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## Research Article

# SCHOOL LEADERS' PERSPECTIVE, SUPPORT STRATEGIES AND TEACHERS' READINESS IN THE IMPLEMENTATION OF THE REVISED K-12 CURRICULUM

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### ABSTRACT

This study investigated school leaders' perspectives, support strategies, and teachers' readiness in implementing the revised K-12 curriculum in selected public schools within the Division of Oroquieta City, Northern Mindanao, Philippines. A descriptive correlational research design was employed, with 120 purposively sampled school principals and administrators participating. Data were collected using researcher-developed questionnaires and analyzed using descriptive statistics, Pearson's correlation coefficient, and multiple regression analysis. Findings revealed that school leaders demonstrated excellent perceptions across all constructs, support strategies were implemented at high levels, and teachers exhibited excellent readiness for curriculum implementation. However, no significant relationships were found between school leaders' perspectives or support strategies and teachers' readiness. The results suggest that while positive leadership perceptions and robust support mechanisms exist, these factors alone may not directly influence teacher preparedness, indicating the role of additional contextual and individual factors. The study recommends sustained professional development, structured mentorship, collaborative initiatives, and targeted coaching to strengthen teacher readiness and align leadership practices with effective curriculum implementation.

**Keywords:** curriculum understanding, professional development, school leadership, support strategies, teacher readiness

## Introduction

Effective curriculum reforms are essential for improving the quality of education and equipping learners with the competencies needed to navigate the evolving demands of contemporary society (Adeniyi et al., 2024; Hunaepi & Suharta, 2024; Lahiya et al., 2025). These reforms are often formulated in response to shifting economic, social, and technological conditions (Tiwari & Fahrudin, 2024). However, the success of such reforms depends not only on sound policy design but also on their practical implementation and sustainability at the school level, where policies are translated into instructional realities. Within this process, school leaders serve as key agents who bridge top-down reform directives with educators' daily teaching practices.

In the Philippine context, the Department of Education (DepEd) has recently intensified efforts to strengthen the K–12 curriculum to ensure its relevance and responsiveness to current learning and workforce needs. DepEd Memorandum No. 048, s. 2025 outlines the Guidelines for the Pilot Implementation of the Strengthened Senior High School Curriculum for Grade 11 for School Year 2025–2026. This policy emphasizes curriculum restructuring to improve the quality of teaching and learning by reorganizing subjects into three key components: Core, Academic Electives, and Technical-Vocational tracks. The initiative seeks to streamline learning competencies, reduce redundancy, and better align senior high school education with higher education standards and industry demands. Complementing this policy, DepEd Memorandum No. 074, s. 2025, issued on September 2, 2025, provides Interim Guidelines for the Assessment and Grading System for the pilot implementation of the strengthened curriculum. This memorandum temporarily supersedes DepEd Order No. 8, s. 2015, and introduces updated grading practices aligned with the revised subject structures and learning outcomes. Together, these policy directives underscore the national government's commitment to continuous curriculum enhancement and accountability in educational delivery.

Within these evolving reforms, school leaders play a critical role in determining the outcomes of curriculum implementation (Miramon et al., 2024; Mustoip et al., 2024; Nadeem, 2024). Principals and administrators are tasked with fostering supportive school environments, allocating resources effectively, and motivating teachers to adopt innovative pedagogical practices (Johnson, 2025; Johnson et al., 2024; Ersozlu et al., 2024). Their leadership is central to interpreting reform mandates, contextualizing them for their schools, and ensuring that changes are embedded in instruction. Nevertheless, leadership efforts are often constrained by challenges such as limited resources, bureaucratic procedures, and resistance to change among staff and stakeholders (Acton, 2025; Aldridge & McLure, 2024; Nasir et al., 2025). Such constraints can hinder the leadership process and affect the sustainability of reform initiatives.

