



EDUCATIONAL LEADERSHIP PRACTICES AND EDUCATIONAL QUALITY IN SECONDARY SCHOOLS OF PANABO CITY DIVISION

Mary Glennor D. Suarez¹

¹Student, Graduate School, Rizal Memorial Colleges, Inc.

Article DOI: <https://doi.org/10.36713/epra23165>

DOI No: 10.36713/epra23165

ABSTRACT

This study aimed to determine the significance of the relationship between educational leadership practices and educational quality among selected Grade 10 teachers in the Division of Panabo City. A total of 171 teachers participated in the study. A descriptive correlational research design was employed using validated and pilot-tested research instruments. The data were analyzed using weighted mean, Pearson product-moment correlation, and regression analysis. Findings revealed that both educational leadership practices and educational quality were rated at an extensive level, indicating that these are oftentimes evident in the schools surveyed. All domains of educational leadership practices, goal setting, strategic resourcing, curriculum quality, quality of teaching, teacher learning, safe and orderly environment, educationally powerful connections with families and community, and principal leadership, registered significant influence on educational quality. Regression analysis further showed that teacher learning had the highest influence among the domains. The study concluded that educational leadership practices significantly predict and enhance the educational quality of teachers. It recommends that DepEd officials, school leaders, and teachers collaborate to further strengthen leadership frameworks, classroom instruction, and support systems that promote continuous teacher development and student achievement. The study also encourages future researchers to explore additional variables using diverse research methodologies.

KEYWORDS- Educational Leadership Practices, Educational Quality, Teacher Development, School Leadership, Deped Division of Panabo City

INTRODUCTION

Educational leadership has increasingly been recognized as a critical factor in influencing the educational quality within schools, both on a global scale and within local contexts like Panabo City, Davao del Norte. Effective educational leadership practices, such as setting clear goals, managing resources strategically, fostering a high-quality curriculum, and ensuring a conducive learning environment, directly impact the overall performance and development of students and staff. Research in this area underscores the importance of these leadership practices in driving school improvement and maintaining high educational standards.

The relationship between educational leadership practices and the educational quality has been a central focus of research and policy discussions globally, particularly given the significant impact that leadership has on school effectiveness and student outcomes. Leadership in education is not merely a role of administrative oversight; it involves guiding schools through strategic decision making, fostering a positive learning environment, and engaging with the wider community to support student success (Mincu & Romiti, 2022). In the context of Panabo City Division, understanding this relationship is crucial for addressing local educational challenges and enhancing the educational quality.

Internationally, studies underscore the importance of leadership in fostering environments conducive to teaching and learning. Effective school leaders create a vision, allocate resources strategically, and engage with the community to promote a collaborative culture (Bush, 2021). However, a persistent research gap exists in understanding how these practices translate to tangible improvements in educational quality across diverse socioeconomic and cultural contexts (Leithwood et al., 2020). While international frameworks highlight strategic leadership's significance, they often lack specificity in addressing challenges unique to local contexts, such as those experienced in Panabo City. This raises questions about how leadership practices, particularly instructional and community-based leadership, influence education quality in under-resourced areas.

Nationally, the Philippines has made significant strides in recognizing school leadership's role in improving education quality, but challenges remain. DepEd policies emphasize instructional leadership, resource management, and community engagement as key components of effective school governance (DepEd, 2019). However, many schools face difficulties in implementing these principles due to structural barriers, including limited financial resources, inconsistent policy enforcement, and insufficient training for school leaders. This highlights a gap in how leadership practices can be contextualized to meet local demands while aligning with national education goals.



Locally, in Panabo City Division, the complexity of educational challenges necessitates a nuanced approach to leadership. Schools often grapple with inadequate facilities, lack of instructional resources, and varying levels of student and teacher engagement. These issues call for leadership practices that are not only strategic but also adaptive to the specific needs of schools in the division. For instance, fostering educationally powerful connections with families and 4 communities could address disparities in student support systems (Opesemowo, 2023). However, limited research explores how these practices are implemented locally, creating a gap in understanding their impact on educational quality in Panabo City. This study addresses these gaps by focusing on the relationship between educational leadership practices and educational quality, specifically in the context of Panabo City.

