

Epic Leadership Theory: Basis for School Management in the Higher Education Institutions (HEIs)

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ABSTRACT: The study aims to identify the description of EPIC leadership theory in the success management of the Higher Education Institutions in the area of excellence leadership, passion leadership, integrity leadership, and consistency leadership.

Descriptive quantitative research design is utilized in the study where purposive sampling is employed in the selection of the population size of the respondents. The study comprised thirty (30) respondents only.

Results show that excellence empowers leaders through trust and autonomy role, responsibility, professional development, new knowledge, skills, and collaboration to foster leadership function, show that passion inspires and motivates leadership to foster shared responsibility and purpose for effective management success in the school system, show that integrity fosters positive culture, trust, and enhances well-being of the employee in the school organization success and process, and show that compassion influences trust, communication, and collaboration on conflict resolution, decision-making, instructional leadership, communication, strategic vision, and emotional intelligence necessary for team cohesion.

Findings show that there is a significant correlation on the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents.

KEYWORDS: EPIC leadership theory, excellence leadership, passion leadership, integrity leadership, and consistency leadership

INTRODUCTION

Leadership is necessary in any organization; it involves guiding people especially in the school setting to achieve educational goals. It integrates literacy competency in leadership (Mallillin, 2023). Effective school leaders shape and mold the school mission, vision, goals, values, and cultures. It builds a strong collaborative environment to foster better relationships in the organization. It engages necessary understanding and building reciprocal relationships. It encompasses the different functions and roles in the formal position of leadership (Mallillin, et al. 2024). It focuses on the success of creating an optimistic and supportive environment in fostering success of the learners and improvement of quality leadership. It influences and explores the performance of the perceived organization in the school setting. It focuses on the mediating role for job satisfaction (Mallillin, 2021, pp. 17-28). It focuses on the organizational culture and motivation of employees. It serves as a tool to improve strategic tools for the organizational performance which is crucial management success (Jeffrey, 2025, pp. 1-7). On the other hand, leadership theory focuses on excellence, passion, integrity, and consistency which are needed in the educational system and setting. It results in better success and management of the school leaders and subordinates. It is based on self-esteem, self-efficacy, and inclusive leadership (Mallillin, 2024). It explores the relationships of every employee which affect job performance in achieving the goals, mission, vision, and core values. It enhances the impact of inclusive Excellence, Passion, Integrity, and Consistency (EPIC) leadership and potentials. It is designed for the educational setting and system implementation and management success. It influences the role of every leader in the organization through the process of EPIC and self-efficacy respectively. It explains further the process improvement of the leadership process in the school organization (Huang, et al. 2025).

Furthermore, the objective of EPIC leadership is to provide key aspects of school leadership with a clear vision for effective development to align with the policies, school activities, and mission. It also focuses on instructional leadership influences on the improved teaching and learning for effective instructions (Mallillin, 2024, pp. 120-132). It also influences the improved focus in creating better practice and effective instructions. It manages organizational leadership on policies, school resources, and

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processes to support effective operation among stakeholders. It fosters and develops family and community engagement to play a key role in broadening better partnership in the organization. It involves collaboration and communication for effective leadership benefits of everyone in the educational setting and system (Andenoro, & Skendall, 2020, pp. 33-38). Moreover, it evaluates the role of leadership in the organization including formal processes such as administrative position, departments, coordinators, and heads. It also includes instructional leaderships who have the expertise in the influences and instructions that can be exercised among leaders and coaches. It is a shared distributed leadership that recognizes different influences in the school-based expertise. It demonstrates leadership initiative in supporting change from good, better, and best (Don, et al. 2015, pp. 615-625). Similarly, it analyzes the importance of school leadership in creating crucial effective leadership to support achievement of the goals in a positive environment. It develops heads in their professional development and improvement of the school organization (Mallillin, & Laurel, 2022). It also shapes school culture in exploring behaviors, beliefs, and values in leadership. It builds and engages community and society to the fullest. It processes the multifaceted school organization and setting in supporting, guiding, and influencing the success and shared vision (Karadağ, & Sertel, 2025).