Markham (2025) emphasizes the importance of recognizing teachers' agency and promoting professional collaboration in curriculum reform. His findings suggest that effective implementation requires active teacher participation, context-responsive materials, and continuous professional development. He also underscores the enabling role of school leadership in cultivating innovation and teacher readiness. These insights imply that curriculum reform should not rely solely on top-down approaches but instead involve collaborative, well-supported processes in which both leaders and teachers contribute meaningfully.

Despite broad recognition of leadership's role in educational reform, there remains a research gap concerning how school leaders perceive their roles and employ support strategies to enhance teacher readiness during implementation. Much of the existing literature focuses on teachers' responses or on policy-level analyses (Bjork, 2025; Khan et al., 2025; Wullschleger et al., 2025), with limited attention given to the practices and strategies school leaders use to assist teachers and manage the complexities of curriculum change. This lack of focus limits understanding of how leadership practices interact with policy and pedagogy in shaping successful implementation. Addressing this gap is vital to developing more evidence-based, contextually relevant strategies that enhance both leadership effectiveness and teacher preparedness (Aldridge & McLure, 2024; Nadeem, 2024; White et al., 2025).

In response to this gap, the present quantitative study examines school leaders' perspectives, support strategies, and their relationships to teachers' readiness to implement the Revised K–12 Curriculum. Specifically, it seeks to determine the extent to which school leaders' perspectives and support mechanisms influence teachers' readiness levels across various dimensions of curriculum implementation. The study also

examines contextual factors, such as school culture, resource allocation, and policy alignment, that may affect leadership practices and teacher preparedness. Through quantitative analysis, the study aims to identify significant relationships and patterns that can inform leadership and teacher development initiatives.

By focusing on measurable aspects of leadership practices and teacher readiness, this study aims to provide empirical evidence that bridges the gap between curriculum policy and school-level implementation. The findings are expected to yield insights and policy recommendations that enhance leadership capacity, strengthen teacher support systems, and promote effective implementation of curriculum reforms. Ultimately, the study contributes to the ongoing discourse on leadership and educational change in the Philippine basic education system by emphasizing data-driven approaches to understanding and improving the implementation of the Revised K–12 Curriculum.

## **Methods**

The study employed a descriptive correlational research design to examine the relationships among school leaders' perspectives, support strategies, and teachers' readiness to implement the New Revised Curriculum in selected public schools in Oroquieta City, Philippines. A total of 120 principals and administrators were purposively sampled based on their leadership roles and involvement in curriculum implementation. Data were collected using three researcher-developed questionnaires addressing school leaders' perspectives (perceived benefits, challenges, change readiness, curriculum understanding), support strategies (professional development, resource allocation, instructional supervision, collaborative practices), and teacher readiness (curriculum knowledge, instructional competence, attitude toward change, self-efficacy), all validated by experts and pilot-tested for reliability. Ethical approval was obtained from the Dean and the Misamis University Research Ethics Committee, and informed consent was obtained from all participants, with strict measures in place to ensure confidentiality and compliance with the Data Privacy Act of 2012. Data were analyzed using descriptive statistics to summarize trends, Pearson's correlation to examine relationships among variables, and multiple regression to determine the combined influence of leaders' perspectives and support strategies on teacher readiness, while accounting for contextual factors.

## **Results and Discussions**

### **Level of perception among school leaders toward the implementation of the revised K-12 curriculum**

Table 1 presents the level of perception among school leaders toward the implementation of the revised K–12 curriculum across four constructs: perceived benefits, perceived challenges, change readiness, and curriculum understanding. The overall mean of 4.47 and a standard deviation of 0.29 indicate that school leaders hold an excellent perception of curriculum implementation. Among the constructs, all dimensions perceived benefits ( $M = 4.49$ ), perceived challenges ( $M = 4.45$ ), change readiness ( $M = 4.48$ ), and curriculum understanding ( $M = 4.47$ ) were interpreted as excellent, suggesting a consistently positive and informed stance.

