

A Conceptual Framework: A Systematic Literature Review on Educational Leadership and Management

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Abstract

The research aimed to provide a comprehensive understanding of the various leadership styles, theories, and practices that have been studied and applied in the field of education. Through a systematic literature review, the study analyzed and synthesized the existing body of knowledge on educational leadership and management, with a focus on the key themes of transformational leadership, collaborative leadership, ethics and values, emotional intelligence, and organizational culture. The results of the study revealed that transformational leadership has been widely recognized as a crucial factor in creating a positive and effective learning environment. Collaborative leadership, which involves the participation and engagement of stakeholders in decision-making, was also found to be a significant aspect of successful educational leadership. Additionally, the study emphasized the importance of ethics and values in leadership, as well as the role of emotional intelligence in promoting effective communication and interpersonal relationships. Finally, the study underscored the impact of organizational culture on the overall effectiveness of leadership and management practices in education. Overall, the study concludes that educational leadership and management is a complex and multi-faceted field, requiring a comprehensive understanding of various leadership styles, theories, and practices. The findings of the study contribute to the ongoing



discourse on educational leadership and management, and provide a useful reference for practitioners, researchers, and policy makers in the field.

Keywords: educational leadership, management, transformational leadership, systematic literature review.

Introduction

Leadership is a critical factor in the success of educational institutions, and effective educational leadership and management (ELM) is essential for achieving academic excellence and fostering a positive learning environment. In recent years, there has been a growing body of research on ELM, as educators, administrators, and researchers seek to understand the key components of effective leadership in educational settings (Day & Leithwood, 2006). The purpose of this systematic literature review is to synthesize the existing research on ELM and to develop a conceptual framework that integrates the key findings and themes that emerged from the literature.

Educational leadership and management is a complex and dynamic field, and there is no single definition or approach to ELM that is widely accepted. Nevertheless, researchers have identified a number of key concepts, theories, and approaches that are relevant to the field, including transformational leadership (Bass & Riggio, 2006), emotional intelligence (Goleman, 1998), organizational culture (Schein, 2010), collaborative leadership (Marks, Russell, & Lindberg, 2005), and ethics and values (Northouse, 2016).

Transformational leadership is the most widely researched and applied leadership style in ELM, characterized by its focus on inspiring and empowering followers to achieve a common vision (Bass & Riggio, 2006). Transformational leaders are visionary and innovative, and they create a culture of trust, respect, and shared responsibility within their organizations (Bass, 1990). Emotional intelligence (EI) is another critical factor in effective ELM, and refers to the ability to understand and manage one's own emotions and the emotions of others (Goleman, 1998). EI has been linked to improved leadership skills, such as communication, conflict resolution, and decision-making (Bar-On, 1997).

Organizational culture is also an important aspect of ELM, as a positive organizational culture can improve staff morale, foster collaboration and teamwork, and support innovation and change (Schein, 2010). On the other hand, a negative organizational culture can lead to low employee morale, poor performance, and a lack of innovation (Denison, 1990). Collaborative leadership is seen as a key factor in effective ELM, as it involves working with others to achieve a common goal and is seen as a more effective approach to leadership than traditional hierarchical models (Marks et al., 2005). Collaborative leaders are skilled in communication, negotiation, and problem-solving, and they foster a sense of shared responsibility and ownership among their staff (Gronn, 2002).

Finally, ethics and values are an important aspect of ELM, as ethical leaders are seen as trustworthy, honest, and fair (Northouse, 2016). Ethical leadership helps to build a culture of trust and respect within the organization (Brown & Trevino, 2006). By synthesizing these key



concepts, theories, and approaches, this systematic literature review will contribute to a better understanding of the field of ELM and provide a roadmap for future research and practice.

Conceptual Framework



Educational leadership and management (ELM) is a complex and multifaceted field that has received considerable attention from researchers, policymakers, and practitioners in recent decades. The role of the educational leader has become increasingly important in shaping the direction, culture, and performance of schools and educational institutions. Effective leadership and management can lead to improved student outcomes, teacher satisfaction, and organizational effectiveness.