EPIC Leadership Theory

The EPIC Leadership Theory discusses the meaning as to **(E)** for Excellence, **(P)** for Passion, **(I)** for Integrity, and **(C)** for Consistency which is illustrated below:

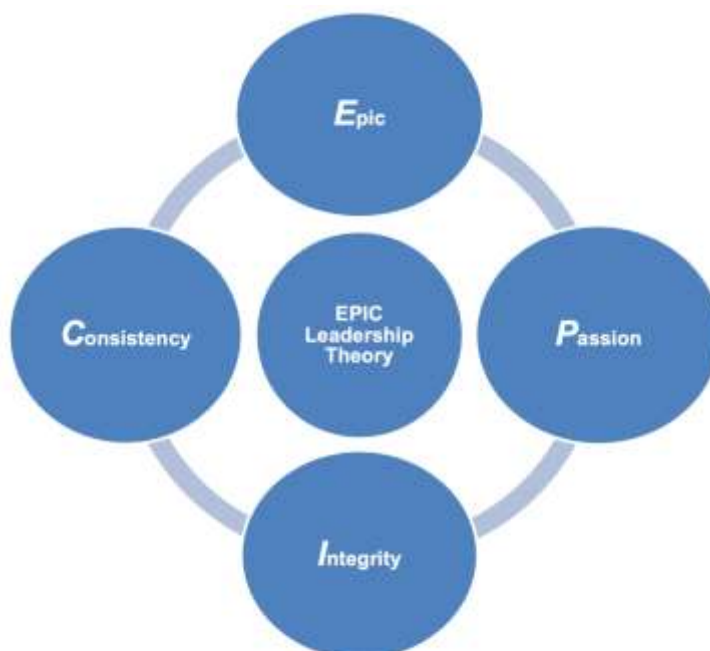


Figure 1: EPIC Leadership Theory

Excellence Leadership Theory

Excellence Leadership Theory determines the qualification of education leaders in a sustainable rapid transformation of the school system through comprehensive planning to ensure high performing leaders (Adams, et al. 2020, pp. 425-439). It is focused on the following details:

1. It prepares effective leaders for high performing functions to establish leadership practice, roles, and functions in the school setting.
2. It provides strong outcomes and evidence based on the mission, vision, and core values of the school standards.
3. It designs various approaches for competency standard output development leadership skills and attributes to fulfill aspiration in the educational system.
4. It explores potential school leaders and influences high performance management success in the educational system.
5. It establishes a shared mission, vision, core values, and goals translated to guide daily decision making and transparency.
6. It empowers leaders through trust and autonomy, responsibility, professional development, new knowledge, skills, and collaboration to foster leadership function.
7. It fosters inclusive and positive culture supported with respect and belonging, equity, diversity, inclusion, and positive relationship in the educational system.

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8. It prioritizes well-being of employees in the organization through a supportive safe environment, success, and potential.
9. It analyzes and evaluates adaptable and strategic leadership decision-making data driven, change management, and strategic planning.
10. It builds a strong foundation of effective leaders in focusing the function and role impact of the school success essential world of the educational system.

Passion Leadership Theory

Passion Leadership Theory enhances professional development of effective leaders in the educational system. It guides leadership models to explore and foster efficient leadership, retention, growth, and development (Cook, 2025). It is focused on the following details:

1. It describes professional effective leadership engagement, preventing burnout, and individual well-being.
2. It fosters strategies to support the needs of individual employees in the organization to enhance self-care, engagement strategies, and psychological support.
3. It emphasizes support on professional needs and development of a leader to improve satisfaction and success of the school organization.
4. It lessens burnout, improves individual satisfaction in aiming the vision, mission, and core values of the school in a sustainable development process.
5. It exhibits commitment and involvement leadership in the school setting creative engagement and positive environment educational system.
6. It leads to clear vision commitment in effective communication transparency in the school system.
7. It inspires and motivates leadership to foster shared responsibility and purpose for effective management success in the school system.
8. It creates a positive culture engagement environment for a safe and supportive working system in promoting collaboration and culture respect among individuals.
9. It recognizes the contribution and achievement of individuals in the organization to motivate better success and progress in the school organization.
10. It focuses on building strong relationships to maintain rapport in fostering a sense of belonging in organizational success and development.

