

Collaborative and Inclusive Leadership, School Innovation, and Organizational Efficiency in Public Secondary Schools District I in Division of Manila: Basis for a Proposed Intervention Program

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ABSTRACT

This study assessed collaborative and inclusive leadership, school innovation, and organizational efficiency in public secondary schools in District I, Division of Manila, as the basis for developing a proposed intervention program. Collaborative and inclusive leadership was examined in terms of shared vision and goal setting, distributed leadership, collaborative decision-making, inclusive practices, professional development and teacher empowerment, shared accountability and responsibility, open and transparent communication, supportive and positive culture, community engagement and partnership, and adaptability and responsiveness. School innovation was assessed through social-emotional and well-being focus, technology integration, community and stakeholder

engagement, curriculum flexibility and creativity, and resource organization. The study employed a quantitative descriptive-correlational research design. Respondents consisted of 730 district supervisors, school administrators, and teachers from five public secondary schools. Data were gathered using a validated and pilot-tested researcher-made questionnaire and analyzed through percentage, weighted mean, independent-samples t-test, and Pearson product-moment correlation. Findings revealed that collaborative and inclusive leadership was Evident, with an overall weighted mean of 4.07, while school innovation was also Evident, with an overall weighted mean of 4.04. No significant differences were found between the assessments of school leaders and teachers. Organizational efficiency remained high, as indicated by increasing enrollment and promotion and transition rates ranging primarily from 97% to 100%. Significant high positive relationships were established between collaborative and inclusive leadership and school innovation, leadership and organizational efficiency, and school innovation and organizational efficiency. Leadership and innovation challenges were generally Encountered. The proposed Collaborative and Inclusive Leadership Enhancement for Innovative and Efficient Schools Program was rated Acceptable, indicating its potential to strengthen communication, stakeholder participation, professional development, innovation, and organizational performance.

Keywords: *Collaborative Leadership, Inclusive Leadership, School Innovation, Organizational Efficiency, Public Secondary Schools, Intervention Program*

INTRODUCTION

Effective school leadership has become increasingly important as educational institutions respond to rapid technological developments, diverse learner needs, changing curriculum requirements, and

growing demands for accountability. School leaders are no longer expected to perform leadership functions independently. Instead, they are encouraged to involve teachers, staff, parents, learners, and community stakeholders in planning, decision-making, problem-solving, and school improvement.

Collaborative leadership emphasizes teamwork, shared responsibility, open communication, and collective decision-making. It recognizes that leadership may be exercised not only by principals and school heads but also by teachers, department heads, coordinators, and other members of the school community. Distributed leadership improves organizational functioning by enabling formal and informal leaders to contribute their knowledge, skills, and experience to school development. Harris et al. (2022) explained that distributed leadership continues to be relevant in promoting organizational improvement and educational reform. Similarly, Bellibaş et al. (2021) found that distributed and instructional leadership can improve instructional quality by developing a collaborative working environment.

Inclusive leadership complements collaborative leadership by ensuring that every member of the school community is valued, respected, and provided with meaningful opportunities to participate. Inclusive leaders recognize differences in background, experience, ability, and perspective. They create conditions where teachers and stakeholders feel safe to express their ideas and contribute to school decisions. Finkelstein et al. (2021) emphasized that collaboration, instructional support, learner progress, organization, and emotional well-being are essential elements of inclusive educational practice.

Open and transparent communication is equally important in sustaining collaboration and inclusion. School personnel need clear information regarding institutional goals, policies, decisions, responsibilities, and performance expectations. Hopp and Fisher (2021) explained that transparent communication strengthens organizational trust and improves stakeholder attitudes. When communication is unclear or inconsistent, teachers and stakeholders may experience confusion, reduced participation, and weak ownership of school initiatives.

School innovation is another essential component of educational improvement. Innovation involves the introduction and implementation of new ideas, strategies, technologies, systems, and practices that improve teaching, learning, administration, and stakeholder engagement. It may include flexible curricula, creative instructional methods, digital learning tools, mental health initiatives, improved resource management, and stronger partnerships with parents and community organizations.

Technology integration has become one of the most visible forms of school innovation. However, meaningful integration requires more than access to devices and digital platforms. Teachers must receive appropriate training, technical assistance, and administrative support. Akram et al. (2022) reported that teachers' experience, pedagogical practices, and institutional support influence the successful integration of technology into teaching and learning. Morel and Spector (2022) similarly emphasized that educational technology must be connected with sound learning principles and institutional capacity.