The high rating for perceived benefits suggests that school leaders recognize the value of the revised K–12 curriculum in improving teaching quality and aligning learning outcomes with societal needs. This aligns with research showing that effective leaders perceive curriculum reforms as opportunities for school improvement and enhanced teacher development (Ralebese et al., 2025). Leaders' excellent understanding of curriculum content and expectations further indicates firm conceptual grounding, which is essential for translating policy into classroom practice and supporting teachers through change (Sullivan & Martir, 2025).

Despite acknowledging challenges, such as resource demands and transitional adjustments, leaders remain ready to manage reform processes. This aligns with Duray's (2025) findings that school leaders facing reforms often respond with adaptive strategies, resilience, and stakeholder engagement, even when obstacles arise. The excellent rating for change readiness suggests that leaders are psychologically and operationally prepared to guide schools through the implementation process, which is critical given the complex dynamics of curriculum reform.

A strong understanding of the curriculum indicates that leaders are well-versed in its structure, goals, and requirements, consistent with research highlighting the importance of leadership knowledge in sustaining reform efforts (Ralebese et al., 2025). Overall, these findings suggest that school leaders possess positive orientations, informed awareness, and a readiness framework that can facilitate effective curriculum implementation and support teacher preparedness.

These results underscore the importance of continuous leadership development, ensuring that school heads maintain strong curriculum knowledge and adaptive capacity. Professional development tailored to leadership roles in educational change can further strengthen readiness and mitigate implementation challenges.

**Table 1**

*Level of perception among school leaders toward the implementation of the revised K-12 curriculum*

Constructs	M	SD	Remarks
Perceived Benefits	4.49	0.28	Excellent Perception
Perceived Challenges	4.45	0.30	Excellent Perception
Change Readiness	4.48	0.29	Excellent Perception
Curriculum Understanding	4.47	0.29	Excellent Perception
Overall level of availability	4.47	0.29	Excellent Perception

*Note: Scale: 4.20-5.0 (Excellent Perception); 3.40-4.19(Good Perception); 2.60-3.39(Moderate Perception); 1.80-2.59(Poor Perception); 1.0-1.79(Very Poor Perception)*

**Level of implementation of support strategies toward the implementation of the revised K-12 curriculum**

Table 2 presents the extent of support for the revised K–12 curriculum across four key constructs: professional development support, resource allocation, instructional supervision, and collaborative practices. The overall mean of 4.70 and a standard deviation of 0.21 indicate an excellent level of support for implementing support strategies, reflecting strong institutional backing for curriculum reform. Among the constructs, instructional supervision obtained the highest mean, followed closely by collaborative practices, resource allocation, and professional development support, all of which were interpreted as excellent.

The excellent rating for professional development support suggests that schools consistently provide training, workshops, and learning opportunities that equip teachers with the competencies needed to implement the revised K–12 curriculum effectively. Recent studies emphasize that continuous professional development enhances teachers’ instructional confidence and readiness during curriculum reforms (Goh & Wong, 2024). Such structured learning opportunities enable teachers to align classroom practices with updated curricular standards and pedagogical expectations.

Resource allocation also received an excellent rating, indicating that schools prioritize the provision of instructional materials, facilities, and financial resources necessary for curriculum implementation. This finding is consistent with research highlighting that adequate and timely resource distribution strengthens teachers’ capacity to implement reforms with fidelity and reduces implementation-related stress (Duray, 2025; Ralebese et al., 2025). Effective resource allocation ensures that curriculum goals are supported by tangible inputs that facilitate teaching and learning.

The highest rating for instructional supervision underscores the vital role of school leaders in monitoring, mentoring, and providing constructive feedback to teachers. Studies have shown that supportive and instructional-focused supervision positively influences teaching quality and sustains curriculum reforms (Hallinger & Liu, 2024). Meanwhile, the strong perception of collaborative practices indicates a culture of teamwork, peer mentoring, and shared decision-making, which are critical for navigating complex curriculum changes (OECD, 2024). The findings suggest that schools have a comprehensive, well-coordinated support system that strengthens teachers’ readiness and capacity to implement the revised K–12 curriculum. Sustaining these support strategies is essential to ensure long-term reform success, as strong institutional support not only

facilitates implementation but also fosters teacher motivation, professional growth, and instructional effectiveness.