While global studies highlight the positive impact of leadership on education, they often overlook how these practices are perceived and implemented in resource-constrained environments. This research aims to bridge this gap by examining eight key domains of leadership, including goal setting, strategic resourcing, curriculum quality, and principal leadership, as well as their influence on three indicators of education quality: school facilities and management, students'/staff development, and school policy and student engagement.

Moreover, a unique aspect of this study is its survey questionnaire design, where 70% of the items focus on leadership practices. This ensures an in-depth examination of how leadership influences various facets of education quality. This study seeks to provide insights into leadership practices' local application and their correlation with education quality.

The research aims to contribute to both theory and practice by providing evidence-based recommendations for improving educational leadership in resource-limited settings. The findings are expected to inform policy development, guide school leaders in enhancing their practices, and ultimately support the 5 broader goal of achieving high-quality education in Panabo City. By addressing the identified research gaps, this study positions itself as a critical step toward understanding and improving the dynamics of leadership and education quality in the Division of Panabo City.

LITERATURE REVIEW

Educational leadership practices are instrumental in shaping the educational quality and school improvement, as evidenced in various studies, including the foundational work of Wylie and Hodgen (2018). Their research on 6 patterns of school leadership practice ratings provides a comprehensive analysis of how different aspects of leadership influence the functioning of schools and the achievement of students. They examined a range of leadership practices using a scoring scale that revealed significant variations in effectiveness across schools. Their findings underscored the critical role of leadership in domains such as goal setting, creating a safe and orderly environment, and the principal's role in fostering a conducive learning atmosphere. The study highlighted a range of scores, from 33 to 88 units on the educational leadership practices scale, with a concentration of schools scoring between 52 and 64 units, which demonstrates variability in leadership effectiveness (Wylie & Hodgen, 2018).

One key dimension of leadership practices identified by Wylie and Hodgen (2018) is goal setting. Effective leadership in schools is often characterized by the ability to articulate a clear vision and establish strategic goals that align with the school's priorities. While many schools exhibited confidence in creating guiding frameworks, there was less assurance regarding the consistent integration and evaluation of these goals within everyday practices. The capacity to translate broad objectives into actionable and measurable targets is crucial for sustained improvement in educational outcomes. This focus on goal setting aligns with other studies that emphasize the importance of strategic direction in school leadership (Leithwood et al., 2020). When goals are clear and consistently reinforced, schools are more likely to see improvements in student outcomes.

Another critical aspect of educational leadership is maintaining a safe and orderly environment, which Wylie and Hodgen (2018) identified as one of the areas 7 where leadership was often rated highly effective. A safe school environment is foundational for learning, as it allows students to focus on their studies without fear of harm or disruption. This aligns with broader research that highlights the importance of a secure and stable school climate in promoting student engagement and achievement (Kraft et al., 2021). Effective leaders create environments where students feel respected and valued, which in turn fosters a positive learning culture. The study found that most schools believed they had created positive learning spaces, regardless of cultural differences, though there were challenges in systematically gathering student feedback on school safety.

Principal leadership emerged as a critical component in Wylie and Hodgen's (2018) study. Effective principals are those who demonstrate integrity, earn the respect of their colleagues, and make difficult decisions when necessary. This leadership style is crucial for addressing challenges within the school and ensuring that all staff members are aligned with the school's goals. While the majority of schools rated their principals highly on these attributes, areas such as conflict resolution and ensuring continuous improvement through feedback were less frequently rated as strengths. This finding is supported by Barton (2013), who argues that school leaders who prioritize professional development and address conflicts constructively are better positioned to enhance the overall school environment.

