



INFLUENCE OF SCHOOL HEADS' VISIONARY LEADERSHIP ON THE PERFORMANCE OF TEACHERS: BASIS FOR A PROPOSED ENHANCEMENT PLAN

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ABSTRACT

This study determined the influence of school heads' visionary leadership on the performance of teachers as basis for a proposed enhancement plan. The study also determined the significant relationship between the profile variables of teachers and their performance and the significant relationship of school head's visionary leadership influencing the performance of teachers. Moreover, the study revealed that the influence of school heads' visionary leadership on the performance of teachers pertaining to the five domains are marked as very influential.

This study used the descriptive correlation method employing the survey and correlation techniques. Unstructured interviews and observations were also used to back up the responses provided by the respondents. Moreover, the correlation aspect of the study involved the determination of the existence of a relationship between the performance of teachers and the following variables: Profile of School Heads/Teachers and extent of school heads' visionary

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leadership influencing the performance of teachers. From the results of the study, a proposed enhancement plan was conceptualized and suggested.

The respondents of the study were School Heads and Teachers from all the Secondary Public High Schools in the Municipality of Baggao consisting 7 School Heads and 241 teachers. Total population sampling was used for both the school heads and teachers.

The study made use of the descriptive statistics or the descriptive frequency count, mean and simple percentage to interpret the data on the profile of the school heads and teachers. Weighted mean and standard deviation were used in determining the extent of school heads' visionary leadership that influence teachers' performance. IPCRF of the teachers is used to get their performance rating.

Age, civil status, educational attainment, position, years of service as school heads and number of leadership seminars/trainings attended are predictors of teachers' teaching performance.

The visionary leadership attribute of school heads along the domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others and building connections are very influential in determining the teachers' teaching performance.

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Teachers have an outstanding performance as indicated by a very high positive correlation with the school heads' visionary leadership.

Teachers' performance is high when school head's visionary leadership is high and the organizational climate is high.

Further review of prevailing leadership practices of school heads should be explored to enhance the performance of teachers. Setting a timeline or work plan in action research writing may help teachers in overcoming the difficulties encountered by them in their field. Top level management authorities must ensure non-exclusion from education for persons with disabilities and eliminate structural disadvantages to achieve effective participation and equality for all. School authorities should make adequate annual budgetary provisions for school facilities to allow for periodic replacement, continuity and availability of school facilities. A proposed enhancement plan to support school heads' visionary leadership practices is also suggested in this study.

Keywords: *Enhancement Plan, Teaching Performance, Visionary Leadership*

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INTRODUCTION

Visionary leadership is paramount in effectively managing educational institutions in the world. It encompasses leaders who possess a clear and inspiring vision for the future of education and can translate that vision into actionable strategies. The significance of visionary leadership in education management globally can be seen in several aspects. Firstly, academic leaders provide strategic direction to the institution by establishing a clear purpose and long-term goals. They create a vision that aligns with the evolving needs of students, society, and the educational landscape. This enables the institution to stay focused and work towards achieving its objectives.

Secondly, visionary leaders foster a culture of innovation and adaptation within the institution. They embrace new ideas, technologies, and teaching methodologies to ensure the institution remains relevant in a rapidly changing world. By encouraging innovation, visionary leaders empower teachers and students to explore creative approaches to teaching and learning. Furthermore, visionary leaders can motivate and inspire stakeholders within the education community. They create a positive and inclusive environment where teachers feel valued and supported, enhancing job satisfaction and commitment.

The Philippine educational system continuously aims to meet its goals and objectives to make teaching-learning effective amidst challenges and changes. As such, efforts to improve the learning system are conducted in different schools through a variety of activities in cooperation with parents, internal and external organizations and different individuals who

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support the school in the implementation of its programs and projects. Thus, school heads' leadership play a crucial role in the effective delivery of learning in all projects and events in the school as well as in attaining better performance of learners, teachers, and the school as a whole.

On the other hand, despite knowing that leadership holds a key spot in the field of education, limited empirical research has been conducted regarding the influence of leadership particularly on visionary leadership in relation to teachers' performance. As it is observed, school heads' way of leading affect teachers' skills, abilities, and competencies which either make them capable or incompetent in the teaching-learning process. Based on the current experiences and situations of teachers due to the emergence of pandemic, their work is being affected which leads to low performance. If such scenario is not being addressed, it will abruptly inflict issues and concerns in the teaching-learning system.

In this regard, school heads put an impact in every facet of teaching-learning since they can influence and motivate individuals in the realization of the goals and innovations of the school. Since school heads are considered visionary leaders, they create and articulate visions towards the attainment of their purpose to work. They also develop their own personal vision and share it with other people especially with teachers, learners, parents, and stakeholders in order to make things happen and perform their functions effectively. Such demand for school heads is emphasized in DepEd Order No. 24, s. 2020 dated September 7, 2020, in line with the commitment of the Department of Education (DepEd) to support school heads in performing their

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duties and responsibilities in the school. Through the DepEd Order, it also states that school heads occupy that task in improving teachers' and learners' quality and performance.

However, leadership alone cannot make the school effective as the performance of teachers also serves as one among the vital factors that contribute in the attainment of the school's goals and objectives. Hence, through this study, it looked into the influence of school heads' visionary leadership in line with the performance of teachers. As school heads, they have the responsibility to ensure that work efforts of teachers are directed towards the accomplishment of organizational objectives.

Since the study focused on the influence of school heads' visionary leadership, it encompasses the responsibility of school heads to formulate vision of the school in a clear manner and can turn it into a work in order to identify educational goals effectively (Bustari, 2019, p. 84). This, then includes communicating the vision to stakeholders who are part of the school since according to Karwan et al., (2021), visionary leaders are guided with the right vision to lead and work according to the leading and the capacity to think of innovations that are focused on changes and developments. With this, as school heads make actions towards goals and objectives, they are not setting aside that other people can help the school to become an effective instrument in molding learners. As also mentioned by Gichohi (2015) in her study, "it is imperative that school leaders manifest effective school management that involves all stakeholders in the decision-making process."

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In the public secondary schools in Bagao, many of the school leaders are observed as visionary in characteristics. Teachers also manifest exemplary performance. However, it has not been determined if the leaders' visionary trait contributes to the performance of teachers.

Therefore, it is a must to determine the extent to which school heads' visionary leadership influence the performance of teachers in various activities, programs, and projects of the school. The school heads' profile and the influence of their visionary leadership will then be essential to identity in order to determine their relationship on the performance of teachers. The research findings are instrumental as bases in crafting a Proposed Enhancement Plan.

MATERIALS AND METHODS

This chapter presented the research design that is used in the study, research locale, respondents and sampling procedure, research instrument, data gathering procedure and statistical treatment of data.

