



Republic of the Philippines  
Department of Education  
NEGROS ISLAND REGION

REGIONAL MEMORANDUM  
No. 478, s. 2025

OCT 13 2025

**CONDUCT OF DATA GATHERING ACTIVITY ON THE  
UNIVERSITY OF THE PHILIPPINES COLLEGE OF EDUCATION'S STUDY  
ON "THE PHILIPPINE PERSPECTIVE: INTERNATIONAL SUCCESSFUL  
SCHOOL PRINCIPALSHIP PROJECT (ISSPP)"**

To: Schools Division of Negros Occidental  
Schools Division of Dumaguete City

1. Attached is the Memorandum on the Conduct of the Research Project "The Philippine Perspective: International Successful School Principals Project (ISSPP)."
2. Attention is invited to Paragraph 2 where the following schools were chosen as respondents:
  - a. La Castellana National High School, SDO Negros Occidental
  - b. West City Elementary School, SDO Dumaguete City
3. For concerns, contact Joey Ian C. Singson, Education Program Supervisor-Designate, Policy, Planning, and Research Division, through email: [joey.singson@deped.gov.ph](mailto:joey.singson@deped.gov.ph) or contact number: 0947 8967 345.
3. Immediate dissemination of this Memorandum is desired.

  
**RAMIR B. UYTICO EdD, CESO III**  
Regional Director

Encl: As stated  
Reference: As stated

To be indicated in the Perpetual Index  
under the following subjects:

RESEARCH

PPRD/JIS/Memo\_Conduct of Data Gathering of ISSPP.docx



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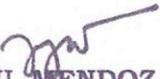
Republic of the Philippines  
**Department of Education**  
OFFICE OF THE UNDERSECRETARY FOR STRATEGIC MANAGEMENT  
(POLICY, PLANNING, AND MONITORING & EVALUATION)

**MEMORANDUM**

STR-

TO : **REGIONAL DIRECTORS**

ATTN : **POLICY, PLANNING AND RESEARCH DIVISION CHIEFS**

FROM :   
**RONALD U. MENDOZA, PhD**  
Undersecretary for Strategic Management, *PhD*

SUBJECT : **ENDORSEMENT OF THE CONDUCT OF THE RESEARCH PROJECT "THE PHILIPPINE PERSPECTIVE: INTERNATIONAL SUCCESSFUL SCHOOL PRINCIPALSHIP PROJECT (ISSPP)"**

DATE : 08 October 2025

This refers to the request of the University of the Philippines - College of Education (UPCED) through its Dean and Project Co-Lead, Dr. Joel C. Javiniar, to conduct the Research Project "The Philippine Perspective: International Successful School Principalship Project (ISSPP)". The project aims to document and analyze leadership practices that contribute to student success across varied Philippine school contexts.

The research will involve data collection from two (2) high-performing schools per region, representing both urban and rural settings. The project team from UPCED and its collaborating State Universities and Colleges (SUCs) will directly coordinate with the respective PPRDs for guidance on research protocols, identification of participants, and facilitation of the data-gathering process.

In this regard, this Office respectfully endorses the conduct of the said research and requests the Regional Office to:

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1. Assign a PPRD representative as the focal and contact person of the research team who will attend the **orientation/training on 11-12 October 2025** at Dohera Hotel, A. C. Cortes Ave, Mandaue, 6014 Cebu. The UPCED shall cover the travel expenses and laterally coordinate with the attendees;
2. Assistance in identifying high-performing schools suitable for inclusion in the research;
3. Provision of necessary technical assistance, coordination and logistical support to the research team to ensure alignment of activities.

The Regional Offices (ROs) are requested to extend support to the research team in the conduct of their activities and submit feedback on the actual conduct of the study to the Planning Service – Policy Research and Development Division (PPS-PRDD) through email at [ps.prd@deped.gov.ph](mailto:ps.prd@deped.gov.ph).