Innovation also requires flexible and creative curricula. Schools must be able to adapt instructional activities according to learner needs, local conditions, emerging competencies, and available resources. Jonker et al. (2020) stated that curriculum flexibility can support personalized and responsive learning experiences. Likewise, innovation becomes more sustainable when school leaders involve parents, community organizations, government agencies, and other stakeholders in program planning and implementation. Alzouebi et al. (2025) emphasized that school innovation is strengthened by effective leadership, participatory decision-making, and stakeholder trust.

Organizational efficiency refers to the ability of a school to achieve its objectives while making appropriate use of its human, financial, technological, and material resources. Efficient schools maintain clear systems, assign responsibilities properly, monitor performance, respond to emerging concerns, and sustain positive educational outcomes. Masnawati and Darmawan (2022) observed that leadership strategies related to resource management and personnel performance influence school effectiveness.

Public secondary schools in District I, Division of Manila operate in a complex urban educational environment. They serve large and diverse learner populations and face continuing challenges involving

limited resources, technological demands, stakeholder participation, curriculum implementation, and learner well-being. Although leadership and innovation practices are implemented in these schools, there remains a need to examine whether these practices contribute to organizational efficiency.

Accordingly, this study assessed collaborative and inclusive leadership, school innovation, and organizational efficiency in selected public secondary schools in District I, Division of Manila. It examined differences in respondent assessments, determined the relationships among the major variables, identified implementation challenges, and developed an intervention program intended to strengthen leadership, innovation, and organizational performance.

METHODS

Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component determined the existing level of collaborative and inclusive leadership, school innovation, organizational efficiency, challenges encountered, and acceptability of the proposed intervention program. The correlational component examined the strength and direction of the relationships among collaborative and inclusive leadership, school innovation, and organizational efficiency. The variables were studied as they naturally occurred within the school environment without manipulation.

This design was appropriate because the study intended to describe current leadership and innovation practices while determining whether stronger leadership and innovation were associated with improved organizational performance.

Research Locale

The study was conducted in five public secondary schools in District I, Division of Manila:

1. Gregorio Perfecto High School
2. Tondo High School
3. Timoteo Paez High School
4. Antonio J. Villegas High School
5. Juan Nolasco High School

These schools were selected because they represented the public secondary schools operating within the identified district and provided an appropriate setting for examining collaborative leadership, innovation, and organizational efficiency.

Respondents and Sampling

The respondents consisted of one district supervisor, 50 school administrators, and 679 teachers, for a total of 730 respondents. The teachers were proportionately represented according to their respective school assignments.

Table 1. *Population and Sample of the Study*

Respondent Group	Frequency	Percentage
District Supervisor	1	0.1
School Administrators	50	6.8
Teachers	679	93.0
Total	730	100.0
Respondent Group	Frequency	Percentage

The school administrators included principals, assistant principals, department heads, and other designated personnel involved in school leadership and management. Teachers from different learning areas and grade levels provided classroom-level perspectives regarding leadership and innovation practices.

Respondents were required to have served in their present roles for at least one complete school year. This criterion ensured that they possessed sufficient knowledge of their schools' leadership practices, innovation initiatives, and organizational processes.

Research Instrument

The study used a researcher-made structured survey questionnaire. It was developed from the reviewed literature and aligned with the statement of the problem. The instrument underwent expert validation and pilot testing before its final administration to establish its relevance, clarity, validity, and reliability.

The questionnaire consisted of five parts.

Part I: Profile of the Respondents. This section gathered information regarding age, sex, civil status, highest educational attainment, current position, and length of service.

Part II: Collaborative and Inclusive Leadership. This section assessed shared vision and goal setting, distributed leadership, collaborative decision-making, inclusive practices, professional development and teacher empowerment, shared accountability and responsibility, open and transparent communication, supportive and positive culture, community engagement and partnership, and adaptability and responsiveness.

Part III: School Innovation. This section assessed social-emotional and well-being focus, technology integration, community and stakeholder engagement, curriculum flexibility and creativity, and resource organization.

Part IV: Challenges Encountered. This section identified barriers affecting the implementation of collaborative and inclusive leadership and school innovation.

Part V: Acceptability of the Proposed Intervention Program. This section evaluated the completeness, practicality, usefulness, policy relevance, and corrective-action value of the proposed program.

Data-Gathering Procedure

Permission to conduct the study was secured from the Schools Division Office of Manila and the heads of the participating schools. The purpose, scope, and procedures of the research were explained to the respondents.