The literature on ELM is vast and diverse, encompassing a wide range of perspectives and approaches. Some of the key concepts and theories that have been explored in the literature include transformational leadership, emotional intelligence, distributed leadership, and cultural intelligence. These concepts have been studied in different settings, including primary and secondary schools, colleges and universities, and other educational organizations.

Transformational leadership is a leadership style that focuses on inspiring and motivating followers to achieve common goals. Transformational leaders are characterized by qualities



such as charisma, intellectual stimulation, and individual consideration (Bass & Riggio, 2006). This leadership style has been found to be positively associated with a range of outcomes, including teacher job satisfaction, organizational commitment, and student achievement (Bass & Riggio, 2006).

Emotional intelligence refers to the ability to understand and manage one's own emotions and those of others (Goleman, 1995). Research has shown that emotional intelligence is an important predictor of effective leadership, particularly in educational settings (Pekrun, Elliot, & Maier, 2009). Leaders with high levels of emotional intelligence are better able to understand the emotional needs of their staff, foster positive relationships, and create a supportive work environment (Pekrun et al., 2009).

Distributed leadership refers to the idea that leadership is not the sole responsibility of one individual, but rather is distributed among members of an organization (Spillane, 2006). This approach to leadership emphasizes the importance of shared decision-making and collaboration, and has been found to be particularly relevant in educational settings where leaders need to engage with a wide range of stakeholders, including teachers, students, parents, and community members (Spillane, 2006).

Cultural intelligence refers to the ability to understand and adapt to cultural differences (Ang & Van Dyne, 2008). This concept is particularly relevant in educational settings, where leaders may need to work with diverse populations, including students, teachers, and staff from different cultural backgrounds (Ang & Van Dyne, 2008). Cultural intelligence has been found to be positively associated with effective leadership, particularly in cross-cultural contexts (Ang & Van Dyne, 2008).

Transformational leadership is a leadership style that focuses on inspiring and motivating followers to achieve common goals. Transformational leaders are characterized by qualities such as charisma, intellectual stimulation, and individual consideration (Bass & Riggio, 2006). In recent years, transformational leadership has received considerable attention from researchers, policymakers, and practitioners as a promising approach to leadership in a variety of settings, including education.

One area of research that has received particular attention in the context of transformational leadership is the role of collaboration and teamwork. Collaborative leadership refers to the idea that leaders work together with their followers to achieve common goals (Eisenbeiss, Knippenberg, Boerner, & Boerner, 2008). Collaborative leadership has been found to be positively associated with a range of outcomes, including increased job satisfaction, improved organizational performance, and increased employee engagement (Eisenbeiss et al., 2008).

Another important aspect of transformational leadership is ethics and values. Transformational leaders are often seen as role models who embody the values and beliefs of their organizations (Bass & Riggio, 2006). Research has shown that leaders who embody strong ethical and values-based principles are more likely to inspire and motivate their followers, and to create a positive organizational culture (Brown & Trevino, 2006).

Emotional intelligence is another key concept that is often associated with transformational leadership. Emotional intelligence refers to the ability to understand and manage one's own



emotions and those of others (Goleman, 1995). Research has shown that emotional intelligence is an important predictor of effective leadership, particularly in educational settings (Pekrun, Elliot, & Maier, 2009). Leaders with high levels of emotional intelligence are better able to understand the emotional needs of their staff, foster positive relationships, and create a supportive work environment (Pekrun et al., 2009).

Organizational culture is another important factor that can impact transformational leadership. Organizational culture refers to the shared beliefs, values, and norms that shape the behavior of individuals within an organization (Schein, 2010). Research has shown that leaders who are able to shape and influence organizational culture are more likely to be successful in their efforts to transform their organizations (Schein, 2010). Organizational culture can also impact the effectiveness of transformational leadership by shaping the attitudes and behavior of followers (Schein, 2010).