For reference, attached are the copies of the RITE ISSPP Proposal, ISSPP Project Brief, and ISSPP 2025 Terms of Reference. For further inquiries, you may contact PPS-PRDD at the above-mentioned email address or at telephone number (02) 8635-3976. For lateral coordination, please contact the project staff, Ms. Dulce F. Ochea at [dfochea@up.edu.ph](mailto:dfochea@up.edu.ph).

For consideration. Thank you.



DepEd Philippines



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## PROJECT BRIEF

**Title:** The Philippine Perspective: International Successful School Principalship Project (ISSPP)  
**Proponents:** University of the Philippines Diliman - College of Education (UPCED), in collaboration with Philippine Normal University (PNU) and selected State Universities and Colleges (SUCs)

### Background and Rationale

The Department of Education's Teacher Education Council (TEC) has engaged the Philippine Normal University (PNU), the National Center for Teacher Education, to lead research initiatives under the Research Initiatives in Teacher Education (RITE) program. As Overall Project Leader (OPL), PNU oversees the implementation of TEC- funded projects in partnership with universities nationwide.

Within this framework, the International Successful School Principalship Project (ISSPP) is being proposed as a Philippine contribution to the global ISSPP network, which has been active since 2002 and now spans more than 25 countries. The ISSPP investigates how school leaders shape student success by identifying leadership practices that work in different contexts.

The **University of the Philippines Diliman (UPD)**, through its College of Education, will serve as Research Project Leader (RPL). With its long-standing expertise in leadership, management, and educational administration, UPCED is well-positioned to lead the study. **Partner SUCs include Central Luzon State University, Pangasinan State University, Cebu Normal University, Palawan State University, and the University of Southeastern Philippines.**

The project aims to deepen understanding of effective school leadership in the Philippines, validate and enhance leadership frameworks such as the Philippine Professional Standards for School Heads (DepEd Order No. 24, s. 2020) and the SEAMEO Competency Framework for School Heads (2014), and generate evidence to inform policy development under Republic Act 11713 (Excellence in Teacher Education Act).

### Objectives

- Define the criteria that characterize successful school leadership in the Philippine context.
- Examine the knowledge, skills, and dispositions that enable school leaders to foster student success in varied settings.
- Identify leadership practices adapted to diverse school conditions (large vs. small, urban vs. rural, high- vs. low-poverty).
- Explore how leadership practices, values, and school conditions influence teacher wellbeing and student outcomes.

### Scope and Methodology

The study will employ a comparative mixed-method case study design. Data will be drawn from two high-performing schools in each of the 17 regions (34 schools in total). Collection methods will include surveys, focus group discussions, and multi-perspective interviews with principals, teachers, learners, and community stakeholders, following ISSPP protocols.

Analysis will use the ISSPP Systems-Oriented Analytical Framework, allowing cross-case insights into leadership strategies, community engagement, and outcomes in both teaching and learning.

**SCHEDULE OF IMPORTANT PROJECT ACTIVITIES**

<b>October 10-13, 2025</b>	Gathering of Study Lead and Writing Workshop in Cebu
<b>October 12-19, 2025</b>	Target Schedule for Field Work and Drafting of Midterm Report
<b>October 20-26, 2025</b>	Target Schedule for Field Work and Drafting of Midterm Report
<b>November 14-16, 2025</b>	Gathering of Study Lead and Workshop for Final Report in Davao
<b>December 8-14, 2025</b>	Target Schedule for the Submission of Final Report

**Research Initiatives in Teacher Education: Research Priority Areas  
Funded by the Teacher Education Council Secretariat  
to be Implemented by the Philippine Normal University**

**RESEARCH PROPOSAL OUTLINE**

**I. Proposed Research Project Title**

**The Philippine Perspective: International Successful School Principalship Project (ISSPP)**

**II. Research Project Proponent**

This Section briefly introduces your institution and its background in undertaking research programs/projects, specifically on the selected thematic area, if available. It also introduces the college, department, or office that will spearhead the implementation of the research proposal.