Strategic resourcing, another focus of Wylie and Hodgen's (2018) analysis, involves the effective allocation of resources to support teaching and learning. The study highlighted that schools generally rated their leadership highly



in aligning 8 resources, such as scheduling and staffing, with instructional priorities. However, there was room for improvement in fostering connections with families and communities, which is essential for creating a supportive environment around the school. Research by Urio (2023) echoes these findings, emphasizing that strategic resource management is crucial for maintaining high-quality teaching and learning conditions, especially in contexts where resources may be limited.

The quality of teaching within schools is closely tied to the leadership practices that support professional development and instructional improvement. According to Wylie and Hodgen (2018), more than half of the schools believed their leadership was effective in ensuring that teachers shared responsibility for student learning and used assessment data to refine instructional practices. However, less emphasis was placed on soliciting student feedback for teacher improvement and providing targeted support for teachers struggling with student engagement. These findings align with the conclusions of Harris and colleagues (2019), who emphasize that leadership practices focused on fostering collaboration and data-driven teaching can significantly enhance teaching quality.

Teacher learning is another area that reveals disparities in leadership effectiveness. Wylie and Hodgen (2018) found that while open discussions about student performance were common, systematic opportunities for peer observation and collaborative learning among teachers were less frequent. This suggests a gap in leadership practices related to creating structured professional development opportunities. Effective leadership in this area requires not only promoting a culture of collaboration but also implementing mechanisms that allow teachers to learn from each other in a structured manner (Leithwood et al., 2020). This approach is crucial for building a culture of continuous improvement within schools.

In the context of educationally powerful connections with families and communities, Wylie and Hodgen's (2018) research highlighted a significant variation in how schools engaged with parents and guardians. While many schools rated their leadership highly in responding to parental concerns about student needs, fewer schools believed they were effective in helping parents understand their children's academic progress relative to national standards. Building strong connections with families is critical for reinforcing the value of education and ensuring that learning extends beyond the classroom (Mapp & Bergman, 2022). This aspect of leadership underscores the importance of communication and partnership between schools and the wider community.

Statement of the Problem

This study determined the relationship between the educational leadership practices and educational quality. More specifically, it sought to answer the following questions:

1. What is the extent of educational leadership practices in terms of:
 - 1.1. Goal Setting;
 - 1.2. Strategic Resourcing;
 - 1.3. Curriculum Quality;
 - 1.4. Quality of Teaching;
 - 1.5. Teacher Learning;
 - 1.6. Safe and Orderly Environment;
 - 1.7. Educationally Powerful Connection with Families; and
 - 1.8. Principal Leadership?
2. What is the extent of educational quality in terms of:
 - 2.1. School Facilities and Management
 - 2.2. Students'/Teachers' Development, and
 - 2.3 School Policy and Students' Engagement?
3. Is there a significant relationship between the educational leadership practices and educational quality?
4. Which of the domains of the educational leadership practices significantly influence educational quality?

METHODOLOGY

Research Design

This study employed a quantitative research approach, utilizing a descriptive correlational design. Quantitative methods focus on collecting and analyzing numerical data, which allows for a systematic examination of research questions through statistical analysis. As Apuke (2017) notes, quantitative research is particularly useful for understanding the scope and nature of specific phenomena, providing a precise method for describing the variables under study. This approach is well-suited for studies that aim to measure the strength and direction of relationships between variables without direct intervention by the researcher.

A descriptive correlational design specifically aims to understand the natural relationships between variables without manipulating them, as highlighted by Davis (2021). In this design, the focus is on observing how variables interact and relate to one another in their natural setting. As described by Korrapati (2016), descriptive research enables a detailed understanding of the characteristics of each variable, while the correlational aspect examines whether changes in one variable are systematically related to variations in another. This design helps to identify associations, such as whether educational leadership practices are linked to the educational quality.



In this study, the descriptive correlational design is used to explore the relationship between educational leadership practices and the educational quality in schools. This approach is appropriate as it allows for the investigation of how different leadership practices might impact various aspects of educational quality, such as student outcomes and teacher development, without altering the existing school environment (Creswell & Creswell, 2017). By providing insights into these relationships, the study can inform educational leaders about which practices may be most effective in enhancing educational quality.