Research Design

This study used descriptive correlation method employing the survey and correlation techniques and to back up the responses provided by the respondents, unstructured interviews and observations were also done.

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The design described the profile of the school heads and teachers in terms of their profile variables namely: age, sex, civil status, educational attainment, position, years of service as a school head/teacher and the number of leadership trainings/seminars attended. The performance of teachers was investigated based on the result of their IPCRF. Also, the extent of school heads' visionary leadership influencing the performance of teachers were determined.

Moreover, the correlation aspect of the study involved the determination of the existence of a relationship between the performance of teachers and their profile variables and extent of school heads' visionary leadership influencing the performance of teachers. From the results of the study, an Enhancement Plan was conceptualized and suggested.

Locale of the Study

The study was conducted in all the public secondary high schools in the Municipality of Baggao consisted of Junior and Senior High School.

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Specifically, the following schools were included: Agaman National High School, Baggao National Agricultural School Main, Baggao, National Agricultural School Annex, Baggao National High School, Baggao National School of Arts and Trades, Hacienda - Intal National High School and Imurung National High School. Figure 2 showed the map of Baggao that illustrated the locale of the study.

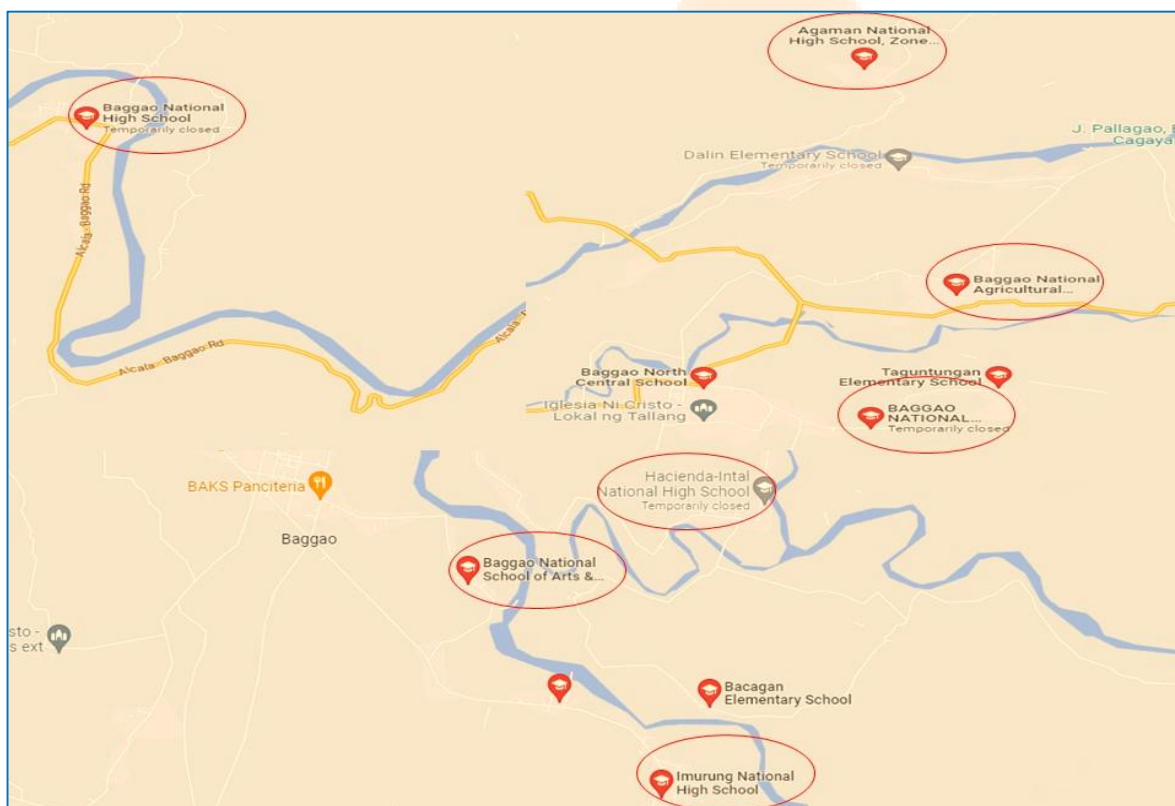


Figure 2. Map of Baggao showing the schools where the respondents are located.

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Respondents and Sampling Procedure

The respondents of the study were School Heads and Teachers from all the Secondary Public High Schools in the Municipality of Baggao, consisting 7 School Heads and 241 junior and senior high school teachers. All school heads and teachers were respondents.

Total population sampling was used for both the school heads and teachers.

Below is the distribution of the respondents of the study

| School | Respondents | |
|--|---------------|----------|
| | School Head/s | Teachers |
| Agaman National High School | 1 | 30 |
| Baggao National Agricultural School Annex | 1 | 28 |
| Baggao National Agricultural School Main | 1 | 42 |
| Baggao National High School | 1 | 51 |
| Baggao, National School of Arts and Trades | 1 | 37 |
| Hacienda - Intal National High School | 1 | 25 |
| Imurung National High School | 1 | 28 |
| Total | 7 | 241 |

Research Instrument

In order to gather the needed data in this study, a survey questionnaire was adopted from the Enclosure No. 1 of DepEd Order No. 024, s. 2020 or known as the National Adoption and Implementation of the Philippine Professional Standards for School Heads.

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There were two sets of questionnaires, one for the school heads and the other one is for the teachers. The school heads' questionnaire comprised of two parts only, to include:

Part I of the questionnaire for school heads ascertained their profile variables while part II of the questionnaire determined the extent of school heads' visionary leadership which influence the performance of teachers. In addition, the questionnaire for the teachers composed of three parts; Part I of the questionnaire for teachers ascertained their profile variables while part II determined the extent of school heads' visionary leadership which influence the performance of teachers and part III determined their performance rating for school year 2021-2022.

Documents were also used to get the performance of teachers as indicated in their IPCRF rating.

Data Gathering Procedures

After the approval of the dissertation proposal by the panel of examiners, the researcher asked permission from the Office of the Schools Division Superintendent in the Division of Cagayan to float the questionnaires. The letter of request was signed by the adviser and duly indorsed by the school head.

After the approval of the SDS, a letter to the different school heads were made to facilitate the floating of the questionnaire to the respondents, at the same time, a schedule of visit was also made.

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A hard copy on the summary of the IPCRF was requested to the school heads to determine and validate the performance rating of teachers as written in the survey questionnaire.

To ensure a 100% retrieval of the questionnaires and no omission, the researcher personally floated the questionnaire and administered to the respondents so that the content and intent of the questionnaire was explained thoroughly.

Statistical Treatment and Analysis of Data

The study made use of the descriptive statistics or the descriptive frequency count, mean and simple percentage to interpret the data on the input of the study which is the profile of the school heads and teachers. A survey questionnaire is used to gather the demographic profile of the respondents.