Integrity Leadership Theory

Integrity Leadership Theory identifies sustainable context in education, management, quality, and styles. It enhances transformational leadership style to demonstrate positive outcome from good, better, and best in enhancing organizational school culture and conducive environment (Sugiyanto, 2025, pp. 351-359). It is focused on the following details:

1. It influences the integration of innovative approaches to leadership competency in the educational system or school setting.
2. It platforms improved leadership effectiveness to prevent various issues in the school setting for both employees and administrators.
3. It enhances support, decision-making, information, and resource efficiency of sustainable management and integrity leadership style achievement of innovation, adaptability, and inclusivity.
4. It contributes to supporting sustainable design leadership strategy and achievement insights in addressing the globalized challenges in the educational system.
5. It demonstrates school leadership integrity, interaction, decision, moral responsibility, fairness, and honesty.
6. It fosters positive culture, trust, and enhances the well-being of the employee in the school organization's success and process.
7. It exhibits building of trust as fundamental support in the school system and collaboration to achieve a better working environment.
8. It fosters positive culture that leads to fairness, value, respect, and honesty in the overall performance of leadership effectiveness.
9. It helps in effective decision-making based on the needs of the school and employees in prioritizing the best interest and challenges situations.
10. It promotes accountability requirements for integrity, decision and action to foster a sense of responsibility in the school organization.

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Consistency Leadership Theory

Consistency Leadership Theory is playing a pivotal role in molding and shaping the quality of leadership in the school system. It embraces the landscape of the educational system through a distributed leadership and collaboration model for effective team management, instructional support, strategic vision, and emotional intelligence (Kurbanov, 2025, pp. 232-240). It is focused on the following details:

1. It cultivates and identifies significant leadership coherent to competency and framework school development.
2. It analyzes team management and key leadership competency and effectiveness of the educational system.
3. It influences trust, communication, and collaboration on conflict resolution, decision-making, instructional leadership, communication, strategic vision, and emotional intelligence necessary for team cohesion.
4. It emerges on professional development trust to reinforce leadership impact in offering innovation insights and measurable outcomes.
5. It underscores competency-based needs of leadership support and evaluation for professional development in the educational system.
6. It reinforces the school improvement, imperative strategy in leading the school organization, leadership development, policy, and practice.
7. It adheres to clear instructions and expectations in maintaining a predictable working environment, application of rules and policies to foster respect and trust, unity, and understanding.
8. It embodies predictable consistency to align reliable action, beliefs, and values stability for an effective working environment.
9. It improves individual behavior and expectation to understand consistency in action leading to orderly productive school setting and system.
10. It enhances individual models and strong school culture for consistency framework to improve morale and boost overall effectiveness.

Statement of the Problem

1. What is the description of EPIC leadership theory in the success management of the Higher Education Institutions in the area of
 - 1.1 epic leadership,
 - 1.2 passion leadership,
 - 1.3 integrity leadership, and
 - 1.4 consistency leadership?
2. Is there a significant correlation on the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents?

Hypothesis

There is a significant correlation on the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents.

RESEARCH DESIGN

The study employs the descriptive quantitative research design in measuring the EPIC leadership theory as a description in the success management of the Higher Education Institutions in the area of excellence leadership, passion leadership, integrity leadership, and consistency leadership. It also quantifies the significant correlation on the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents. Indeed, descriptive quantitative research design is an empirical and systematic approach in understanding the cornerstone of scientific approach in the complex various disciplines and phenomena particularly in EPIC leadership theory school system and setting. It describes the condition and characteristics of the data analysis in various variables as to excellence, passion, integrity, and consistency (Cao, et al. 2024, pp. 54-68).

