v3i3.3215>
- Torrefiel, J., Cagape, E., Galan, O. & Doydora, V. (2025). Teachers' lived experiences in the transition to the Matatag curriculum: A phenomenological inquiry into adaptation, challenges, and growth. *Journal of Interdisciplinary Perspectives* 3(4). <https://doi.org/10.69569/jip.2025.041>
- Trang, N. & Khai, C. (2025). Assessing the role of emotional intelligence in effective leadership: A case study in Vietnam. *IRJEMS International Research Journal of Economics and Management Studies*, Volume 4. <https://doi.org/10.56472/25835238/irjems-v4i6p129>
- Tribuzzi, J. (2018). Frequently changing curriculum: The implementation process and teacher resiliency [Doctoral dissertation, State University of New York at Buffalo]. ProQuest LLC. <https://eric.ed.gov/?id=ED584567>
- Tsekhmister, Y., Konovalova, T., & Tsekhmister, B. (2022). Quality control of educational process in the lyceum of medical profile when learning in distance mode during the covid-19 pandemic. *Amazonia Investiga*, 11(57), 121-132. <https://doi.org/10.34069/AI/2022.57.09.13>,
- Tunciper, B., & Mutlu, G. (2020). Teachers' Conceptual Perceptions and Thoughts about Learning Environment. *Turkish Online Journal of Qualitative Inquiry* 11(3):368-392. DOI:10.17569/tojq.656965.
- Ulit, J. (2025). The impact of school heads' instructional leadership on teaching and learning outcomes: Philippine's context. *Divine Word International Journal of Management and Humanities*, Volume 4(3). <https://doi.org/10.62025/dwijmh.v4i3.188>
- Ulla, M. B. (2018). Benefits and challenges of doing research: Experiences from Philippine public-school teachers. *Issues in Educational Research*, 28(3), 797-810. <http://www.iier.org.au/iier28/ulla.pdf>
- Velenzuela, E. & Buenvinda, L. (2021). Managing school operations and resources in the new normal and performance of public schools in one school division in the Philippines. *International Multidisciplinary Research Journal* 3(2):149-157. <https://doi.org/10.54476/iimrj2962>, 77-92. <https://share.google/cRtpjfQnnvF9cIkL7>

- Vilches, M. L. (2018). Involving teachers in the change process: One English language teacher's account of implementing curricular change in Philippine basic education. In M. Wedell & L. Grassick, *International perspectives on teachers living with curriculum change* (pp. 15-37). UK. https://link.springer.com/chapter/10.1057/9781-137-54309-7_2
- Volotovska, T., Mykhailiv, H., Porada, O., Zelman, L. (2024). Change management within the learning environment: the role of leadership and innovative management. *Conhecimento & Diversidade* 16(43):116-152. <https://doi.org/10.18316/rcd.v16i43.11790>.
- Wang, Q., Hou, H. & Li, Z (2022). Participative leadership: A literature review and prospects for future research. *Front. Psychol.*, 03. <https://doi.org/10.3389/fpsyg.2022.924357>
- Werang, B., Agung, Anak., Pio, R., Asaloei, S., & Leba, R. (2023). School principal leadership, teachers' commitment and morale in remote elementary schools of Indonesia. *Multidisciplinary Journal of Educational Research*. Volume 13, Issue 3, 15. DOI:10.17583/remie.9546.
- Widodo, A. (2017). "Teacher pedagogical content knowledge and students' reasoning and wellbeing". *Journal of Physics: Conference Series*, 1-7. <https://iopscience.iop.org/article/10.1088/1742-6596/812/1/012119>
- Widyadari, R., & Fitriani, Y. (2023). Regulasi emosi ditinjau berdasarkan jenis kelamin pada siswa smp. *Journal on Education/Journal on Education*, 6(1), 7225–7233. <https://doi.org/10.31004/joe.v6i1.2810>
- Winn, C. S., Cothorn, T. L., Lastrapes, R., & Orange, A. (2021). Teacher self-efficacy and principal leadership behaviors. *Education Leadership Review* /, 22(1). https://www.icpel.org/uploads/1/5/6/2/15622000/elr_volume_22_1fall_2021.pdf
- Yamota, N. (2025). Challenges in the adoption process of the revised k to 10 curriculum: A qualitative descriptive study using rogers' diffusion of innovation theory. *International Journal of Research and Scientific Innovation* XII(V):33-61. <http://dx.doi.org/10.51244/IJRSI.2025.12050006>
- Yembergenovaa, D., Mamadiyarb, A, Zhaiyrbayevc, S. Kumar A., (2024). Teachers' perceptions of the recent curriculum reforms: a case study on Kazakhstani teachers' utilization processes for the new course plan for English. <https://www.tandfonline.com/doi/epdf/10.1080/2331186X.2024.2375083?needAccess=true>
- Yidana, M. & Aboagye, G. (2018). Management of curriculum change: a mechanism for ensuring continuous academic improvement in Ghanaian Universities. *International Journal for Innovation Education and Research* 6(2):41-60. <https://doi.org/10.31686/ijer.vol6.iss2.941>
- Yilmaz, D. & Kılıçoğlu, G. (2017). Organizational change process: a study in Turkish primary public schools. <https://share.google/horkkvwy4zvxf57t>
- Yue, X. (2019). Exploring effective methods of teacher professional development in university for 21st century education. *International Journal of Innovation Education and Research*. Vol:-7 No-5, 2019 DOI: <https://doi.org/10.31686/ijer.Vol7.Iss5.1506>
- Zee, M., & Koomen, H. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *American Educational Research Association*. Volume 86, Issue 4 <https://doi.org/10.3102/0034654315626801>
- Zhang, Y. (2024). The mediation role of teacher recognition between transformational leadership and teacher professionalism: A multilevel mediation analysis. *Educational Administration Quarterly* 60(3). <http://dx.doi.org/10.1177/0013161X241263845>