Upon determining the extent of school heads' visionary leadership that influence teachers' performance through the questionnaire, weighted mean and standard deviation were used and the results were evaluated through the adjectival values for which were as follows:

| <i>Numerical Value</i> | <i>Descriptive Value</i> |
|------------------------|--------------------------|
| 4.50 – 5.00 | Extremely influential |
| 3.50 – 4.49 | Very Influential |
| 2.50 – 3.49 | Somewhat Influential |
| 1.50 – 2.49 | Slightly Influential |
| 1.00 – 1.49 | Not at all Influential |

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To get the data on the performance of teachers, the IPCRF of the teachers is used. The following Likert Scale as indicated in the RPMS Tool for Proficient and Highly Proficient Teachers for School Year 2021 – 2022 is also utilized. The adjectival values for the evaluation of data were as follows:

| <i>Numerical Value</i> | <i>Descriptive Value</i> |
|------------------------|-------------------------------|
| 4.50 – 5.00 | Outstanding Performance |
| 3.50 – 4.49 | Very Satisfactory Performance |
| 2.50 – 3.49 | Satisfactory Performance |
| 1.50 – 2.49 | Unsatisfactory Performance |
| 1.00 – 1.49 | Poor Performance |

To gauge the tests of relationship between and among the variables included in this study, the Pearson Product Moment Correlation Formula was used.

The hypothesis was relegated at 0.05 level of significance. Statistical analysis was done using the SPSS application.

RESULTS AND DISCUSSION

This chapter presents the data gathered which were analyzed and treated with the appropriate statistical tools. These were presented according to the problems stated in the study.

Profile of the Respondents

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Table 1 shows the profile of the school heads in terms of age, sex, civil status, highest educational attainment, position, years in service and number of trainings and seminars attended in line with leadership. Of the 7 school heads, 4 or 57.14 percent are 51-55 years old. Two or 28.57 percent are 56 years old or older, while one or 14.29 percent is 50 years old or younger. This means that the ages of the school heads are 50 years old or older. Their age is a combination of seasoned and promising school heads. This result is similar to the study of Conner-Davidson (2021) about leadership resiliency that as an individual aged, he or she is exposed to various challenges present in the environment wherein he or she worked at.

In terms of the sex profile of the school heads, there are five (5) or 71.43 percent females, and only 2 or 28.57 percent were composed of males. The results showed that most of the school heads are females, implying that more females are engaged in leading schools. Similarly, Hassen (2016) concluded that female leaders create more avenue of opportunities, given their sophisticated roles at home and at school.

All of them are married with a frequency of 7 or 100.00 percent. Given the age range of the respondents, it is reasonable to assume that a significant number of them are already married.

As to their highest educational attainment, results show that the majority of the principals are Master's Degree holders, with a frequency of four or 57.14 percent of the total respondents while three or 42.86 percent have already finished their doctor's degree. This is true to DepEd

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Order No. 42, s. 2007, the revised guidelines on the selection, promotion and designation of school heads, that an aspiring school head must be a Masters' Degree holder.

Two or 28.57%) of the school heads occupy Principal I and III positions and one or 14.29% is occupying the position of Head Teacher III, Master Teacher I and Principal II. It was noted that there are two who are designated as school heads. As stipulated on DepEd Order NO. 42, s. 2007, a school head is a person responsible for the administrative and instructional supervision of the school or cluster of schools. A Principal I position must pass a qualifying test and must have an experience of at least five (5) years as Head Teacher, Teacher-In-Charge, Master Teacher and Teacher III. The Schools Division Superintendent shall designate Teachers-In-Charge in schools without Principal items.

In terms of years in service. 42.86 percent, or 3 school heads, rendered less than 5 years while two or 28.57 percent have served as school heads for 5 to 8 years and more than 8 years. This implies that beginning principals who render their service in their first four years manage multiple and complex responsibilities and are expected to improve the quality of teaching and learning in school environments in which change is constant. (Wright et al., 2009).

School heads have attended two seminars in line with leadership with 4 or 57.14 percent while 1 or 14.29 percent of the school heads have attended 3 seminars. Among these seminars attended by the school heads include: Enhanced School Improvement Plan (ESIP) Crafting which covers the most critical and necessary instructional leadership role of a school leader to

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promote students' learning, Educational Leadership and Leadership and Management Training for School Heads. It is noted that all the school heads have attended leadership seminars. Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership seminars that contribute to school effectiveness and improvement (Day et al 2000).

Table 1. Frequency and percent distribution of school head-respondents' profile.

| Category | Frequency (n=7) | Percent |
|---------------------------------------|-----------------|---------|
| Age | | |
| 50 and below | 1 | 14.29 |
| 51-55 years old | 4 | 57.14 |
| 56 and above | 2 | 28.57 |
| Mean = 53.43, SD = 5.29 | | |
| Sex | | |
| Male | 2 | 28.57 |
| Female | 5 | 71.43 |
| Civil Status | | |
| Married | 7 | 100.00 |
| Highest Educational Attainment | | |
| Master's Degree | 4 | 57.14 |
| Doctor's Degree | 3 | 42.86 |
| Position | | |
| Head Teacher III | 1 | 14.29 |
| Master Teacher I | 1 | 14.29 |
| Principal I | 2 | 28.57 |
| Principal II | 1 | 14.29 |
| Principal III | 2 | 28.57 |

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| Years in Service | | |
|--|---|-------|
| Less than 5 | 3 | 42.86 |
| 5 to 7 | 2 | 28.57 |
| 8 or more | 2 | 28.57 |
| Mean = 5.71, SD = 3.51 | | |
| | | |
| Number of Trainings and Seminars attended | | |
| 1 | 2 | 28.57 |
| 2 | 4 | 57.14 |
| 3 | 1 | 14.29 |

Table 2 shows the profile of the teachers in terms of age, sex, civil status, highest educational attainment, position, years in service and number of trainings and seminars attended in line with leadership. The age of the teachers was divided into 4 groups using the age bracket of Bello (2009). Based on the result, most teachers' ages lie within the age bracket of 31-41, with a total of 241 comprising 90 or 37.34 percent of the total respondents while 15 or 6.22 percent are in the age bracket of 53 or more. The findings are similar to the study: "Teachers' Personal and Professional Demographic Characteristics as Predictors of Students' Academic Performance" conducted by Francisco (2020) were most teachers belong to the age bracket of 31-41 years old which means that teachers who are under this age are considered "experienced teachers".

The total of females in the study were 175, which comprised 72.61 percent, and only 66 or 27.39 percent were composed of males. The results showed that most of the teachers were females, implying that more females are engaged in teaching. Census findings disclosed that in

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the Philippines, teaching is a woman-dominated profession, thus, there are more female school teachers than male school teachers in secondary schools.