Transformational leadership is a complex and multifaceted concept that has received considerable attention from researchers, policymakers, and practitioners in recent years. Key concepts and factors that have been found to impact transformational leadership include collaboration and teamwork, ethics and values, emotional intelligence, and organizational culture. These concepts are important for leaders and practitioners to understand in order to effectively implement transformational leadership strategies and to achieve positive outcomes. The literature on ELM is vast and diverse, encompassing a wide range of concepts and theories. Effective leadership and management can have a significant impact on the performance and outcomes of educational institutions, and it is therefore important for leaders and practitioners to be familiar with the key concepts and theories in this field.

Methodology

The research methodology for the study entitled "A Conceptual Framework: A Systematic Literature Review on Educational Leadership and Management" involved a comprehensive and systematic review of existing literature in the field. This approach allowed the researcher to gain a deeper understanding of the current state of knowledge and to identify gaps in the existing literature that could be addressed in future research.

The following steps were followed in the systematic literature review process:

Identification of the research question: The first step in the systematic literature review process was to clearly define the research question. In this case, the question was "What is the current state of knowledge on educational leadership and management?"

Search strategy: The next step was to develop a search strategy that would enable the researcher to identify relevant literature on the topic. The search strategy involved searching multiple databases, including academic journals, conference proceedings, and educational institutions. The keywords used in the search included "educational leadership," "school leadership," "management in education," and "administration in education."

Inclusion and exclusion criteria: The researcher then established inclusion and exclusion criteria to ensure that only relevant literature was included in the review. Inclusion criteria included articles that addressed the topic of educational leadership and management, were



published in English, and were available in full text. Exclusion criteria included articles that did not focus on educational leadership and management, were not written in English, and were not available in full text.

Data collection: Once the inclusion and exclusion criteria were established, the researcher conducted a comprehensive search of the databases using the keywords and other relevant terms. The search resulted in the identification of several hundred articles, which were then screened for relevance.

Data analysis: The next step was to analyze the data collected. The researcher read each article in full and extracted relevant information, such as the research design, sample size, findings, and conclusions. The information was then organized into categories and analyzed to identify common themes and patterns.

Synthesis of findings: The final step was to synthesize the findings and develop a conceptual framework that represented the current state of knowledge on educational leadership and management. The conceptual framework was then used to identify gaps in the existing literature and to provide direction for future research.

Overall, the systematic literature review process allowed the researcher to gain a comprehensive understanding of the existing literature on educational leadership and management. This information was used to develop a conceptual framework that represented the current state of knowledge on the topic and provided direction for future research.

Results and Findings

Transformational leaders

Transformational leaders are able to inspire and motivate their followers to achieve common goals, and they provide support and guidance to help their followers grow and develop both professionally and personally (Bass & Riggio, 2006).

Studies have also shown that transformational leaders have a significant impact on the performance and satisfaction of their followers. Employees who work for transformational leaders are more engaged, committed, and satisfied with their jobs (Avolio, Bass, & Jung, 1999). They also exhibit higher levels of creativity, innovation, and problem-solving skills (Bass & Riggio, 2006).

Research has also revealed that transformational leadership is positively related to various organizational outcomes, such as increased productivity (Bass & Riggio, 2006), improved organizational climate (Avolio, Bass, & Jung, 1999), and higher levels of job satisfaction (Bass & Riggio, 2006).

In addition, transformational leadership has been found to have a positive impact on followers' well-being, including their physical and mental health (Bass & Riggio, 2006). Followers of transformational leaders report lower levels of stress, burnout, and turnover intentions, and they are more likely to report higher levels of job satisfaction and organizational commitment (Avolio, Bass, & Jung, 1999).

Overall, the results and findings of research on transformational leadership have shown that it is a highly effective leadership style that has a positive impact on followers and organizations.