Respondents of the Study

The subjects of the study are the professional leaders in the various Higher Education Institutions (HEIs) in both public and private sectors. The respondents are topped based on the predefined criteria set by the researchers. The respondents must be head, coordinators, leaders, and managers in the educational system. They are employed for at least one year and above to critically evaluate the variables of the study as to the EPIC leadership theory of excellence, passion, integrity, and consistency. It

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aims to identify the function of a leader in the school setting. It develops strategy and designs management data collection to ensure reliability and validity of the study under investigation (Bussola, et al. 2024, pp. 31-42). The study comprised thirty (30) respondents only.

Sampling Techniques

Purposive sampling is employed in the selection of the sample population of the study. It is non-probability and convenient in the process of selecting the sample and population size. This is to provide enough evidence and concrete analysis of the study. It is focused on data analysis through statistical treatment. It is defined to gather intentional selection of specific unit relevance to the question to be analyzed in the study. It engages insights and deep knowledge criteria for the process of sampling techniques phenomena. It offers advantage to the ability of the target sample size, flexibility, and cost efficiency. It explores concepts in the non-probability sampling process framework and application (Ahmad, & Wilkins, 2024, pp. 1-19).

RESULTS

1. What is the description of EPIC leadership theory in the success management of the Higher Education Institutions in the area of epic leadership, passion leadership, integrity leadership, and consistency leadership among the respondents?

Table 1. Excellence Leadership Theory Among the Respondents

Indicators	WM	I	R
1. It prepares effective leaders for high performing functions to establish leadership practice, roles, and functions in the school setting.	3.38	MA	9.5
2. It provides strong outcomes and evidence based on the mission, vision, and core values of the school standards.	4.10	A	5.5
3. It designs various approaches for competency standard output development leadership skills and attributes to fulfill aspiration in the educational system.	4.20	SA	3
4. It explores potential school leaders and influences high performance management success in the educational system.	4.00	A	7
5. It establishes a shared mission, vision, core values, and goals translated to guide daily decision making and transparency.	3.38	MA	9.5
6. It empowers leaders through trust and autonomy, responsibility, professional development, new knowledge, skills, and collaboration to foster leadership function.	4.23	SA	1.5
7. It fosters inclusive and positive culture supported with respect and belonging, equity, diversity, inclusion, and positive relationship in the educational system.	4.18	A	4
8. It prioritizes well-being of employees in the organization through a supportive safe environment, success, and potentials.	4.10	A	5.5
9. It analyzes and evaluates adaptable and strategic leadership decision-making data driven, change management, and strategic planning.	3.91	A	8
10. It builds a strong foundation of effective leaders in focusing the function and role impact of the school success essential world of the educational system.	4.23	SA	1.5
Average Weighted Mean	3.971	A	
Standard Deviation	0.327		

It shows that rank 1 is shared by the two indicators which are “It empowers leaders through trust and autonomy role, responsibility, professional development, new knowledge, skills, and collaboration to foster leadership function” and “It builds strong foundation of effective leader in focusing the function and role impact of the school success essential world of educational system”, with a weighted mean of 4.23 or Strongly Agree which means that Excellence Leadership Theory is highly observed among the respondents. Rank 2 is “It designs various approaches for competency standard output development leadership skills and attributes to fulfill aspiration in the educational system”, with a weighted mean of 4.20 or Strongly Agree which means that Excellence Leadership Theory is highly observed among the respondents. Rank 3 is “It fosters inclusive and positive culture supported with respect and belonging, equity, diversity, inclusion, and positive relationship in the educational system”, with a weighted mean of 4.18 or Agree which means that Excellence Leadership Theory is observed among the respondents. The least in rank is shared by the two indicators which are “It prepares effective leader for high performing function to establish leadership practice, roles, and functions in the school setting” and “It establishes a shared mission, vision, core values, and goals translated

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to guide daily decision making and transparency”, with a weighted mean of 3.38 or Moderately Agree which means that Excellence Leadership Theory is limited among the respondents. The overall average weighted mean is 3.971 (SD=0.327) or Agree in the area of Excellence Leadership Theory as observed among the respondents.