As to the civil status of teachers, majority are married with a frequency of 182 or 75.52 percent, 51 or 21.16 percent are single, 6 or 2.49 percent are widowed, and 2 or 0.83 percent is separated. The findings are similar to the study conducted by Francisco (2020) of which more female teachers were married. Given the age range of the respondents, it is reasonable to assume that a significant number of them were already married, as women typically get married between the ages of 25 and 35.

The highest educational attainment showed that the majority of the teachers are Master's Degree holders, with a frequency of 148 or 61.41 percent of the total respondents while 3 or 1.25 percent, have already finished their doctor's degree. Consequently, a large number of teacher respondents pursued graduate degrees in order to improve their skills and credentials. The Department of Education (DepEd) endorses teachers' pursuit of graduate studies to enhance their competencies and, ultimately, assist them in advancing to higher positions within their respective ranks.

Majority (118 or 48.96%) of the teachers occupy the Teacher III positions while 1 or 0.41 percent is Head Teacher I. It can be noted that most of the teachers are graduates of Master's degrees, which is why most of the respondents' rank is Teacher III because of the reclassification through Equivalent Record Form (ERF). It is a document indicating the educational preparation,

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training, teaching experience, and extracurricular activities for professional growth undertaken by a teacher. It is used to validate the classification level of teachers covered by the Teachers' Pay Preparation Schedule (TPPS) (DECS Order No. 59, s. 2000).

As to years in service, 57.68 percent, or 139 teachers, have already reached their less than 10 years in service while 9 or 3.73 percent of the teachers are serving for more than 21 years. This proves that the teachers are committed and dedicated to serving Filipino learners even if they were considered "beginning teachers" (Graham et al., 2020).

Most teachers attended one seminar on leadership with a frequency of 158 or 65.56 percent while 1 or 0.41 percent of the teacher respondents attended 6 seminars in relation to leadership. Most of the teachers attended In Service Training (INSET) for Teachers, a continuing and practical activity for teachers to develop professional knowledge and skills throughout the education process. International Mind Education Leaders Training, Leadership Training for SSG Teacher-Advisers, International Youth Leadership Training were also attended exclusively for the Supreme Student Government Teacher-Advisers. This suggests that the teacher-respondents have to attend more seminars to enhance their leadership skills in teaching. Teacher leadership provides a highly motivational career path so that teachers can continue to pursue their passion for working and expanding their influence and engaging in new professional challenges (Center for Great Public Schools, 2020).

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Not everyone would have the opportunity to be sent in leadership seminars. Nonetheless, teachers find ways to update and engage themselves to become prospective leaders.

Table 2. Frequency and percent distribution of teacher-respondents' profile.

| Category | Frequency (n=241) | Percent |
|---------------------------------------|-------------------|---------|
| Age | | |
| 30 or less | 77 | 31.95 |
| 31-41 | 90 | 37.34 |
| 42-52 | 59 | 24.48 |
| 53 or more | 15 | 6.22 |
| Mean = 37.07, SD = 9.09 | | |
| Sex | | |
| Male | 66 | 27.39 |
| Female | 175 | 72.61 |
| Civil Status | | |
| Married | 182 | 75.52 |
| Single | 51 | 21.16 |
| Legally Separated | 2 | 0.83 |
| Widowed | 6 | 2.49 |
| Highest Educational Attainment | | |
| College Graduate | 90 | 37.34 |
| Master's Degree | 148 | 61.41 |
| Doctor's Degree | 3 | 1.25 |
| Position | | |
| LGU Teacher | 14 | 5.81 |
| Teacher I | 55 | 22.82 |
| Teacher II | 40 | 16.60 |
| Teacher III | 118 | 48.96 |

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| | | |
|--|-----|-------|
| Head Teacher I | 1 | 0.41 |
| Head Teacher III | 3 | 1.24 |
| Master Teacher I | 8 | 3.32 |
| Master Teacher II | 2 | 0.83 |
| | | |
| Years in Service | | |
| Less than 10 years | 139 | 57.68 |
| 10-20 | 93 | 38.59 |
| 21 or more | 9 | 3.73 |
| Mean = 9.26, SD = 6.01 | | |
| | | |
| Number of Trainings and Seminars attended | | |
| 1 | 158 | 65.56 |
| 2 | 73 | 30.29 |
| 3 | 9 | 3.73 |
| 6 | 1 | 0.41 |

Extent the School Heads' Visionary Leadership Influencing the Performance of Teachers.

Table 3 shows the leadership influence of school heads as evaluated by them and their teachers in terms of leading strategically. Specifically, the school heads assessed themselves with a category mean of 3.90 or described as very influential while, the teachers assessed their school heads with a category mean of 4.22 or described as very influential. It showed that the strand that received the highest assessment from the school heads is "Monitoring and evaluation processes and tools" with a mean of 4.29 and for the teachers is "Vision, mission and core values"

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with a mean of 4.36, both described as very influential. Meanwhile, the strand that received the lowest assessment from both the school heads and teachers is "Research and innovation" with a mean of 3.43 or somewhat influential and a mean of 4.00 or very influential.

This is true to all the school heads in the municipality as they ensure a systematic monitoring and inclusive evaluation in the delivery of basic education services in line with curriculum programs and projects based on quality, time, and targets set in the SIP; staff development, particularly the improvement in the skills of teachers; use of school facilities and other resources, maintenance and improvement of the learning environment; fiscal management vis-a-vis physical accomplishment. Teachers also facilitate learning and constantly nurture every learner in delivering quality, equitable, culture-based, and complete basic education as they fulfill the DepEd's mission, vision and core values. School heads and teachers who love to conduct research find it hard to continue because of many factors such as: lack of support from the school, referring to financial, work, training support, lack of sufficient reference materials refers to unavailability of school library and other references which current journals and magazines are needed, even the internet connection, additional workload and burden on the part of the teacher due to some excessive tasks that the teachers are carrying, conducting research has become a burden and is treated less. Writing anxiety and lack of time are also some of the reasons, inadequate knowledge regarding the conduct of research because others were not able to get a chance to attend to any trainings regarding research.

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The conduct of research is greatly encouraged among public school teachers in the elementary and secondary levels. The need to conduct research is reflected in the Basic Education Governance Act of 2001 created by the Department of Education. The Act recognizes the great importance of research in the management and administration of the basic education system. It acknowledges the importance of research-based evidence as a basis for taking actions and decisions in ensuring the welfare and efficient learning of all students (Department of Education, 2016).