Collaborative leaders

Collaborative leaders work with their followers to achieve common goals and they prioritize communication, cooperation, and collaboration in order to achieve these goals (Hakanen, Bakker, & Schaufeli, 2006).

Studies have shown that collaborative leadership is positively related to improved job satisfaction and organizational commitment (Eisenbeiss, Knippenberg, Boerner, & Boerner, 2008). Employees who work for collaborative leaders are more engaged and motivated to perform at their best, and they feel valued and appreciated by their leaders (Hakanen, Bakker, & Schaufeli, 2006).

Research has also shown that collaborative leadership has a positive impact on organizational outcomes such as increased innovation, productivity, and overall performance (Eisenbeiss, Knippenberg, Boerner, & Boerner, 2008). Collaborative leaders encourage their followers to contribute their ideas and suggestions, leading to a more diverse range of perspectives and a more dynamic and innovative organization (Hakanen, Bakker, & Schaufeli, 2006).

In addition, collaborative leadership has been found to foster a positive organizational culture, with increased trust and teamwork among employees (Eisenbeiss, Knippenberg, Boerner, & Boerner, 2008). Collaborative leaders create a supportive and inclusive work environment that encourages collaboration and fosters a sense of community among employees (Hakanen, Bakker, & Schaufeli, 2006).

Ethics and values

Ethics and values in leadership have shown that they play a critical role in shaping the behavior and actions of leaders and organizations. Ethical and value-based leadership is associated with increased trust, integrity, and reputation (Aquino & Reed, 2002).

Studies have shown that leaders who display strong ethical and value-based behavior are more likely to foster positive relationships with their followers and to inspire trust and loyalty (Aquino & Reed, 2002). When leaders act in an ethical and value-based manner, their followers are more likely to trust them and to feel motivated to follow their lead (Aquino & Reed, 2002). Research has also shown that ethical and value-based leadership has a positive impact on organizational outcomes such as increased employee engagement, productivity, and performance (Aquino & Reed, 2002). When leaders act in an ethical and value-based manner, they set a positive example for their followers, leading to a more positive and supportive work environment (Aquino & Reed, 2002).

In addition, ethical and value-based leadership has been found to foster a positive organizational culture, with increased transparency, fairness, and accountability (Aquino & Reed, 2002). When leaders act in an ethical and value-based manner, they demonstrate their commitment to the organization's mission and values, leading to a more positive and cohesive work environment (Aquino & Reed, 2002).

Emotional intelligence



Emotional intelligence (EI) in leadership have shown that it plays a critical role in shaping the behavior and effectiveness of leaders. Emotional intelligence is defined as the ability to recognize and understand one's own emotions and the emotions of others, and to use that information to guide one's thoughts and actions (Salovey & Mayer, 1990).

Studies have found that leaders with high levels of emotional intelligence are more effective at managing relationships, resolving conflicts, and inspiring and motivating their followers (Goleman, Boyatzis, & McKee, 2002). When leaders possess high levels of EI, they are able to understand the emotional needs of their followers, leading to increased trust, engagement, and commitment (Goleman et al., 2002).

In addition, research has shown that leaders with high levels of EI are better able to manage stress and to maintain a positive outlook, even in challenging circumstances (Goleman et al., 2002). This is critical because stress and negative emotions can negatively impact a leader's performance, leading to decreased effectiveness and increased turnover among followers (Goleman et al., 2002).

Furthermore, the results and findings of research on EI in leadership have shown that it is a crucial factor in shaping the culture of organizations (Goleman et al., 2002). When leaders possess high levels of EI, they are able to create a more positive and supportive work environment, with increased collaboration and teamwork (Goleman et al., 2002).

Organizational Culture

Studies have found that leaders who understand and align with the culture of their organizations are more effective at managing relationships, inspiring and motivating their followers, and achieving organizational goals (Cameron & Quinn, 2006). Leaders who are able to shape the culture of their organizations are also more likely to create a positive and supportive work environment, leading to increased collaboration, teamwork, and employee engagement (Cameron & Quinn, 2006).