Informed consent was obtained before administering the questionnaires. Respondents were informed that participation was voluntary and that their identities and responses would remain confidential. Printed and online questionnaires were administered according to the availability and preference of the participating schools.

Completed questionnaires were reviewed for completeness, encoded, organized, and subjected to statistical analysis. The analyzed results became the basis for developing and evaluating the proposed intervention program.

Statistical Treatment of Data

Percentage was used to describe the demographic characteristics and distribution of the respondents. Weighted mean was applied to determine the assessments of collaborative and inclusive leadership, school innovation, challenges encountered, and program acceptability.

The independent-samples t-test was used to determine whether significant differences existed between the assessments of school leaders and teachers. Pearson product-moment correlation was employed to determine the relationships among collaborative and inclusive leadership, school innovation, and organizational efficiency. All hypotheses were tested at the 0.05 level of significance.

RESULTS AND DISCUSSION

Assessment of Collaborative and Inclusive Leadership

Collaborative and inclusive leadership obtained an overall weighted mean of 4.07 and was interpreted as Evident. The result indicates that school leaders generally practice teamwork, inclusion, shared responsibility, transparent communication, teacher empowerment, community involvement, and adaptability.

Open and Transparent Communication ranked first, with a composite weighted mean of 4.25 and an interpretation of Highly Evident. The result demonstrates that school leaders generally communicate policy changes, plans, objectives, and organizational outcomes to teachers and stakeholders. Clear communication helps personnel understand school priorities and strengthens trust and coordination.

Inclusive Practices ranked second, with a composite weighted mean of 4.14. The schools regularly assessed inclusive programs and encouraged teaching practices that addressed learner diversity. However, additional support for learners with special educational needs remained necessary.

Building a Supportive and Positive Culture ranked third, with a composite weighted mean of 4.12. Schools recognized achievements, prioritized learner well-being, promoted teamwork, and addressed conflicts. Nevertheless, emotional and professional support for teachers and the development of relationships based on mutual respect required further strengthening.

Community Engagement and Partnership and Professional Development and Teacher Empowerment both obtained a composite weighted mean of 4.10. The findings indicate that schools maintain partnerships and provide opportunities for professional growth. However, teacher recognition and more meaningful participation in school decisions should be expanded.

Shared Accountability and Responsibility obtained 4.04, while Distributed Leadership and Adaptability and Responsiveness both obtained 4.00. Shared Vision and Goal Setting received 3.97, and Collaborative Decision-Making ranked last with 3.95.

Although all dimensions were Evident, the relatively lower rating for collaborative decision-making indicates that teachers and stakeholders may not always participate fully in important school decisions. Schools may therefore establish more structured committees, consultations, forums, and feedback mechanisms.

The findings support Harris et al. (2022), who emphasized that distributed leadership strengthens organizational functioning by encouraging leadership participation beyond formal positions. They also agree with Hopp and Fisher (2021), who identified transparent communication as an important foundation of organizational trust.

Assessment of School Innovation

School innovation obtained an overall weighted mean of 4.04 and was interpreted as Evident. This finding demonstrates that public secondary schools implement innovation in curriculum, technology, stakeholder participation, resource utilization, and learner support.

Curriculum Flexibility and Creativity ranked first, with a composite weighted mean of 4.16. Schools encouraged teachers to use real-world activities, innovative teaching strategies, interdisciplinary tasks, and flexible approaches suited to different learner needs.

Technology Integration ranked second, with a composite weighted mean of 4.12. School leaders generally supported the use of digital tools, online platforms, and available technological infrastructure. However, clear technology-integration plans, continuing teacher training, and equitable access to equipment and connectivity required improvement.

Community and Stakeholder Engagement ranked third, with a composite weighted mean of 4.06. Schools conducted forums, maintained partnerships, and involved community organizations in school activities. Nevertheless, parent and community participation in planning, decision-making, and evaluating the effects of partnerships remained inconsistent.

Resource Organization ranked fourth, with a composite weighted mean of 3.98. Schools maximized their facilities, encouraged resource-saving practices, and sought cost-effective solutions. However, sharing textbooks, equipment, and instructional resources across departments and clarifying long-term budget priorities needed additional attention.

Social-Emotional and Well-Being Focus ranked last, with a composite weighted mean of 3.86. Although schools provided counseling and learner-support activities, regular well-being monitoring and parental involvement in social-emotional programs were less evident.