The University of the Philippines College of Education joined the network of the International Successful School Principals Project with Dean Jerome T. Buenviaje as Country Coordinator. Specifically, the faculty members of the Educational Administration Area will join the project with their extensive theoretical and practical competencies on school leadership, management, and administration to identify the competencies, dispositions, and values among others that characterize a successful school principal in the context of the Philippine Education System. This research will contribute to the validation of existing frameworks on school leadership such as the Philippine Professional Standards for School Head (PPSSH) (DepEd Order No. 24 s. 2020) and the Competency Framework for Southeast Asian School Heads (SEAMEO 2014).

**III. Collaborating Institutions**

This Section introduces the institution/s, preferably external institutions that will collaborate in the Research work and the extent of such collaboration.

The State Universities/Colleges (SUCs) listed below shall be the research collaborators of the University of the Philippines Diliman:

- Central Luzon State University
- Pangasinan State University
- Cebu Normal University
- Palawan State University
- University of Southeastern Philippines

Researchers shall be grouped according to the three major islands of the country. The structure below will be the specific assignments of the research team:



#### IV. Research Project Station

This Section describes the station or unit where the Research Project will be conducted (i.e., district, municipality, province, and region).

The data will be collected from 17 regions of the Philippines. The participants shall come from two high-performing schools per region (geographic-rural & urban - except NCR; elementary or secondary instead; School Report Card as the basis).

#### V. Significance

This Section provides the justification or rationale for doing the research. This will include a brief introduction, the problem/need being addressed, the historical basis for the Research Project utilization of the expected output, socioeconomic benefits to the users, beneficiaries, country, and other justifications.

The role of school leaders is crucial in creating a successful school (Gurr, 2017). In a study by Gurr and Day (2014), they determined two leadership styles that primarily contribute to the school's success. These are transformational leadership (TL) and instructional leadership (IL) that every principal must subscribe to. This ingenious knowledge came about as a contribution to an international network dedicated to determining the leadership theories and practices of successful school principals that impact student learning.

The International Successful School Principals Project (ISSPP) is the most comprehensive and coherent international comparative study of principalship ever taken (Caldwell, 2014). Based on the ISSPP handbook, the project began in 2002 with seven countries, now more than 20 countries, and more than 100 case studies. This current research will place the Philippines as the 26th nation to contribute to this international network. The results of this study will not only pioneer an educational leadership model in the country but will also add to the rich literature of the global academic community. Specifically, this study will reveal how successful school principals are defined and determined in the Philippine context.

## **VI. Objectives**

This Section provides the general and specific objectives of the proposed research.

- Identify the criteria used to define successful school leadership in the Philippines
- Investigate and analyze the knowledge, skills, and dispositions that successful school leaders use in implementing leadership practices across a range of successful primary and secondary schools in different geographical regions and social contexts
- Identify those leadership practices that are uniquely important to different contexts; large vs small schools, urban vs rural schools, and high vs low-poverty schools
- Explore the relationship between leadership values, practices, broader social and specific conditions, and student outcomes

## **VII. Expected Output**

This Section states the results to be expected from the conduct of research – what particular product, technology, process, knowledge, etc.

‘Success’ in this study will be defined in terms of quantitative and qualitative measures available in the country and will include both student academic attainment and well-being (ISSPP, 2019). This comprehensive study on the profile of successful school principals in the Philippines will provide a sustainable leadership framework to guide policy reforms. Among the many existing policies, the results of this study may help validate and improve DO 24 s. 2020 or the Philippine Professional Standards for School Heads (PPS-SH) and/or DO 42 s. 2017 or the Philippine Professional Standards for Teachers. These two standards are crucial for developing an equitable career progression among DepEd teachers and school leaders.

## **VIII. Target Beneficiaries**

These include end-users or beneficiaries of the research output and their number and locality, if applicable.