Table 2. Passion Leadership Theory Among the Respondents

Indicators	WM	I	R
1. It describes professional effective leadership engagement, preventing burnout, and individual well-being.	4.16	A	3.5
2. It fosters strategies to support the needs of individual employees in the organization to enhance self-care, engagement strategies, and psychological support.	3.92	A	6.5
3. It emphasizes support on professional needs and development of a leader to improve satisfaction and success of the school organization.	3.37	A	9.5
4. It lessens burnout, improves individual satisfaction in aiming the vision, mission, and core values of the school in a sustainable development process.	4.00	A	5
5. It exhibits commitment and involvement leadership in the school setting creative engagement and positive environment educational system.	3.87	A	8
6. It leads to clear vision commitment in effective communication transparency in the school system.	4.16	A	3.5
7. It inspires and motivates leadership to foster shared responsibility and purpose for effective management success in the school system.	4.21	SA	1.5
8. It creates a positive culture engagement environment for a safe and supportive working system in promoting collaboration and culture respect among individuals.	3.92	A	6.5
9. It recognizes the contribution and achievement of individuals in the organization to motivate better success and progress in the school organization.	3.37	MA	9.5
10. It focuses on building strong relationships to maintain rapport in fostering sense of belonging in the organizational success and development.	4.21	SA	1.5
Average Weighted Mean	3.919	A	
Standard Deviation	0.315		

It shows that rank 1 is shared by the two indicators which are “It inspires and motivates leadership to foster shared responsibility and purpose for effective management success in the school system” and “It focuses on building strong relationship to maintain rapport in fostering sense of belonging in the organizational success and development”, with a weighted mean of 4.21 or Strongly Agree which means that Passion Leadership Theory is highly observed among the respondents. Rank 2 is also shared by the two indicators which are “It describes professional effective leadership engagement, preventing burnout, and individual well-being” and “It leads to clear vision commitment in effective communication transparency in the school system”, with a weighted mean of 4.16 or Agree which means that Passion Leadership Theory is observed among the respondents. Rank 3 is “It lessens burnout, improves individual satisfaction in aiming the vision, mission, and core values of the school in a sustainable development process”, with a weighted mean of 4.00 or Agree which means that Passion Leadership Theory is observed among the respondents. The least in rank is shared by the two indicators which are “It emphasizes support on professional needs and development of a leader to improve satisfaction and success of the school organization” and “It recognizes the contribution and achievement of individuals in the organization to motivate better success and progress in the school organization”, with a weighted mean of 3.37 or Moderately Agree which means that Passion Leadership Theory is limited among the respondents. The overall average weighted mean is 3.919 (SD=0.315) or Agree in the area of Passion Leadership Theory as observed among the respondents.

Table 3. Integrity Leadership Theory Among the Respondents

Indicators	WM	I	R
1. It influences the integration of innovative approaches to leadership competency in the educational system or school setting.	4.05	A	4

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2. It platforms improved leadership effectiveness to prevent various issues in the school setting for both employees and administrators.	3.83	A	8
3. It enhances support, decision-making, information, and resource efficiency of sustainable management and integrity leadership style achievement of innovation, adaptability, and inclusivity.	4.00	A	5
4. It contributes to supporting sustainable design leadership strategy and achievement insights in addressing the globalized challenges in the educational system.	3.91	A	7
5. It demonstrates school leadership integrity, interaction, decision, moral responsibility, fairness, and honesty.	3.38	MA	9.5
6. It fosters positive culture, trust, and enhances the well-being of the employee in the school organization success and process.	4.20	SA	1.5
7. It exhibits building of trust as fundamental support in the school system and collaboration to achieve a better working environment.	3.38	MA	9.5
8. It enhances strong relationships that lead to fairness, value, respect, and honesty in the overall performance of leadership effectiveness.	4.20	SA	1.5
9. It helps in effective decision-making based on the needs of the school and employees in prioritizing the best interest and challenges situations.	3.96	A	6
10. It promotes accountability requirements for integrity, decision and action to foster a sense of responsibility in the school organization.	4.11	A	3
Average Weighted Mean	3.902	A	
Standard Deviation	0.299		