**Table 2**

*Level of implementation of support strategies toward the implementation of the revised K-12 curriculum*

Constructs	M	SD	Remarks
Professional Development Support	4.68	0.23	Excellent Support Strategies
Resource Allocation	4.69	0.19	Excellent Support Strategies
Instructional Supervision	4.71	0.22	Excellent Support Strategies
Collaborative Practices	4.70	0.21	Excellent Support Strategies
Overall level of availability	4.70	0.21	Excellent Perception

*Note: Scale: 4.20-5.0 (Excellent Support Strategies); 3.40-4.19(Good Support Strategies); 2.60-3.39(Moderate Support Strategies); 1.80-2.59(Poor Support Strategies); 1.0-1.79(Very Poor Support Strategies)*

### **Level of teachers’ readiness in implementing the revised K-12 curriculum as perceived by the school leaders**

Table 3 presents the level of teachers’ readiness in implementing the revised K–12 curriculum as perceived by school leaders across four constructs: knowledge of the curriculum, instructional competence, attitude toward change, and self-efficacy. The overall mean of 4.66 with a standard deviation of 0.24 indicates an excellent level of teacher readiness as perceived by school leaders. Each construct received excellent ratings, suggesting that school leaders view teachers as well-prepared, confident, and positively inclined toward curriculum implementation. The high rating for knowledge of the curriculum indicates that teachers are perceived as having a deep understanding of the revised K–12 curriculum’s content, goals, and instructional requirements. This aligns with current research that identifies curriculum knowledge as a foundational component of teacher readiness and practical implementation (Almeida et al., 2024; Ta-Ala, Sullivan & Martir, 2025). Teachers’ familiarity with curriculum structure and expectations enables them to translate policy into coherent lesson planning and classroom practice.

Similarly, the excellent rating for instructional competence suggests that teachers possess the pedagogical skills needed to design, deliver, and assess learning activities aligned with the revised curriculum. Research indicates that instructional competence enhances adaptability and promotes differentiated instruction, which are critical during periods of curricular change (Goh & Wong, 2024). Teachers who demonstrate high instructional competence are better equipped to meet diverse student needs and uphold curriculum standards. The construct, attitude toward change, also received an excellent rating, reflecting a predominantly positive teacher disposition toward adopting the new methods and practices required by the revised curriculum. Positive attitudes are well-documented predictors of successful reform adoption, as they foster commitment, reduce resistance, and encourage professional growth (Johnson & Smith, 2025). A supportive climate that values change is instrumental in sustaining curriculum reforms (OECD, 2024).

Lastly, the excellent self-efficacy rating indicates that teachers are confident in their ability to implement curriculum changes successfully. High self-efficacy has been associated with greater resilience, instructional innovation, and persistence in overcoming implementation challenges (Bandura as cited in Lee & Lee, 2025; Zhou & Liu, 2025). Teachers who believe in their capabilities are more likely to engage with change processes proactively and maintain high standards of practice. These findings suggest that school leaders perceive teachers as well-prepared and capable of implementing the revised K–12 curriculum. This strong readiness profile is an encouraging indicator for sustained reform success, as teacher readiness is widely

recognized as a critical determinant of effective curriculum implementation (Duray, 2025). The excellent levels of readiness underscore the importance of continued support through professional learning communities, reflective practice opportunities, and ongoing feedback mechanisms to sustain teacher confidence and competence throughout the reform process.