Table 3. Extent the school heads' visionary leadership influencing the performance of teachers in leading strategically.

| Strands of school leadership practices in leading strategically | SH Respondent | | Teacher-Respondent | |
|---|---------------|----------------------|--------------------|-------------------|
| | Mean | Descriptive Value | Mean | Descriptive Value |
| 1. Vision, mission and core values | 3.86 | Very Influential | 4.36 | Very Influential |
| 2. School planning and implementation | 3.57 | Very Influential | 4.24 | Very Influential |
| 3. Policy implementation and review | 4.00 | Very Influential | 4.24 | Very Influential |
| 4. Research and innovation | 3.43 | Somewhat Influential | 4.00 | Very Influential |
| 5. Program design and implementation | 4.14 | Very Influential | 4.20 | Very Influential |
| 6. Learner voice | 4.00 | Very Influential | 4.17 | Very Influential |

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| | | | | |
|--|------|------------------|------|------------------|
| 7. Monitoring and evaluation processes and tools | 4.29 | Very Influential | 4.29 | Very Influential |
| Category Mean | 3.90 | Very Influential | 4.22 | Very Influential |

Range: 4.50-5.00 (Extremely Influential); 3.50-4.49 (Very Influential); 2.50-3.49 (Somewhat Influential); 1.50-2.49 (Slightly Influential); 1.00-1.49 (Not at all Influential)

Table 4 shows the leadership influence of school heads as evaluated by them and their teachers in terms of managing school operations and resources. Specifically, the school heads assessed themselves with a category mean of 4.00 or described as very influential while, the teachers assessed their school heads with a category mean of 4.21 or described as very influential. It showed that the strand that received the highest assessment from the school heads is “Financial Management” and for the teachers is “Records management” with the same mean of 4.29, both described as very influential. Meanwhile the strand that received the lowest assessment from the school heads are “School facilities and equipment and Emerging opportunities and challenges” with the same mean of 3.86 or very influential while for the teachers is “School facilities and equipment” with a mean of 4.19 or very influential.

The secondary school heads most often practiced financial management in terms of budgeting, accounting, procurement, and asset management. Specifically, the school heads do collaboration with Grade Level Chairpersons or School Focal Persons for budgetary plans, preparation and submission of Program of Works (PoWs) to the Division Engineer for further assessment, verification and approval of projects; organizing all financial records by keeping them in safe place; declaring some sources of school funding which include School Maintenance

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and Other Operating Expenses (MOOE) allocation and School-Based Feeding Program (SBFP) funds and Annual Accomplishment Reports (AARs); preparation of supporting documents such as Purchase Orders (Pos), and Purchase Requisitions (PRs) for the procurement of items, school supplies and other materials; and managing a process for the registration, maintenance and replacement of school assets and disposition of non-reusable properties. Records management are important among teachers because they support assessment and evaluation, inform instructional planning, facilitate communication with parents and administrators, provide accountability, and support reflection and improvement. By keeping detailed records of students' work, teachers can improve their instruction, support student learning, and demonstrate their effectiveness as educators. Both respondents gave the lowest assessment to strand "School facilities and equipment" although this is described as very influential it cannot be denied that the lack of school infrastructure and school resources to support the ideal teaching process is the most pressing issue pounding the Filipino basic education. Baggao is considered as one of the most disaster-prone municipalities in Cagayan. The emergence of opportunities and challenges among schools were addressed through the help of the LGU who are the primary responders during calamities or disasters since they are the authorities closest to ground zero. They take proactive measures and intensify their preparations against disasters. Part of this is the conduct of vulnerability assessment wherein officials identify the hazards in their locality as well as the number of people who were directly affected by disasters and list the appropriate interventions

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to address such scenario like designating a safe evacuation center. Barangays also channeled 5% of their funds for their disaster risk reduction and management programs.

School facilities play pivotal role in the actualization of the school goals and objectives by satisfying the physical and emotional needs of teachers and students of a school. The physical needs are met through the provision of school facilities. The emotional needs are met by creating pleasant surroundings a child-friendly atmosphere and an inspiring environment (Asiabaka, 2008).

Table 4. Extent the school heads' visionary leadership influencing the performance of teachers in managing school operations and resources.

| Strands of school leadership practices in managing school operations and resources | SH Respondent Mean | SH Respondent Descriptive Value | Teacher-Respondent Mean | Teacher-Respondent Descriptive Value |
|---|---------------------------|--|--------------------------------|---|
| 1. Records management | 4.00 | Very Influential | 4.29 | Very Influential |
| 2. Financial management | 4.29 | Very Influential | 4.21 | Very Influential |
| 3. School facilities and equipment | 3.86 | Very Influential | 4.16 | Very Influential |
| 4. Management of staff | 4.00 | Very Influential | 4.21 | Very Influential |
| 5. School safety for disaster preparedness, mitigation, and resiliency | 4.00 | Very Influential | 4.19 | Very Influential |

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| | | | | |
|--|------|------------------|------|------------------|
| 6. Emerging opportunities and challenges | 3.86 | Very Influential | 4.22 | Very Influential |
| Category Mean | 4.00 | Very Influential | 4.21 | Very Influential |

Range: 4.50-5.00 (Extremely Influential); 3.50-4.49 (Very Influential); 2.50-3.49 (Somewhat Influential); 1.50-2.49 (Slightly Influential); 1.00-1.49 (Not at all Influential)

Table 5 shows the leadership influence of school heads as evaluated by them and their teachers in terms of focusing on teaching and learning. Specifically, the school heads assessed themselves with a category mean of 4.11 or described as very influential while, the teachers assessed their school heads with a category mean of 4.39 or described as very influential. It is noted that the strand that received the highest assessment from the school heads is “Teaching standards and pedagogies” with an overall mean of 4.29 or very influential under the domain focusing on teaching and learning. The strands that received the lowest assessment are “Learner achievement and other performance indicators”, “Learning environment”, “Career awareness and opportunities” and “Learner discipline” with the same frequency of 4.00 or very influential. Meanwhile, the strands that have the highest assessment from the teachers are “Learner achievement and other performance indicators” and “Learning assessment” with the same frequency of 4.39 or very influential. The strand that received the lowest assessment is “School-based review, contextualization and implementation of learning standards” with a frequency of 4.35 or very influential.

As an instructional leader, the school heads often visit classrooms to work with teachers and students or attend classroom observation to assist the development of effective teaching and

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learning strategies. This is true to the secondary school heads who allotted time for teachers to evaluate their teaching, outlined expectations to ensure quality teaching delivery, offered feedback for immediate action of teachers, and identified teachers' strengths. School heads are also playing stewardship role in improving career awareness and opportunities among teachers. They exercise their role regarding teachers' professional development through trainings, seminars, online courses, graduate school studies and classroom observations. The role of the school head in human resource management is crucial for promoting academic achievement and maintaining quality education. They play a key role in managing human resources by implementing effective practices such as competitive recruitment, professional development, and staff welfare programs.