It shows that rank 1 is shared by the two indicators which are “It fosters positive culture, trust, and enhances well-being of the employee in the school organization success and process” and “It enhances strong relationships that lead to fairness, value, respect, and honesty in the overall performance of leadership effectiveness”, with a weighted mean of 4.20 or Strongly Agree which means that Integrity Leadership Theory is highly observed among the respondents. Rank 2 is “It promotes accountability requirements for integrity decision and action to foster a sense of responsibility in the school organization”, with a weighted mean of 4.11 or Agree which means that Integrity Leadership Theory is observed among the respondents. Rank 3 is “It influences the integration of innovative approaches to leadership competency in the educational system or school setting”, with a weighted mean of 4.05 or Agree which means that Integrity Leadership Theory is observed among the respondents. The least in rank is shared by the two indicators which are “It demonstrates school leadership integrity interaction, decision, moral responsibility, fairness, and honesty” and “It exhibits building of trust as fundamental support in the school system and collaboration to achieve better working environment”, with a weighted mean of 3.38 or Moderately Agree which means that Integrity Leadership Theory is limited among the respondents. The overall average weighted mean is 3.902 (SD=0.299) or Agree in the area of Integrity Leadership Theory as observed among the respondents.

Table 4. Consistency Leadership Theory Among the Respondents

Indicators	WM	I	R
1. It cultivates and identifies significant leadership coherent to competency and framework school development.	4.00	A	4.5
2. It analyzes team management and key leadership competency and effectiveness of the educational system.	3.37	MA	9.5
3. It influences trust, communication, and collaboration on conflict resolution, decision-making, instructional leadership, communication, strategic vision, and emotional intelligence necessary for team cohesion.	4.21	SA	1.5
4. It emerges on professional development trust to reinforce leadership impact in offering innovation insights and measurable outcomes.	3.81	A	6
5. It underscores competency-based needs of leadership support and evaluation for professional development in the educational system.	3.76	A	7

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6. It reinforces the school improvement, imperative strategy in leading the school organization, leadership development, policy, and practice.	3.68	A	8
7. It adheres to clear instructions and expectations in maintaining a predictable working environment, application of rules and policies to foster respect and trust, unity, and understanding.	4.21	SA	1.5
8. It embodies predictable consistency to align reliable action, beliefs, and values stability for an effective working environment.	4.00	A	4.5
9. It improves individual behavior and expectation to understand consistency in action leading to orderly productive school setting and system.	3.37	MA	9.5
10. It enhances individual models and strong school culture for consistency framework to improve moral and boost overall effectiveness process.	4.12	A	3
Average Weighted Mean	3.853	A	
Standard Deviation	0.312		

It shows that rank 1 is shared by the two indicators which are “It influences trust, communication, and collaboration on conflict resolution, decision-making, instructional leadership, communication, strategic vision, and emotional intelligence necessary for team cohesion” and “It adheres to clear instructions and expectations in maintaining predictable working environment, application of rules and policies to foster respect and trust, unity, and understanding”, with a weighted mean of 4.21 or Strongly Agree which means that Consistency Leadership Theory is highly observed among the respondents. Rank 2 is “It enhances individual model and strong school culture for consistency framework to improve morale and boost overall effectiveness process”, with a weighted mean of 4.12 or Agree which means that Consistency Leadership Theory is observed among the respondents. Rank 3 is also shared by the two indicators which are “It cultivates and identifies significant leadership coherent to competency and framework school development” and “It embodies predictable consistency to align reliable action, beliefs, and values stability for effective working environment”, with a weighted mean of 4.00 or Agree which means that Consistency Leadership Theory is observed among the respondents. The least in rank is shared by the two indicators which are “It analyzes team management and key leadership competency and effectiveness of the educational system” and “It improves individual behavior and expectation to understand consistency in action leading to orderly productive school setting and system”, with a weighted mean of 3.37 or Moderately Agree which means that Consistency Leadership Theory is limited among the respondents. The overall average weighted mean is 3.853 (SD=0.312) or Agree in the area of Consistency Leadership Theory as observed among the respondents.