Research Respondents

This study focuses on Grade 10 permanent teachers, including those with ancillary functions, from the big schools in the Panabo City Division. These teachers are directly involved in curriculum delivery, classroom management, and implementing leadership strategies, making their insights critical for understanding how educational leadership practices influence the quality of education. Their dual 58 roles, particularly for those with ancillary responsibilities, provide a nuanced perspective on the interplay between leadership practices, resource management, and teaching efficacy.

The study employs a sample size of 171 respondents, determined using Yamane's formula with a 5% margin of error at a 95% confidence level. The inclusion criteria ensure that the participants are actively engaged in teaching Grade 10 students, with sufficient professional experience to evaluate leadership practices and their outcomes. By focusing on teachers from larger schools, the study captures a range of leadership dynamics, as these schools often operate with more complex administrative and instructional structures.

This respondent profile aligns with the research emphasis on understanding leadership's impact from those directly experiencing it. Teachers' insights are invaluable in assessing leadership domains such as goal setting, strategic resourcing, and maintaining a safe, orderly environment, which are pivotal to fostering educational quality (Sebastian, Huang, & Allensworth, 2019). Their perspectives will enable the study to offer targeted recommendations for enhancing leadership practices that support improved teaching, curriculum implementation, and student engagement.

Research Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, educational leadership practices and educational 59 quality. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of educational leadership practices. The second set focused on the extent of educational quality.

Educational Leadership Practices. The educational leadership practices questionnaire was adapted from Wylie & Hodgen (2018). The instrument consisted of 75 items. It had six indicators namely; goal setting (1-9), strategic resourcing (1-7), curriculum quality (1-9), quality of teaching (1-9), teacher learning (1-9), safe & orderly environment (1-9), educationally powerful connection with families and community (1-7), and principal leadership (1-16).

The Educational Leadership Practices Questionnaire was subjected to pilot testing to ensure its reliability and validity before full-scale administration. The pilot test involved a small sample of respondents, similar to the study's target group, to identify any ambiguities and refine the instrument. The results yielded a Cronbach's alpha coefficient of 0.96, indicating a relatively high level of internal consistency among the 75 items. This suggests that the questionnaire items are reliable in measuring the extent of various leadership practices such as goal setting, strategic resourcing, and principal leadership. A Cronbach's alpha score above 0.70 is generally considered acceptable for research instruments (Tavakol & Dennick, 2011), implying that the instrument is dependable for the main study.

Educational Quality. The educational quality questionnaire was adapted from Opesemowo, O. (2023). The instrument consisted of 27 items. It had three indicators namely; school facilities and management (1-14), students'/teachers' development (1-7), and school policy and students' engagement (1-6). The Educational quality Questionnaire also underwent pilot testing to assess its reliability and ensure the clarity of its items. With a focus on school facilities and management, students'/teachers' development, and school policy and students' engagement, the instrument was tested with a smaller sample group before the main data collection. The pilot test yielded a Cronbach's alpha coefficient of 0.85, which indicates high internal consistency across the 27 items of the survey. This score suggests that the questionnaire is a reliable tool for assessing the educational quality as perceived by the respondents. A Cronbach's alpha above 0.70 reflects that the instrument is well-suited for capturing the consistency of responses (Field, 2018), supporting its use in the full-scale study.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.



Data Analysis

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized:

Weighted Mean. To determine the extent of educational leadership practices and the educational quality, weighted mean used. This involved calculating the mean for each domain, such as goal setting, strategic resourcing, and school policy. Weighted mean help summarize and describe the overall trends in the data, providing a clear picture of how respondents perceive these practices and qualities.

Pearson Correlation Coefficient. To examine the relationship between educational leadership practices and the educational quality, the Pearson correlation coefficient was utilized. This tool measures the strength and direction of the linear relationship between two continuous variables. In this study, it was used to test the null hypothesis (Ho1), which posits that there is no significant relationship between the two variables.