The primary beneficiaries of this research will be the school principals all over the Philippines. Once the study has been completed, this can be made into a framework for **leadership development** among school principals. The development of dynamic principals is crucial to the quality of in-service teachers in the Philippine education system. The **succession planning on school leadership** within the school systems (inter-generational organizations) is necessary.

These are in consonance with the Teacher Education Council’s mandate as provided by RA 11713 Sec. 8 to wit:

- (m) Undertake, apply, and share research related to teaching and **school leadership** that shall serve as a central repository of literature on teacher education, and conduct, by itself or through third parties, relevant studies needed in the formulation of policies and

in the planning and successful implementation of plans, programs, and projects required in attaining the purposes of this Act;

(p) Review existing policies and recommend new legislation and policies in order to continuously improve, enhance, and strengthen teacher education and promote the welfare of teachers and school leaders;

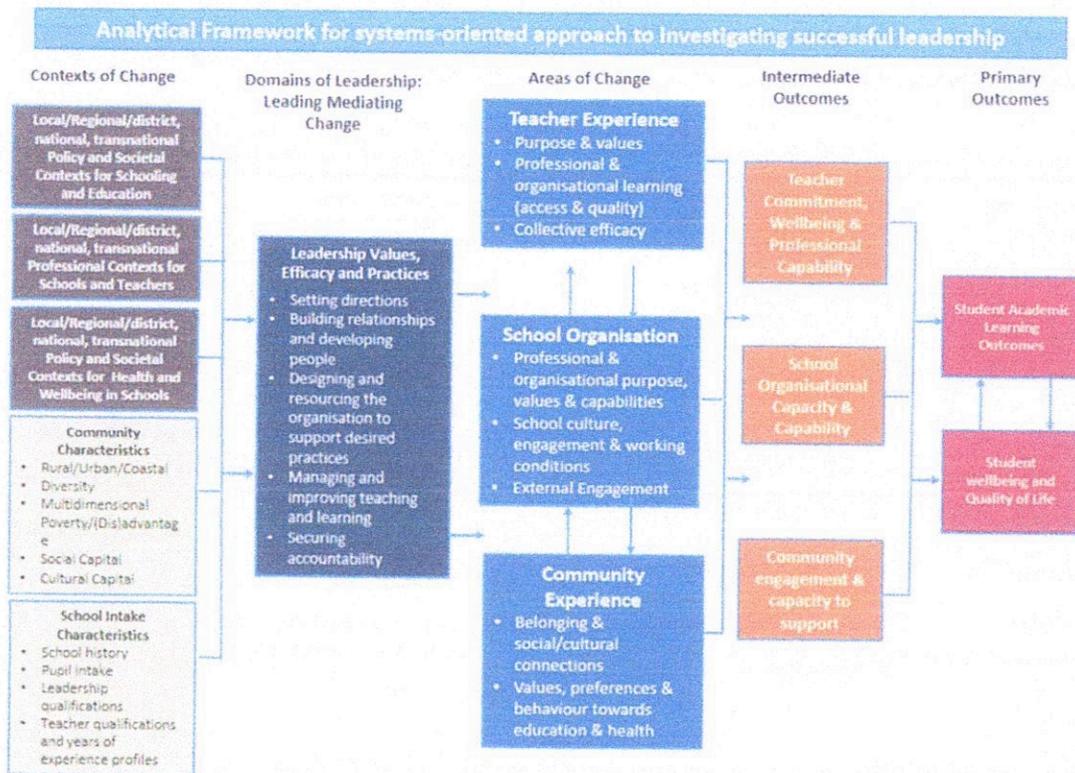
## **IX. Methodology**

This section contains brief information on how the research will be conducted (research design, participants, data collection, and analysis). This portion shall include a conceptual framework/theoretical framework.

This study will use a comparative, mixed method case study design that will consider multi-perspective data about successful principals and other leaders. This will provide richer, more authentic data than has hitherto been available.