2. Is there a significant correlation on the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents?

Table 5. Test on the significant correlation on the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents

Test of Variables	Computed z value	Result	Decision
● Excellence	38.03528179	significant	Rejects the H_0
● Passion	38.24552386	significant	Rejects the H_0
● Integrity	39.08519637	significant	Rejects the H_0
● Consistency	37.78177343	significant	Rejects the H_0
Two tailed test with a z critical value of ± 1.96 at 0.05 level of significant			

Table 5 presents the test of significant correlation on the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents.

It shows that the computed z values are higher than the z critical value of ± 1.96 at 0.05 level of significant. Therefore, the correlation significantly rejects the hypothesis of the description of EPIC leadership theory in the success management of the Higher Education Institutions as observed by the respondents.

DISCUSSION

It shows that excellence empowers leaders through trust and autonomy, responsibility, professional development, new knowledge, skills, and collaboration to foster leadership function. It builds a strong foundation of effective leaders in focusing the

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function and role impact of the school success on the essential world of the educational system (Mallillin, 2023, pp. 1-17). It designs various approaches for competency standard output development leadership skills and attributes to fulfill aspiration in the educational system. It explores to evaluate, try-out, and develop individual employees toward excellence in the educational system. It develops components for the best practices in the school setting model and techniques to obtain excellence output and performance of every individual worker. It includes leadership for academic excellence, empowerment, strategic planning, human resource management for change (Mallillin, 2017, pp. 58-74). It serves as a fundamental cornerstone in cultivating people for quality of life and fulfilling awareness programs and development in the educational system (Tiwong, et al. 2025, pp. 36-46). On the other hand, excellence leadership fosters inclusive and positive culture supported with respect and belonging, equity, diversity, and positive relationships in the educational system. It prepares effective leaders for high performing functions to establish leadership practices, roles, and functions. It establishes a shared mission, vision, core values, and goals translated to guide daily decision making and transparency. It pursues a well-established excellence in leadership that constrains resources and inadequate leadership systems. It is a challenge for effective leadership in obtaining the best school system. It influences transformational leadership school system engagement. It collaborates leadership strength, promotion, and capacity best practices in the organization (Obadahun, 2025, pp. 111-119).

Accordingly, passion in leadership inspires and motivates individuals to foster shared responsibility and purpose for effective management success. It focuses on building strong relationships to maintain rapport in fostering a sense of belonging in organizational success and development (Mallillin, & Lopez, 2024, pp. 97-108). It describes professional effective leadership engagement, preventing burnout, and individual well-being. It deliberates to cultivate the skills and development of every leader. It typifies the process and ingredients of leadership and imagination. It provides resilience to passion leadership function though experiencing ups and downs. The behaviors and characteristics are necessary that need to be observed for ethics and values. It is being a leader by demonstration and example. It provides multifaceted capability of leadership process in the school organization. It is necessary to solve issues with passion and a privilege to create change and transformation in the organization (Gutmann, et al. 2025). Similarly, passion in leadership provides clear vision commitment in effective communication transparency. It lessens burnout, improves individual satisfaction in aiming the vision, mission, and core values of the school in a sustainable development process. It emphasizes support on professional needs and development of a leader to improve satisfaction and success of the school organization. It recognizes contribution and achievement of individuals to motivate better success and progress (Paraiso, & Mallillin, 2025). It determines challenges in the school organization where passion for leadership is needed. It is a challenge to passionate leadership. It guides the school system to articulate processes and plans that will respond to passion leadership through demonstration and best examples (Alagasi, & Baguio, 2025, pp. 355-364).