**Table 3**

*Level of teachers' readiness in implementing the revised K-12 curriculum as perceived by the school leaders*

Constructs	M	SD	Remarks
Knowledge of the Curriculum	4.67	0.24	Excellent Teacher Readiness
Instructional Competence	4.68	0.22	Excellent Teacher Readiness
Attitude Toward Change	4.64	0.26	Excellent Teacher Readiness
Self-Efficacy	4.66	0.23	Excellent Teacher Readiness
Overall level of availability	4.66	0.24	Excellent Teacher Readiness

*Note: Scale: 4.20-5.0 (Excellent Teacher Readiness); 3.40-4.19(Good Teacher Readiness); 2.60-3.39(Moderate Teacher Readiness); 1.80-2.59(Poor Teacher Readiness); 1.0-1.79(Very Poor Teacher Readiness)*

**Test of significant relationship between the level of school leaders' perspective toward the implementation of the revised K-12 curriculum and the level of teachers' readiness in implementing the curriculum**

Table 4 presents an analysis of the significant relationship between school leaders' perspectives on the implementation of the revised K–12 curriculum and teachers' readiness to implement the curriculum. Four constructs, knowledge of the curriculum, instructional competence, attitude toward change, and self-efficacy, were examined using Pearson's correlation coefficient at a significance level of 0.05.

The results indicate that knowledge of the curriculum and teachers' readiness yielded a correlation of  $r = 0.13$  ( $p = 0.18$ ), instructional competence and teachers' readiness showed  $r = 0.11$  ( $p = 0.24$ ), attitude toward change and teachers' readiness had  $r = 0.09$  ( $p = 0.31$ ), and self-efficacy versus teachers' readiness produced  $r = 0.14$  ( $p = 0.12$ ). Since all p-values are above 0.05, the null hypothesis ( $H_0$ ) is not rejected, indicating that there is no significant relationship between school leaders' perspectives and teachers' readiness in implementing the revised K–12 curriculum.

These findings suggest that although school leaders perceive the curriculum positively and teachers demonstrate excellent readiness, the leaders' perspective alone does not significantly influence teachers' readiness levels. This aligns with recent research emphasizing that teacher readiness is multifaceted, influenced by personal efficacy, professional development, prior experience, and intrinsic motivation rather than solely by leadership perspective (Almeida et al., 2024; Sullivan & Martir, 2025; Johnson & Smith, 2025). In other words, positive leader perceptions are essential but may not automatically translate into higher teacher preparedness without complementary interventions such as targeted training, coaching, and collaborative professional learning.

The findings can also be understood through the lens of Transformational Leadership Theory and Self-Efficacy Theory. Transformational leadership emphasizes the role of inspiring, motivating, and mentoring teachers to enhance their performance, suggesting that mere perception or favorable attitudes from leaders is insufficient without active support and empowerment (Bass & Riggio, 2006; Goh & Wong, 2024). Likewise, Self-Efficacy Theory highlights that teachers' belief in their own capabilities drives their readiness and engagement with curriculum reforms (Bandura, 1997; Zhou & Liu, 2025), which may operate independently of

leaders' perceptions.

The implications of these results point to the importance of bridging leadership perspective with actionable support mechanisms. School administrators should not only maintain positive attitudes toward curriculum reforms but also actively implement professional development programs, provide instructional coaching, and foster collaborative practices to ensure that teacher readiness is fully realized. This integrative approach can help translate supportive leadership into tangible improvements in curriculum implementation outcomes.

**Table 4**

*Significant relationship between the level of school leaders' perspective toward the implementation of the revised K-12 curriculum and the level of teachers' readiness in implementing the curriculum*

Variables	r value	p value	Decision
Knowledge of the Curriculum and Teachers' Readiness	0.13	0.18	Do not reject Ho
Instructional Competence and Teachers' Readiness	0.11	0.24	Do not reject Ho
Attitude toward change and Teachers' Readiness	0.09	0.31	Do not reject Ho
Self-efficacy and Teachers' Readiness	0.14	0.12	Do not reject Ho

*Ho: There is no significant relationship between the level of school leaders' perspective toward the implementation of the revised K-12 curriculum and the level of teachers' readiness in implementing the curriculum*

**Test of significant relationship between the level of implementation of support strategies toward the implementation of the revised K-12 curriculum and the level of teachers' readiness in implementing the curriculum**

Table 5 presents an analysis of the significant relationship between school leaders' perspectives on the implementation of the revised K–12 curriculum and teachers' readiness to implement the curriculum. Four constructs, knowledge of the curriculum, instructional competence, attitude toward change, and self-efficacy, were examined using Pearson's correlation coefficient at a significance level of 0.05.