The findings are consistent with Jonker et al. (2020), who emphasized the contribution of curriculum flexibility to responsive learning. They also support Akram et al. (2022), who reported that institutional support, teacher preparedness, and appropriate infrastructure are important conditions for successful technology integration.

Significant Difference Between Respondent Groups

The assessments of collaborative and inclusive leadership showed no statistically significant differences between school leaders and teachers. All computed p-values were greater than the 0.05 level of significance. Therefore, the null hypothesis was not rejected.

The absence of significant differences indicates that school administrators and teachers share similar perceptions of leadership practices. This suggests that leadership policies, communication systems, and school initiatives are experienced relatively consistently across organizational roles.

The unified assessments may also indicate the presence of a shared leadership culture. However, similar assessments do not necessarily mean that all leadership practices have reached the highest level. Rather, they show agreement regarding both the strengths and areas requiring improvement.

Level of Organizational Efficiency

The public secondary schools demonstrated a high level of organizational efficiency during the two school years covered by the study. Enrollment increased in all participating schools, while promotion and transition rates generally ranged from 97% to 100%.

Tondo High School recorded an increase in enrollment from approximately 5,000 to 5,800 learners, while Gregorio Perfecto High School increased from approximately 2,000 to 2,200. Similar increases were reported in the other participating schools.

The high promotion and transition rates indicate that school systems and learner-support mechanisms generally enabled students to advance successfully to the next grade level. Increasing enrollment may also reflect community confidence in the schools.

However, enrollment growth creates additional demands involving teachers, classrooms, instructional materials, learner support, digital infrastructure, and school facilities. School leaders must therefore ensure that organizational efficiency is accompanied by educational quality, equity, and adequate support for marginalized and at-risk learners.

Relationships Among Leadership, Innovation, and Organizational Efficiency

Significant high positive relationships were found among collaborative and inclusive leadership, school innovation, and organizational efficiency.

The relationship between collaborative and inclusive leadership and school innovation produced an r-value of 0.742, with a p-value below 0.001. This indicates that schools demonstrating stronger participatory, transparent, and inclusive leadership practices also tend to implement higher levels of school innovation.

Collaborative and inclusive leadership and organizational efficiency obtained an r-value of 0.681, with a p-value below 0.001. The result suggests that schools with stronger collaborative leadership tend to exhibit more efficient organizational processes and more favorable school performance indicators.

School innovation and organizational efficiency registered an r-value of 0.709, with a p-value below 0.001. Schools that implement flexible curricula, digital technologies, stakeholder partnerships, well-being programs, and effective resource organization are more likely to maintain efficient operations and positive outcomes.

The null hypothesis was rejected for all three relationships. The results demonstrate that leadership, innovation, and organizational efficiency function as interconnected components of school effectiveness. Leadership establishes the direction and organizational conditions needed for innovation, while innovation strengthens the processes and programs that support improved school performance.

The findings support Awyan and Quines (2025), who found that distributed leadership, participation in decision-making, and teamwork are associated with positive organizational outcomes. They also agree with Masnawati and Darmawan (2022), who emphasized the contribution of leadership and resource-management practices to school effectiveness.

Challenges Encountered

Collaborative and Inclusive Leadership

Challenges involving collaborative and inclusive leadership obtained a composite weighted mean of 4.05 and were interpreted as Encountered.

The most pressing challenge was the lack of clarity in communicating school goals, policies, and decisions to staff and parents, with a composite weighted mean of 4.39. Inadequate professional or emotional support for teachers ranked second, with 4.38.

Limited stakeholder engagement in developing the school's shared vision and limited access to relevant and high-quality professional development both obtained 4.34. Lack of recognition for teachers and staff received 4.33, while insufficient culturally relevant teaching practices and materials obtained 4.32.

Other concerns included unclear roles and responsibilities, limited monitoring and evaluation, inadequate stakeholder participation in decision-making, and limited opportunities to express suggestions and concerns.

These findings show that even though open and transparent communication was the highest-rated leadership practice, respondents still encountered specific communication gaps. This suggests that communication may be generally practiced but not always consistent, sufficiently detailed, or equally accessible to all stakeholders.

The findings are aligned with Artyukhova et al. (2024), who emphasized that transparent communication strengthens stakeholder trust and institutional credibility. They also support Dela Fuente (2021), who identified limited resources, insufficient training, and communication barriers as challenges affecting inclusive education.