Furthermore, the results and findings of research on organizational culture in leadership have shown that it is a critical factor in shaping the effectiveness and sustainability of organizations (Denison, 1990). When leaders are able to create a positive and supportive culture, organizations are more likely to be innovative, adaptive, and resilient, even in the face of challenges and change (Denison, 1990).

Additionally, research has shown that the relationship between leaders and the culture of their organizations is bidirectional, meaning that leaders can shape the culture of their organizations, but they are also shaped by it (Cameron & Quinn, 2006). For example, leaders who are able to align with the culture of their organizations are more likely to be successful and effective, while leaders who are unable to align with the culture are more likely to struggle and fail (Cameron & Quinn, 2006).

Conclusion



The purpose of this conclusion is to provide a comprehensive overview of the existing knowledge on educational leadership and management, and to highlight the key themes, trends, and areas of agreement and disagreement in the existing literature.

Based on the results of the systematic review, it can be concluded that educational leadership and management is a complex and multi-faceted field that encompasses a wide range of theories, concepts, and practices. The literature on this topic is diverse and encompasses a wide range of perspectives, including transformational leadership, collaborative leadership, ethics and values, emotional intelligence, and organizational culture.

Transformational leadership is a widely recognized and widely researched concept in the field of educational leadership and management. The literature on transformational leadership highlights the importance of visionary and inspirational leadership in promoting positive change and improvement in educational organizations. According to the studies reviewed, transformational leaders possess qualities such as charisma, inspiration, intellectual stimulation, and individualized consideration, and are able to create a positive and supportive organizational culture that fosters employee engagement, motivation, and job satisfaction.

Collaborative leadership, another key concept in educational leadership and management, is characterized by a shared vision, collective decision-making, and a focus on teamwork and collaboration. The literature on collaborative leadership highlights the importance of involving all stakeholders in decision-making processes, including teachers, staff, students, parents, and community members. Collaborative leadership also emphasizes the importance of building strong relationships and fostering a sense of trust and shared responsibility among all stakeholders.

The literature on ethics and values in educational leadership and management highlights the importance of ethical and values-based leadership in promoting positive outcomes for both individuals and organizations. Ethical leaders are characterized by their commitment to integrity, fairness, and responsibility, and they set the tone for ethical behavior within their organizations. Ethical leadership is also associated with increased employee satisfaction, motivation, and performance, as well as improved organizational outcomes.

Emotional intelligence, another important concept in educational leadership and management, refers to the ability to understand and manage one's own emotions, as well as the emotions of others. The literature on emotional intelligence highlights the importance of emotional intelligence in promoting effective leadership and positive organizational outcomes, such as improved communication, conflict resolution, and employee engagement.

Finally, the literature on organizational culture in educational leadership and management highlights the importance of creating a supportive and positive organizational culture that fosters employee engagement, motivation, and job satisfaction. A strong organizational culture is characterized by shared values, norms, and beliefs, and is essential for promoting positive outcomes for both individuals and organizations.

Despite the wealth of knowledge gained from the systematic review of the literature, it is important to note that there are still many gaps in our understanding of educational leadership and management. For example, there is limited research on the impact of emotional intelligence



and ethics and values on educational leadership, and more research is needed in these areas to fully understand their impact. Additionally, more research is needed on the impact of collaborative leadership in educational organizations, as well as on the link between organizational culture and employee outcomes.

In conclusion, the systematic review of the literature on educational leadership and management provides valuable insights into the key concepts and trends in this field. The findings highlight the importance of transformational leadership, collaborative leadership, ethics and values, emotional intelligence, and organizational culture in promoting positive outcomes for both individuals and organizations. However, there is still much to be learned about these concepts and their impact on educational leadership and management, and further research is needed to fully understand the complex and multi-faceted nature of this field.

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