The data will be collected from 17 regions with participants coming from two high-performing schools per region. ISSPP materials will be used with principals, staff, and communities serving schools that have sustained success over at least three years under the leadership of the same principal (ISSPP, 2022). Data are collected from both quantitative and qualitative sources, including staff surveys, focus groups, and multi-level, multi-perspective interviews.

The original design, protocols, and means of analyzing data (ISSPP, 2019) will be used. The Analytical Framework for a Systems-Oriented Approach to investigating successful leadership shall be utilized for data analysis (detailed steps are in the ISSPP handbook).



## X. Safety and Monitoring Plan

This Section describes any provision for monitoring the data and the research project for safety.

Data gathering will be monitored through an Excel file that will be disseminated to all team members. All data that will be collected must be saved in the password-protected laptop that will be provided to the members and must be backed up in the official external drive of the research secretariat. For the safety and security of all the research members, travel insurance will be purchased as part of the expenses.

## XI. Scope and Limitation

This refers to the coverage of the research in terms of location, time, respondents, etc., inherent design or methodology parameters that can restrict the scope of the research findings and are outside the control of the researcher.

The study will only be limited to the contexts of two DepEd schools per region and the perspectives of their stakeholders. In addition, accessibility of the sample schools will be the major consideration of the researchers. This means that the participating schools within a region will have to be strategically close to each other without compromising the selection criteria set in the research protocols. This is in consideration of the efficiency of resources and the security of the research team.

## **XII. Ethical Considerations**

The proponents shall ensure the following:

- A. Informed consent of all study participants is obtained;
- B. Vulnerable study participants (e.g., persons with disability, pregnant women) are provided with additional provisions to protect their rights and well-being;
- C. Provisions to protect the privacy of participants and maintain data confidentiality, and describe data utilization and dissemination are included;
- D. Provisions on data retention and disposal are included; and
- E. Participants are informed of the limits to the confidentiality of provided information.

The participants will be asked to sign an informed consent before the data gathering.

All human participants will undergo a briefing before the conduct of the study. It will be explicitly explained that they are free to withdraw from the study in if necessary and case they decide to.

**Privacy of Participants:** All researchers and participants will sign a data privacy agreement to protect the sensitive information and identity of the participants.

**Confidentiality of Data:** All data will be collected and analyzed with rigor and integrity. Members will make data available to each other, on request. All findings will be passed on to the central ISSPP Steering Group (via its coordinator) prior to dissemination elsewhere so that the network can continue to build knowledge of successful school principalship internationally. Case study findings will be published independently in reputable journals and will have to submit a copy that will be lodged with the ISSPP coordinator for archiving purposes. All publications of work based on the ISSPP protocols will reference ISSPP. Finally, DepEd TEC will be recognized as the funder of the study.

**Plan for Record Retention and Disposal and Limits to Confidentiality:** Collected data will be stored in password-protected computers exclusively used for this research project. In case there's a need to provide hard copies of data, these will be stored at the Planning, Research, Publications, Extension, and Linkages Office of the UP College of Education. All these data will be limited to the members of the research team. If necessary, recordings, photos and other documents collected will be disposed of five years after the study.

## **XIII. Plan for Dissemination of Findings**

This refers to the explanation of dissemination plans.

This international research project in the Philippines will primarily be conducted to contribute to the research agenda of DepEd-TEC as a contribution to EDCOM 2. Meanwhile, to comply with the policy of the Network that designed this research, the team leader together with its collaborators must publish at least one case study within the first two years of membership (ISSPP Membership Form).

Two overarching themes will be used as a guide in writing the report. Each report will identify human behavior in schools as complex, non-linear, interdependent, emergent, and uneven at and between different levels of the national system. It

will also take explicit note of the country's cultural-specific contexts, other leadership research, school improvement, and critical theory research in its text. Specifically, the following major parts of the research report are prescribed in the ISSPP Handbook 2:

#### PART 1

Briefly establish the country's educational history/culture/traditions and current governance structures; say briefly what are the unique features and what might be similar to those in other countries (See the ISSPP paper on 'Comparative Research'); and synthesize other research about principalship in the country i.e. changing policy reform and societal contexts e.g. academic results remain key to success, but alongside these is greater emphasis upon meta-cognition, equity and wellbeing (e.g. mental/emotional health), creativity, collaboration and problem-solving.