Multiple Regression Analysis. To identify which domains of educational leadership practices significantly influence the educational quality, multiple regression analysis was employed. This statistical method allows for the examination of the predictive power of each independent variable (e.g., goal setting, quality of teaching, and principal leadership) on the dependent variable (educational quality). Multiple regression analysis helps to determine the relative importance of each domain, providing insights into which aspects of educational leadership have the greatest impact on educational outcomes. This test was crucial for addressing the second hypothesis (Ho2), which explores whether any specific domains have a significant influence on the educational quality.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between educational leadership practices and educational quality. The study was conducted with the selected teachers from the Division of Panabo City. There were one hundred seventy-one (171) Grade 10 teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the educational leadership practices of the teachers is extensive. Meanwhile, the extent of the educational quality of the teachers is also extensive. It was found that there is a significant relationship between educational leadership practices and the educational quality of teachers. The hypotheses of no significant relationship between educational leadership practices and educational quality of teachers and none of the domains of educational leadership practices significantly influence the educational quality of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of educational leadership practices is extensive, which implies that it is oftentimes evident. All dimensions of educational leadership practices which include goal setting, strategic resourcing, curriculum quality, quality of teaching, teacher learning, safe & orderly environment, educationally powerful connection with families and community, and principal leadership, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of educational quality is also extensive, which means that it is oftentimes evident. All dimensions of educational quality are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the educational leadership practices and educational quality of teachers.

Based on the findings, educational leadership practices, and educational quality are correlated. Also, educational leadership practices significantly influences educational quality. All domains of educational leadership practices, namely, goal setting, strategic resourcing, curriculum quality, quality of teaching, teacher learning, safe & orderly environment, educationally powerful connection with families and community, and principal leadership significantly influence educational quality by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the eight domains of educational leadership practices, educational quality also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: For higher officials in the Department of Education, it is recommended that policy-makers and higher officials in the Department of Education institutionalize and strengthen frameworks that promote comprehensive leadership development programs. Given the study's confirmation that domains such as teacher learning, quality of teaching, and safe & orderly environments have significant impacts on educational quality, strategic investments should be made in leadership training programs that target these areas. Nationwide initiatives like instructional leadership coaching, continuous professional development, and data-informed decision-making tools can further empower school leaders and elevate educational outcomes across divisions. Also, policies should be anchored in evidence-based frameworks that support



constructivist and behaviorist educational models, ensuring that leadership practices remain learner-centered and impact-driven.

School principals play a pivotal role in shaping both the instructional and organizational climate of their schools. Based on the study, principals are encouraged to continuously enhance their leadership practices, particularly in domains such as goal setting, strategic resourcing, and building connections with families and communities. These areas significantly influence educational quality and should therefore be part of the principals' regular school improvement planning. Principals should model best practices, foster a culture of collaboration, and provide teachers with access to quality learning opportunities. Implementing 112 structured mentoring systems and maintaining a safe and orderly environment will further reinforce positive behavior and academic engagement in line with behaviorist and social learning principles.

For teachers, teachers are advised to be proactive participants in the leadership ecosystem of the school. Since teacher learning and quality of instruction were shown to be major contributors to educational quality, educators should actively seek out professional growth opportunities and engage in reflective teaching practices. Collaborating with colleagues, embracing feedback, and maintaining high standards of classroom management can amplify the effectiveness of teaching strategies. Teachers should also work collaboratively with school leaders to align their instructional approaches with the school's vision and goals, enhancing both their individual performance and the overall learning environment.

Given the study's quantitative focus, future researchers are encouraged to conduct qualitative or mixed-method studies to gain deeper insights into the specific behaviors and experiences underlying effective educational leadership practices. Exploring contextual factors such as school culture, community involvement, and student engagement could provide a richer understanding of how leadership practices are operationalized in various educational settings. Further studies may also examine longitudinal effects to see how sustained implementation of leadership strategies influences educational quality over time. Replicating the study in different divisions or levels will allow for comparative analysis and broader generalization of the results.