Teachers are supposed to develop and improve their skills continually. By tenacious learning, teachers' professional degree and performance can be enhanced. Through professional development, teachers re-establish, develop, and expand their knowledge and skills. This includes teachers' practical experience and the formation of instructional strategies that allow students to gain autonomous, reflective, and critical thinking skills. It is said to be a cognitive and personal attempt that requires engagement with new ideas, trying new approaches, improving pedagogy as well as emotional involvement (Girvan, Conneely & Tangney, 2016).

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Table 5. Extent the school heads' visionary leadership influencing the performance of teachers in focusing on teaching and learning.

| Strands of school leadership practices in focusing on teaching and learning | SH Respondent | | Teacher-Respondent | |
|--|---------------|-------------------|--------------------|-------------------|
| | Mean | Descriptive Value | Mean | Descriptive Value |
| 1. School-based review, contextualization and implementation of learning standards | 4.14 | Very Influential | 4.35 | Very Influential |
| 2. Teaching standards and pedagogies | 4.29 | Very Influential | 4.39 | Very Influential |
| 3. Teaching performance feedback | 4.29 | Very Influential | 4.41 | Very Influential |
| 4. Learner achievement and other performance indicators | 4.00 | Very Influential | 4.42 | Very Influential |
| 5. Learning assessment | 4.14 | Very Influential | 4.42 | Very Influential |
| 6. Learning environment | 4.00 | Very Influential | 4.39 | Very Influential |
| 7. Career awareness and opportunities | 4.00 | Very Influential | 4.37 | Very Influential |
| 8. Learner discipline | 4.00 | Very Influential | 4.40 | Very Influential |
| Category Mean | 4.11 | Very Influential | 4.39 | Very Influential |

Range: 4.50-5.00 (Extremely Influential); 3.50-4.49 (Very Influential); 2.50-3.49 (Somewhat Influential); 1.50-2.49 (Slightly Influential); 1.00-1.49 (Not at all Influential)

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Table 6 shows the leadership influence of school heads as evaluated by them and their teachers in terms of developing self and others. Specifically, the school heads assessed themselves with a category mean of 4.18 or described as very influential while, the teachers assessed their school heads with a category mean of 4.28 or described as very influential. It is observed that the strands that received the highest assessment from the school heads are "Personal and professional development", "Professional networks", "General welfare of human resources" and "Rewards and recognition mechanism" with the same mean of 4.29 or very influential. The strands that received the lowest assessment are "Professional reflection and learning" and "Professional development of school personnel" with the same mean of 4.00 or very influential. Meanwhile, the strand that received the highest assessment from the teachers is "Personal and professional development of school personnel" with a mean of 4.34 and the lowest is "General welfare of human resources" with a mean of 4.24, both described as very influential under the domain developing self and others.

School heads' visionary leadership in the strands of personal and professional development and professional networks are critical to the creation and success of a school learning community. This is evident among the school heads in the municipality who influence teachers' professional development, create, nurture, and maintain a healthy and productive learning environment in their respective schools. The search for Most Outstanding Teaching and Non-Teaching Personnel through Service-focused, Talented, Affective, Resilient and Spiritually

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Driven (STARS) and SALUDO Educators Awards are some of the rewards and recognition mechanisms of the secondary public schools to encourage, recognize and rewards employees for their innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extra ordinary acts or services in the public interests and other personal efforts. which contribute to the efficiency, economy and improvement in government operations leading to organizational productivity.

Being recognized for what you do makes many people feel valued. In the school setting, most teachers are not rewarded for the countless hours they spend preparing for their students. Receiving an award or recognition may increase loyalty and productivity. It may also impact the school culture and climate (Movsessian 2018).

Table 6. Extent the school heads' visionary leadership influencing the performance of teachers in developing self and others.

| Strands of school leadership practices in developing self and others | SH Respondent | | Teacher-Respondent | |
|--|---------------|-------------------|--------------------|-------------------|
| | Mean | Descriptive Value | Mean | Descriptive Value |
| 1. Personal and professional development | 4.29 | Very Influential | 4.34 | Very Influential |
| 2. Professional reflection and learning | 4.00 | Very Influential | 4.32 | Very Influential |
| 3. Professional networks | 4.29 | Very Influential | 4.25 | Very Influential |

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| | | | | |
|--|------|------------------|------|------------------|
| 4. Performance management | 4.14 | Very Influential | 4.28 | Very Influential |
| 5. Professional development of school personnel | 4.00 | Very Influential | 4.26 | Very Influential |
| 6. Leadership development in individuals and teams | 4.14 | Very Influential | 4.28 | Very Influential |
| 7. General welfare of human resources | 4.29 | Very Influential | 4.24 | Very Influential |
| 8. Rewards and recognition mechanism | 4.29 | Very Influential | 4.25 | Very Influential |
| Category Mean | 4.18 | Very Influential | 4.28 | Very Influential |

Range: 4.50-5.00 (Extremely Influential); 3.50-4.49 (Very Influential); 2.50-3.49 (Somewhat Influential); 1.50-2.49 (Slightly Influential); 1.00-1.49 (Not at all Influential)

Table 7 shows the leadership influence of school heads as evaluated by them and their teachers in terms of building connections. Specifically, the school heads assessed themselves with a category mean of 4.09 or described as very influential while, the teachers assessed their school heads with a category mean of 4.25 or described as very influential. It is noted that the strand that received the highest assessment from the school heads is “Management of school organizations” with a mean of 4.29 or very influential under the domain building connections. The strand that received the lowest assessment is “Communication” with an overall mean of 3.86 or very influential. Meanwhile, the strand that received the highest assessment from the teachers is “Management of diverse relationships” with a mean of 4.28 and the lowest is “Inclusive practice”

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with a mean of 4.22, both strands are described as very influential in the domain building connections.

The school heads as managers and leaders set the direction the schools are going. This is true to all the secondary school heads in the municipality who are basically responsible in the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills of managing the school make their functions more complex, diverse, and challenging. The school head has also a pivotal role in bringing about inclusive school change. They assisted teachers in creating inclusive classrooms. School mechanisms and process governance mechanisms and processes were geared towards facilitating the provision of technical support in contextualizing the curriculum and teaching-learning materials, and using learning-centered pedagogy and inclusive assessment; physical infrastructures that facilitate inclusion; and, continuous capacity-building on inclusive education of teaching and nonteaching personnel (e.g. LAC sessions, In-Service Trainings, mentorship).

They also supported the development of research-based improvements in instruction and school management for Inclusive Education. Practices and innovations were properly documented for sharing, replication, and for continuous improvement. School heads were capacitated to prepare and manage schools that promote and implement Inclusive Education. They adhered to the new Philippine Professional Standards for School Heads that contain competencies related to supporting Inclusive Education in schools.

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Department of Education Order No. 72, s. 2009, states that the importance of ensuring that children with special needs receive appropriate schooling in a normal or inclusive context was emphasized. With the help of school personnel, parents, and the community, inclusive education emphasizes the principle of accepting all children regardless of race, size, shape, color, disability, or ability.