#### PART 2

Present the case study and its methodology using the following headings:

- Brief description of methodologies used and data analyses (See ISSPP protocol document for details)
- School context (socio-economic, student and teacher learning culture, achievement trajectory), External Policy, Governance, and Cultural Contexts: (policy enactment, teacher autonomy, agency)
- Principal biographies (informing values, beliefs, strategies, actions, & relationships)
- Principals' contributions to structures and cultures: creation, maintenance, professional learning and development (e.g. Link to teacher motivation, engagement, quality)
- Situational/ context specific strategies: what were the successful leadership strategies? How did the context-specific combinations and accumulations of improvement strategies over phases of school development result in success, what were the 'bumps' during the journey, and how these were overcome
- Leading in and from the middle (leadership distribution, forms and strategies)
- Teacher wellbeing (moral/ethical/social justice purposes, commitment, resilience, capacity)
- Pedagogical leadership: student engagement, wellbeing, 'voice'
- Leading with emotions in mind: levels of trust and trustworthiness
- Community engagement

### PART 3

Discussion: The emphasis here is on drawing attention to areas of key knowledge, practices, and relationships of successful principals that are drawn from the case study findings, the ISSPP research in the past about the influences of principal biographies, values, qualities, strategies relationships and actions of successful principals over time. Please also 'connect' with critical theory, effective and school improvement research and other leadership research.

- i. Implications and challenges for principals of managing the tensions and dilemmas in leading schools and supporting teachers to teach to their best and with success in face of (functionally oriented) government agendas which appear to limit room to maneuver, but which successful principals overcome. How your successful principal did this.
- ii. Structures, cultures, actions, relationships in the work of 'successful' principals, which differentiate them from functionally 'effective' principals who focus on human capital. Successful principals do this but also promote social capital, emphasizing wellbeing and achievement of each student. Implications and challenges they hold for educating the whole child (agency/commitment/resilience/identity/enactment, not implementation)
- iii. Similarities and differences between the values, purposes, qualities, strategies, skills and relationships of principals of 'successful' compared to 'effective' schools? Identify the structures, cultures, impact on staff, students, and community. A consideration of national and international perspectives may be a part of this.

### PART 4

Conclusions: A synthesis of the above, and its implications for in-country policies and practices, demonstrating the important influences on, factors and practices of, 'successful' principal leadership.

**XIV. References**

*The American Psychological Association (APA) 7th Edition shall be used for the format of the references and citations.*

Caldwell, B.J. (2014). Forward in, C. Day & D. Gurr (Eds) (2014). *Leading schools successfully: stories from the field* (London: Routledge), pp. xxi-xxiii

DO 24 s. 2020 *Philippine professional standards for school heads.*

DO 42 s. 2017 *Philippine professional standards for teachers.*

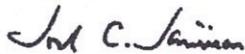
Gurr, D. (2017). *A model of successful school leadership from the international successful school principalship project. How school leaders contribute to student success.* Springer Link

ISSPP (2022a). *International successful school principals project handbook 1.*

ISSPP (2022b). *International successful school principals project handbook 2.*

ISSPP (n.d.). *International successful school principals project membership form.*

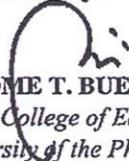
**Prepared by:**



**JOEL C. JAVINIAR**

*DELPS Chair, College of Education  
University of the Philippines Diliman  
Date December 27, 2024*

**Endorsed by:**



**JEROME T. BUENVIAJE, PhD**

*Dean, College of Education  
University of the Philippines Diliman Designation/position  
Date December 27, 2024*