Certainly, integrity in leadership fosters positive culture, trust, and enhances the well-being of the employee's success and process. It enhances strong relationships that lead to fairness, value, respect, and honesty in the overall performance of leadership effectiveness. It promotes accountability requirements for integrity, decision and action to foster a sense of responsibility. It signifies influences and fundamental principles of leadership and integrity in the educational setting and process (Mallillin, & Paraiso, 2022). It examines the integrity process of the organization in enhancing positive outcome, ethical behavior, and fostering trust. It cultivates the integrity of cultural collaboration. It addresses the challenges in promoting integrity and diverse perspectives. Strategies and methods of leadership are enhanced through dialogues, ethics, and integration (Odoh, et al. 2025). Indeed, integration of leadership influences innovative approach competency in the educational system or school setting. It demonstrates school leadership integrity, interaction, decision, moral responsibility, fairness, and honesty. It exhibits building of trust as fundamental support in the school system and collaboration to achieve a better working environment. It offers standing perception to provide necessary impact and decision making best practice in the school organization. It guides to assist proper observation of integrity, performance and outcome of every leader. It empowers to create positive integrity development in the school culture. It explores to appreciate strength, support, and educational framework initiative. It highlights positive transition and effect in the focus of work, capacity, knowledge, and ability development integrity (Vogt, & Stoesz, 2025, pp. 1-14).

Notably, compassion in leadership influences trust, communication, and collaboration on conflict resolution, decision-making, instructional leadership, communication, strategic vision, and emotional intelligence necessary for team cohesion. It adheres to clear instructions and expectations in maintaining a predictable working environment, application of rules and policies to foster respect and trust, unity, and understanding. It enhances individual models and strong school culture for consistency framework to improve morale and boost overall effectiveness. It responds to tough decisions in the organization for conflict resolution and the likes. It stresses battles and transitions for a compassionate leader to assist with example and best practices for the organization to make everybody happy and exciting. Compassion leadership is not an easy task because you cannot please everybody in the organization. Set a good example, demonstrate the process and you will reap the reward of better leadership (Marcel, & Kamalanabhan, 2025, pp. 257-288). Lastly, compassion in leadership cultivates and identifies significant coherent

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competency and framework school development. It embodies predictable consistency to align reliable action, beliefs, and values stability for an effective working environment. It analyzes team management and key leadership competency and effectiveness of the educational system. It improves individual behavior and expectation to understand consistency in action leading to orderly productive school setting and system. It is a multi-disciplinary approach in the work services that supports individuals in the organization. It connects with positive leadership, compassion and principles. It is a promising approach to pedagogy of positive leadership. It describes incorporating compassion, leadership and opportunity intended outcome in the educational setting. It sustains, promotes, and nurtures to engage for compassionate leadership and practices (Giroux, 2025, pp. 1-44).

CONCLUSION

It shows that excellence empowers leaders through trust and autonomy, responsibility, professional development, new knowledge, skills, and collaboration to foster leadership function. It also builds a strong foundation for effective leaders in focusing the function and role impact of the school success essential world of the educational system where it designs various approaches for competency standard output development leadership skills and attributes to fulfill aspiration in the educational system. This includes fostering inclusive and positive culture supported with respect and belonging, equity, and diversity in the educational system.

It shows that passion inspires and motivates leadership to foster shared responsibility and purpose for effective management success. It also focuses on building strong relationships to maintain rapport in fostering a sense of belonging in the organizational success and development where it describes professional effective leadership engagement, preventing burnout, and individual well-being that leads to clear vision commitment in effective communication transparency. This includes to lessen burnout, improve individual satisfaction in aiming the vision, mission, and core values of the school in a sustainable development process.

It shows that integrity fosters positive culture, trust, and enhances the well-being of the employee in the school organization's success and process. It enhances strong relationships that lead to fairness, value, respect, and honesty in the overall performance of leadership effectiveness where it promotes accountability requirements for integrity, decision and action to foster a sense of responsibility. This includes the influence of the integration of innovative approaches to leadership competency in the educational system or school setting.

It shows that compassion influences trust, communication, and collaboration on conflict resolution, decision-making, instructional leadership, communication, strategic vision, and emotional intelligence necessary for team cohesion. It adheres to clear instructions and expectations in maintaining a predictable working environment, application of rules and policies to foster respect and trust, unity, and understanding where it enhances individual model and strong school culture for consistency framework to improve morale and boost overall effectiveness. This includes to cultivate and identify significant leadership coherent to competency and framework school development.

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