Table 7. Extent the school heads’ visionary leadership influencing the performance of teachers in building connections.

| Strands of school leadership practices in building connections | SH Respondent | | Teacher-Respondent | |
|--|---------------|-------------------|--------------------|-------------------|
| | Mean | Descriptive Value | Mean | Descriptive Value |
| 1. Management of diverse relationships | 4.00 | Very Influential | 4.28 | Very Influential |
| 2. Management of school organizations | 4.29 | Very Influential | 4.27 | Very Influential |
| 3. Inclusive practice | 4.14 | Very Influential | 4.22 | Very Influential |
| 4. Communication | 3.86 | Very Influential | 4.26 | Very Influential |
| 5. Community engagement | 4.14 | Very Influential | 4.25 | Very Influential |
| Category Mean | 4.09 | Very Influential | 4.25 | Very Influential |

Range: 4.50-5.00 (Extremely Influential); 3.50-4.49 (Very Influential); 2.50-3.49 (Somewhat Influential); 1.50-2.49 (Slightly Influential); 1.00-1.49 (Not at all Influential)

Table 8 shows the extent of the school head’s visionary leadership practices in the five domains. It is revealed from the table that the domain that received the highest assessment from the school heads is “Developing Self and Others” with a category mean of 4.18 while the lowest

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is "Leading Strategically" with a category mean of 3.90, both described as very influential. The leadership domain "Focusing on Teaching and Learning" received the highest assessment from the teachers with a category mean of 4.39 while the domain that received the lowest mean is "Managing School Operations and Resources" both described as very influential.

School heads' leadership in the domain of developing self and others is vital to the creation and success of a school learning community. Thus, the secondary school heads in the municipality who have unique position to influence and to affect the overall quality of teachers and students create and maintain positive, and healthy teaching and learning environments for everyone in the school. Their leadership is distributed and collaborative, with teams working together to accomplish the vision and aims of their respective school. Professional learning experiences among students and teachers are extended experiences that involve learning within the context of work. Their leadership teams are cohesive and continue to build upon members' skills and attributes. They provided support to develop pedagogical expertise as well as the skills needed to lift the performance of their colleagues.

The leadership domain on focusing teaching and learning was also observed by the teachers in the municipality since they support the work of the school heads in promoting quality teaching and learning in their respective school. Teachers were committed in providing instructional leadership towards improving competence and outcomes among learners. This is also evident to the school heads who provide technical assistance on instruction relating to

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curriculum, practice, and performance, thus, creating a teacher and learner-centered environment that ensures access to inclusive, excellent, relevant and liberating education.

Leading strategically has the least mean among the five-leadership domain of the school heads, however it is described as very influential, it can be noted that the role of the school head is changing even more rapidly than the changes in schools themselves. A recent national survey summed up findings by stating, "Most school heads say that their responsibilities today have changed compared to five years ago and that the job has increased in complexity" (MetLife, 2013, p. 23).

In order to be successful, the school head in today's public schools must not only cope with the administration of a complex human organization in the rapidly evolving dynamics of schools and society, but also must be an effective leader in a wide variety of areas with an increasing emphasis on the achievement of all students. In the study "The Influence of Principals' Strategic Leadership on Students' Outcome" (Zakaria 2021) pointed out the importance of leading strategically that strongly influences school performance, especially on students' achievement in academic, co-curriculum and personal. Various training and leadership courses relative to leading strategically are held for the school heads to ensure that they can translate strategically planned efforts into producing excellent schools.

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Table 8. Extent the school heads' visionary leadership practices in the five (5) domains.

| Domains of school head's visionary leadership practices | SH Respondent | | Teacher-Respondent | |
|---|---------------|-------------------|--------------------|-------------------|
| | Category Mean | Descriptive Value | Category Mean | Descriptive Value |
| Leading Strategically | 3.90 | Very Influential | 4.22 | Very Influential |
| Managing School Operations and Resources | 4.00 | Very Influential | 4.21 | Very Influential |
| Focusing on Teaching and Learning | 4.11 | Very Influential | 4.39 | Very Influential |
| Developing Self and Others | 4.18 | Very Influential | 4.28 | Very Influential |
| Building Connections | 4.09 | Very Influential | 4.25 | Very Influential |

Range: 4.50-5.00 (Extremely Influential); 3.50-4.49 (Very Influential); 2.50-3.49 (Somewhat Influential); 1.50-2.49 (Slightly Influential); 1.00-1.49 (Not at all Influential)

Performance Rating of Teachers Based in their Individual Performance Commitment and Review Form (IPCRF)

Table 9 shows the teaching performance of teachers in the delivery of basic education services. 212 or 87.97 of the 241 teachers attained an "Outstanding performance" rating in their Individual Performance Commitment and Review Form (IPCRF) whose rating were ranges from 4.50-5.00 while 13 or 5.39 percent obtained a rating of "Satisfactory performance" ranges from 2.50-3.49.

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It should be noted that teachers' performance is assessed based on DepEd Memorandum No. 4, series 2022 titled, "Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers for School Year 2021-2022," criteria which are: content knowledge and pedagogy – 20%; learning environment – 20%; diversity of learners, curriculum and planning, and assessment and reporting – 20%; community linkages and professional engagement, and personal growth and professional development – 30%; and plus factor – 10%.

The previous school year, 2021-2022, was still affected by the COVID-19 pandemic, where distance learning and other alternative learning modalities were used. It is only during the last quarter that schools were opened for limited face-to-face; despite the challenges brought about by the pandemic, many teachers have continued to demonstrate outstanding performance in their roles as educators. There is no question that teachers of all grade levels, content areas, and in all sectors of education are capable of incredible things (Jones et al., 2020).

Table 9. Frequency and percentage distribution of teachers' performance based on their individual performance commitment and review form (IPCRF)

| Range | Frequency | Percent | Adjectival Rating | Description* |
|-----------|-----------|---------|-------------------|---|
| 2.50-3.49 | 13 | 5.39 | Satisfactory | Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met. |

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| | | | | |
|-----------|-----|--------|-------------------|--|
| 3.50-4.49 | 16 | 6.64 | Very Satisfactory | Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards. |
| 4.50-5.00 | 212 | 87.97 | Outstanding | Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. |
| Total | 241 | 100.00 | | |

*Guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS), Civil Service Commission Memorandum Circular No. 06, series of 2012

Relationship Between the Performance of Teachers and Profile

Table 10 illustrates the significant relationship between the performance of teachers and profile. A significant relationship is found between age, civil status, educational attainment, position, years in service and the number of trainings and seminars attended in relation to their performance since the p-values are less than 0.05 level of significance.

Age is significantly related to teacher's performance. The longer someone has been working, the more skilled they will be compared to those with a relatively newly working period (Pome and Feri 2018). However, their performance will decline in line with the increase of their ages (Robbins & Judge, 2014). Aging is a natural phenomenon for a person (Fitriantoro 2009).