REFERENCES

1. Alavi, S. B., & Gillies, R. M. (2020). *Community involvement and educational leadership: Enhancing students' educational outcomes. International Journal of Educational Management, 34(3), 45-62.*
2. Albright, M. I., Weiss, H. B., & Dussault, M. (2019). *Family-school-community partnerships: Strategies for success. National PTA.*
3. Anderson, L. W., & Krathwohl, D. R. (2019). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon.*
4. Armstrong, M., & Taylor, S. (2024). *Armstrong's Handbook of Human Resource Management Practice (13th ed.). Kogan Page.*
5. Asiyai, R.I. (2023). *Challenges of quality in higher education in Nigeria in the 21st century. International Journal of Educational Planning & Administration, 3(2), 159-172.*
6. Avalos, B. (2021). *Teacher professional development in teaching and teacher education over ten years. Teaching and Teacher Education, 27(1), 10-20.*
7. Banda, T., Smith, R., & Nyoni, M. (2021). *School discipline and its impact on student behavior: A review of policies and practices. Journal of Education Policy and Leadership, 10(3), 167-178.*
8. Banks, J. A., & Banks, C. A. M. (2019). *Multicultural education: Issues and perspectives (10th ed.). John Wiley & Sons.*
9. Black, P., & Wiliam, D. (2018). *Classroom assessment and pedagogy. Assessment in Education: Principles, Policy & Practice, 25(6), 551-575.*
10. Bradshaw, C. P., Waasdorp, T. E., & Johnson, S. L. (2020). *Examining variation in the impact of school climate on behavior and academic outcomes: A longitudinal study. Journal of School Psychology, 80, 21-40.*
11. Bush, T. (2022). *The impact of school leadership on student outcomes: A review of recent research. Educational Management Administration & Leadership, 50(1), 18-35.*
12. Carron, G., & Chau, T.N. (2016). *The quality of primary schools in different development contexts. Paris: UNESCO. 114*
13. Cook-Sather, A., Bovill, C., & Felten, P. (2019). *Engaging students as partners in learning and teaching: A guide for faculty. John Wiley & Sons.*
14. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.*
15. Darling-Hammond, L. (2020). *Recognizing and Developing Effective Teaching: What Policy Makers Should Know and Do. Policy Brief, Mei, 1-12.*
16. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2019). *Effective teacher professional development. Learning Policy Institute.*
17. Day, C., Gu, Q., & Sammons, P. (2016). *The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational Strategies to*
18. *Make a Difference. Educational Administration Quarterly, 52(2), 221-258. DeMatthews, D. E., & Edwards, D. B. (2019). Social Justice Leadership and Inclusion: Exploring Challenges in an Urban District Struggling to Address Inequities. Educational Administration Quarterly, 55(4), 551-585.*
19. Dempster, N., Lizzio, A., & O'Meara, P. (2022). *Fostering student resilience through character education: The role of school leaders and teachers. Educational Leadership Review, 21(2), 234-245.*