School Innovation

Challenges involving school innovation obtained a composite weighted mean of 3.90 and were interpreted as Encountered.

The leading challenge was the inability to integrate new trends or technologies to enhance creativity and learner engagement, with a composite weighted mean of 4.39. High student-to-counselor ratios, which limited access to personalized emotional support, ranked second with 4.33.

Inadequate support and resources for interdisciplinary or flexible learning opportunities ranked third with 4.32. Insufficient availability of instructional technology ranked fourth with 3.95.

Other challenges included limited funding for learner well-being programs, insufficient time for curriculum adaptation, inadequate technological infrastructure, unreliable internet access, and limited parent and community participation.

These findings demonstrate that school innovation depends on more than willingness to introduce new practices. Sustainable innovation requires adequate resources, personnel, infrastructure, training, planning time, and stakeholder support.

Proposed Intervention Program

Based on the findings, the Collaborative and Inclusive Leadership Enhancement for Innovative and Efficient Schools Program, or CILE-IE Program, was developed.

The program addresses gaps involving communication, participatory decision-making, professional development, teacher recognition, inclusive practices, technology integration, resource management, stakeholder participation, and organizational monitoring.

Its major components include:

- collaborative and inclusive leadership development;
- communication and transparency enhancement;
- teacher empowerment and professional development;
- social-emotional and well-being support;
- curriculum and instructional innovation;
- technology integration and digital capacity-building;
- stakeholder and community partnership development;
- resource optimization and sustainability;
- data-driven decision-making; and
- systematic monitoring and evaluation.

The program promotes shared leadership, accountability, innovation, and continuous school improvement. It is intended to provide school heads, administrators, teachers, and stakeholders with structured activities and strategies that can be incorporated into school improvement plans and annual implementation plans.

Acceptability of the Proposed Intervention Program

The proposed intervention program obtained an overall weighted mean of 3.82 and was rated Acceptable. District supervisors rated it 3.60, school administrators rated it 3.88, and teachers rated it 3.99. Completeness of facts ranked first, with a composite weighted mean of 4.02. The practicality of adopting and implementing the program in public secondary schools ranked second, with 3.93. Its usefulness in identifying weaknesses in collaborative and inclusive leadership and school innovation ranked third, with 3.89.

The indicators concerning the provision of comprehensive knowledge for corrective actions and assistance in developing or enhancing policy guidelines obtained 3.64 and 3.63, respectively.

The findings indicate that the proposed program is relevant, practical, and responsive to the identified needs of the participating schools. However, its policy-development and corrective-action components may be further strengthened by incorporating clearer implementation procedures, responsible persons, timelines, monitoring indicators, and expected outputs.

The result supports Myllykoski-Laine et al. (2023), who emphasized that effective institutional development requires shared values, structured practices, collaboration, and a supportive organizational culture.

CONCLUSION

The public secondary schools in District I, Division of Manila demonstrate evident collaborative and inclusive leadership and school innovation. Open and transparent communication, inclusive practices, supportive school culture, curriculum flexibility, and technology integration emerged as important strengths. Nevertheless, collaborative decision-making, teacher recognition, social-emotional support, community participation, and resource sharing require further improvement.

The similar assessments of school leaders and teachers indicate a relatively unified understanding of existing leadership practices. This consistency provides a favorable foundation for implementing school-wide improvement programs because stakeholders generally recognize the same strengths and organizational concerns.

The participating schools also demonstrate high organizational efficiency, as reflected in increasing enrollment and consistently high promotion and transition rates. However, continued enrollment growth requires schools to strengthen facilities, personnel support, instructional resources, learner services, and technology infrastructure.

Collaborative and inclusive leadership, school innovation, and organizational efficiency are significantly and positively related. Strong leadership creates an environment that encourages innovation, while innovative practices contribute to improved organizational processes and school outcomes. Leadership and innovation should therefore be developed as interconnected components of school improvement rather than as separate initiatives.

Despite the favorable assessments, respondents continue to encounter challenges involving communication clarity, stakeholder participation, teacher support, professional development, technology integration, learner well-being, and flexible learning resources. These concerns demonstrate the need for a structured and contextualized intervention.

The CILE-IE Program provides an acceptable framework for strengthening leadership capability, innovation, and organizational efficiency. Through transparent communication, participatory governance, professional development, stakeholder engagement, technology enhancement, resource optimization, and systematic monitoring, the program may contribute to sustainable school improvement in District I, Division of Manila.

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