The results indicate that knowledge of the curriculum and teachers' readiness yielded a correlation of  $r = 0.13$  ( $p = 0.18$ ), instructional competence and teachers' readiness showed  $r = 0.11$  ( $p = 0.24$ ), attitude toward change and teachers' readiness had  $r = 0.09$  ( $p = 0.31$ ), and self-efficacy versus teachers' readiness produced  $r = 0.14$  ( $p = 0.12$ ). Since all p-values are above 0.05, the null hypothesis (Ho) is not rejected, indicating that there is no significant relationship between school leaders' perspectives and teachers' readiness in implementing the revised K–12 curriculum.

These findings suggest that although school leaders perceive the curriculum positively and teachers demonstrate excellent readiness, the leaders' perspective alone does not significantly influence teachers' readiness levels. This aligns with recent research emphasizing that teacher readiness is multifaceted, influenced by personal efficacy, professional development, prior experience, and intrinsic motivation rather than solely by leadership perspective (Almeida et al., 2024; Sullivan & Martir, 2025; Johnson & Smith, 2025). In other words, positive leader perceptions are essential but may not automatically translate into higher teacher preparedness without complementary interventions such as targeted training, coaching, and collaborative professional learning.

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The implications of these results point to the importance of bridging leadership perspective with actionable support mechanisms. School administrators should not only maintain positive attitudes toward curriculum reforms but also actively implement professional development programs, provide instructional coaching, and foster collaborative practices to ensure that teacher readiness is fully realized. This integrative approach can help translate supportive leadership into tangible improvements in curriculum implementation outcomes.

**Table 5**

*Significant relationship between the level of implementation of support strategies toward the implementation of the revised K-12 curriculum and the level of teachers' readiness in implementing the curriculum*

Variables	r value	p value	Decision
Professional Development Support and Teachers' Readiness	0.15	0.10	Do not reject Ho
Resource Allocation and Teachers' Readiness	0.12	0.19	Do not reject Ho
Instructional Supervision and Teachers' Readiness	0.16	0.15	Do not reject Ho
Collaborative Practices and Teachers' Readiness	0.16	0.08	Do not reject Ho

*Ho: There is no significant relationship between the level of implementation of support strategies toward the implementation of the revised K-12 curriculum and the level of teachers' readiness in implementing the curriculum*

## Conclusions

School leaders generally hold positive and well-informed perceptions of the revised K–12 curriculum, and schools provide strong support mechanisms that enhance teacher readiness and capacity for effective implementation. Teachers exhibit high levels of preparedness and confidence, which are critical for sustaining reform success. However, the findings indicate that leaders' positive perceptions and the mere presence of support strategies alone do not automatically ensure higher teacher readiness, suggesting that other factors also play a significant role in influencing teachers' preparedness.

## Recommendations

Practice recommendations suggest that school administrators engage in continuous professional development to enhance curriculum knowledge and adaptive leadership skills, while maintaining structured mentorship, collaborative initiatives, and training programs to strengthen teacher preparedness and instructional quality. Leaders should provide ongoing opportunities for reflective practice, peer collaboration, and constructive feedback to sustain teacher readiness and effectiveness. Furthermore, targeted coaching and tailored support strategies should be aligned with individual teacher needs and regularly monitored to ensure that these initiatives effectively enhance readiness for successful curriculum implementation.

## Conflict of Interests

The author declares that they have no conflicts of interest

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