20. Department of Education (DepEd). (2019). *Philippine education reform and development initiatives*. Retrieved from DepEd Website
21. Desimone, L. M., & Garet, M. S. (2019). Best practices in teachers' professional development in the United States. *Psychology, Society & Education*, 10(3), 345-364.
22. Edwards, C., & Kutaka, T. (2020). *Diverse perspectives of parents, diverse concepts of parent involvement and participations: Contrasts between Italy and the*
23. *United States*. In S. M. Sheridan, & E. M. Kim (Eds). *Foundational Aspects of Family-School Partnership Research* (pp. 1-14). New York: Springer.
24. Epstein, J. L. (2019). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge.
25. Fathurrochman, I., Siswanto, S., Anggraeni, R., & Kumar, K. S. (2021). *Pengadaan sarana dan prasarana pendidikan dalam menunjang mutu pembelajaran di SDN Lubuk Tua Kabupaten Musi Rawas*. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*, 13(1), 65-75. 115
26. Ferreira, A. H., & Schulze, S. (2021). *Enhancing student engagement through positive teacher-student relationships*. *Journal of Educational Psychology*, 113(3), 428-437.
27. Fredricks, J. A., Wang, M. T., & Brauer, S. (2020). *The role of engagement in learning: Students, teachers, and contexts*. *Educational Psychologist*, 55(1), 1-20.
28. Garet, M. S., Heppen, J. B., Walters, K., & Smith, T. M. (2020). *The impact of two professional development interventions on early reading instruction and achievement*. *American Educational Research Journal*, 57(4), 1600-1636.
29. Goodall, J. (2020). *Parental engagement and school success*. *Educational Review*, 72(3), 334-353.
30. Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research*. The Wallace Foundation.
31. Grolnick, W., & Raftery-Helmer, J. (2020). *Core components of family-school connections: Toward a model of need satisfying partnership*. In S. M. Sheridan, & E. Moorman Kim (Eds). *Foundational Aspects of FamilySchool Partnership Research* (pp. 15-34). New York: Springer.
32. Gumus, S., Bellibas, M. S., & Esen, M. (2022). *Transformational leadership in education: A systematic review of meta-analyses*. *Educational Research Review*, 36, 100437.
33. Gumus, S., et al. (2018). *The Impact of School Leadership on Student Achievement*. *International Journal of Educational Management*.
34. Gurr, D., & Drysdale, L. (2020). *School leadership and resource management*. In *School Leadership & Management*, 40(2-3), 146-162.
35. Guskey, T. R. (2020). *Get Set, Assess: Building Effective Assessment Systems to Enhance Student Learning*. ASCD.
36. Hall, C., Lindorff, M., & Sammons, P. (2020). *Successful school leadership: Insights from a decade of research*. *Educational Management Administration & Leadership*.
37. Hallinger, P. (2020). *Instructional leadership and the learning-centered school*. *Educational Management Administration & Leadership*, 48(1), 5-7.
38. Hattie, J. (2021). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
39. Hattie, J., & Clarke, S. (2019). *Visible Learning: Feedback*. Routledge. 116 in Latin America. Paper presented at the "Year 2000 Conference of Early Childhood Development" sponsored by the World Bank, Washington, D.C., April, 2018.
40. Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2020). *Beyond PD: Teacher professional learning in high-performing systems*. *National Center on Education and the Economy*.
41. Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2020). *Handbook of response to intervention: The science and practice of multi-tiered systems of support*. Springer.
42. Jones, M., & Dexter, S. (2021). *Reflective teaching and professional learning communities*. *Journal of Educational Research and Practice*, 11(3), 200-212.
43. Kane, T. J., & Cantrell, S. (2020). *Learning about teaching: Initial findings from the Measures of Effective Teaching project*. Bill & Melinda Gates Foundation.
44. Khalifa, M., Gooden, M. A., & Davis, J. E. (2016). *Culturally Responsive School Leadership: A Synthesis of the Literature*. *Review of Educational Research*, 86(4), 1272-1311.
45. Kim, E., & Sheridan, S. (2021). *Foundational aspects of family-school connections: Definitions, conceptual frameworks, and research needs*. In S. M. Sheridan, & E.
46. *Moorman Kim (Eds). Foundational Aspects of Family-School Partnership Research* (pp. 1-14). New York: Springer. https://doi.org/10.1007/978-3-319-13838-1_1.
47. Kirikkaleli, D., Ertugrul, H.M., Sari, A., Ozun, A., & Kiral, H. (2021). *Educational quality and Technological Readiness: Bootstrap Panel Causality Analysis for Northern European Countries*. *Scandinavian Journal of Educational Research*, 65(2), 276-287.
48. Kraft, M. A., & Papay, J. P. (2019). *Developing workplaces where teachers stay, improve, and succeed*. *Future of Children*, 29(1), 129-153.
49. Latham, G. & Locke, E. (2019). *Enhancing the benefits and overcoming the pitfalls of goal setting*. *Organizational Dynamics*, 35(4), 332-340.
50. Leithwood, K. & Jantzi, D. (2020). "Transformational Leadership," In B. Davies (Ed.), *The essentials of school leadership*. London: Sage Publications Company. 117
51. Leithwood, K. & Reihl, C. (2023). *What we know about successful school leadership*. Philadelphia: Laboratory for Student Success, Temple University.
52. Leithwood, K., Harris, A., & Hopkins, D. (2020). *Seven Strong Claims about Successful School Leadership Revisited*. *School Leadership & Management*, 40(1), 5-22.
53. Liang, X., Su, Y., & Zhong, Y. (2020). *The influence of teacher friendliness on student motivation and learning outcomes in high school*. *Journal of Teacher Education and Training*, 8(4), 291-305.



54. Liebowitz, D. D., & Porter, L. (2020). *The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature*. *Review of Educational Research*, 90(6), 891-946.
55. Liu, S., & Loeb, S. (2019). *Engaging teachers: How organizational factors influence performance and retention*. *Educational Administration Quarterly*, 55(1), 209-245.
56. Louis, K. S., Leithwood, K., Wahlstrom, K. & Anderson, S. (2020). *Investigating the links to improved student learning: Final report of research findings*. Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto. New York: The Wallace Foundation.
57. McKinley, D. (2019). *The crisis of the left in contemporary South Africa*. *Mediations*, 24(1), 68–89.
58. McLean, L., Abry, T., Taylor, M., & Connor, C. M. (2022). *Teacher well-being and the role of school climate: Implications for teacher retention*. *Journal of Educational Psychology*, 114(3), 594-608.
59. Mincu, M., & Romiti, M. (2022). *School leadership in diverse contexts: Structural and cultural assumptions*. *Prospects*.
60. O'Connor, R. E., & Bocian, K. M. (2019). *Response to intervention and early identification of students at risk of reading disabilities*. *Journal of Learning Disabilities*, 52(5), 405-414.
61. O'Neill, S., & Stephenson, J. (2021). *The role of mentoring in teacher professional development: Current perspectives*. *Journal of Education for Teaching*, 47(3), 295-308.
62. Obadara, O.E., & Alaka, A.A. (2023). *Accreditation and quality assurance in Nigerian universities*. *Journal of Education and Practice*, 4(8), 34-41. 118
63. OECD. (2020). *The Role of School Leaders in Supporting Educational Reform*. OECD Publishing.
64. Opoku, A., & Saka, E. (2021). *Teacher professional development and its impact on teaching practices: The role of school leadership*. *Journal of Teacher Education and Practice*, 16(2), 23-35.
65. Parkay, F., Standford, B. H. & Gougeon, T. D. (2016). *Becoming a teacher*. Scarborough, Ontario: Allyn & Bacon.
66. Pradhan, G., & Pradhan, R. (2019). *Promoting a positive school climate through leadership*. *Journal of School Psychology*, 77, 101-110.
67. Pritchard, R., Martin, C., & Duke, R. (2022). *Time management strategies for student success: A focus on study schedules*. *Journal of Academic Skills Development*, 12(1), 58-67.
68. Purnadewi, G. A. A., Arnawa, N., & Tatminingsih, S. (2023). *The influence of school culture, learning interest, and learning motivation on science learning outcomes*. *Indonesian Journal of Educational Development (IJED)*, 4(2), 126-138.
69. Rigby, J. G., & Tredway, L. (2021). *Leading for Equity: The Pursuit of Excellence in Diverse Schools*. *Journal of Educational Change*, 22(2), 125-145.
70. Yamauchi, L., Ponte, E., Ratliffe, T., & Traynor, K. (2019). *Theoretical and conceptual frameworks used in research on family-school partnership*. *School Community Journal*, 27(2), 9-34.
71. Zepeda, S. J. (2019). *Professional development: What works*. Routledge.