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As people get older, their abilities, endurance, and memorization will decrease as time goes by. Without the equipment of self-development through training, learning, and experiences, their quality will not improve.

The results demonstrated significant influence of civil status on teachers' performance. This was similar to the findings of Pianta et al. (2012) who had found a significant influence of civil status on teachers' performance among married teachers than single teachers due to increase in motherliness and fatherliness in the delivery of classroom instruction.

Educational attainment is also significantly related to the profile of the teachers. Graduate education may improve teaching performance (Harris & Sass, 2011) and raise the status of the teaching profession (Sahlberg, 2015). Teachers are frequently permitted to use graduate credits for promotion and teachers with graduate degrees generally earn a higher salary (Miller & Roza, 2012). The importance of training and graduate schooling to continuously improve the teachers' practice of 21st-century teaching skills has also been emphasized (Gayomale-Sala, M. (2020).

The study of Dela Rosa & Varagas (2021) which determines whether the teacher's profiles are related to teaching performance. The findings showed that the higher the teaching position, the higher the performance evaluation ratings. The positive correlation of academic rank to teachers' performance can be possibly attributed to the reason that promotion to various ranks entails higher educational attainment.

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It is also found out that performance increases with teachers' frequency of attendance at in-service, seminars and workshops.

On the other hand, sex found no significant relationship to performance since teachers can effectively and efficiently teach whether they are male or female.

Table 10. Test of the significant relationship between the performance of teachers and profile.

| Profile Variables | Correlation Coefficient | p-value | Decision |
|---------------------------------------|-------------------------|---------|-----------|
| Age | 0.551** | 0.000 | Reject Ho |
| Sex | -0.111 | 0.085 | Accept Ho |
| Civil Status | -0.145* | 0.024 | Reject Ho |
| Educational Attainment | 0.504** | 0.000 | Reject Ho |
| Position | 0.688** | 0.000 | Reject Ho |
| Years in Service | 0.539** | 0.000 | Reject Ho |
| Number of Training /Seminars Attended | 0.440** | 0.000 | Reject Ho |

*. Correlation is significant at the 0.05 level (2-tailed).

Relationship Between the Performance of Teachers and School Heads' Visionary Leadership

Table 11 shows the significant relationship test between the teachers' performance and the school head's visionary leadership in the domains of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others and building connections.

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The findings indicate that there have been substantial variations in terms of the various domains of the visionary leadership practices of school heads as witnessed by themselves and their teachers. That is, the difference between the leadership practices of school heads as observed by themselves and their teachers is highly significant which indicates that the responses of both respondents are significantly different in terms of the different dimensions of leadership practices. These results further indicate that although both the school heads and their teachers have different views, they still observed that the level of the leadership practices of the school heads appeared to be very influential.

The computed p-value is less than 0.05 level of significance, which shows a very high positive correlation between the teachers' performance and the school head's visionary leadership influencing teachers' performance. Hence, results suggest that school heads' visionary leadership can have a positive impact on the performance of teachers.

Research has shown that there is a positive relationship between visionary leadership and teacher performance. Teacher performance tends to improve when a principal's visionary leadership is rated highly and the organizational climate is rated highly (Shanti et al., 2020; Setyaningsih et al, 2020; Pribudhiana et al 2020).

Additionally, certain attributes of a leader's vision, such as brevity, clarity, abstractness, challenge, future orientation, stability, and desirability or ability to inspire, can also improve public school performance (Kantabutra, 2005).

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A study found that a principal's visionary leadership and organizational culture are able to influence teacher performance, with a contribution of 80.20% while the remaining 19.80% is explained by factors not examined in the study (Kurniadi, et al, 2020).

A study examined the relationship between the effect of leadership styles exhibited by school principals on teacher performance and organizational happiness, and found that transformational leadership style has a significant positive effect on teacher performance (Dursun, & Bilgivar, 2022).

Leadership practice is the mode of conduct that the leader embraces in affecting the performance of the teacher because educational success could only be achieved through effective leadership practices (Aquino, et al, 2021).

Table 11. Test of the significant relationship between the performance of teachers and school heads' visionary leadership

| Variables | Spearman's Rho Value | p-value | Decision |
|------------------|----------------------|---------|-----------|
| SH Visionary | 0.850 | 0.003 | Reject Ho |
| Teachers' Rating | | | |

Proposed Enhancement Plan

The Enhancement Plan is a comprehensive document intended to foster the leadership development of great school leaders. It is a useful tool to ensure that an organization has a strong

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pipeline of future leaders. It is also a key factor in attaining sustained leadership practices. Its enhancement acts as an avenue to address existing gaps on the leadership practices of school heads and teachers.

The continuous evolution and success of any organization are linked to the continuous growth and evolution of its leadership. Creating an enhancement plan helps outline detailed steps to identify and nurture the next generation of leaders within an organization. It is designed to help teachers and students gain and develop leadership competencies and prepare them for management and leadership roles within an organization.

The strategies placed on the Enhancement Plan are charged with developing specific programs, activities, resources and timeframes a leader will need to accomplish in order to support continuous improvement and career development and for addressing opportunities for improvement presented by current circumstances and contexts.

I. Rationale

Good leadership in schools fosters nurturing learning environments that help children grow and develop. To cultivate such an environment, school heads must navigate and promote collaboration across the often-complex network of stakeholders: education authorities, teachers, students, parents and local communities. In a sense, school heads are the glue that holds everyone together.

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Teacher quality is pivotal in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership. The Organization for Economic Co-operation and Development (OECD, 2018, p.20) states that the “quality of an education system depends on the quality of its teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school and that guide their selection, recruitment and development.”

II. Scope of the Enhancement Plan

- a. This Enhancement Plan guides the adoption and implementation of visionary leadership practices among school heads and teachers in the municipality of Baggao.
- b. School heads or principals in private schools are strongly encouraged to use the enhancement plan in relation to visionary leadership management of their respective schools.

III. Definition of Terms

- a. Activities – refers to the things that school heads do in order to achieve their aims.
- b. Enhancement Plan - refers to a program or system that school head aims to improve or add new functionality to an existing program or process.

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- *****
- c. Programs – these are set of related measures or activities in schools with a particular long-term aim.

 - d. Resources – refers to a useful or valuable possession or quality of the school head or the school itself. These includes: human, physical and financial

 - e. Strategies – refers to a plan of action or policy designed to achieve a major or overall aim of the school.

 - f. Time Frame – refers to a time period during which the activities or programs of the school occur or is expected to occur.

IV. Objectives

- a. Support school heads in the performance of their mandates and roles in schools including the improvement of teacher quality and learner achievement;

- b. Promotes the continuing visionary leadership practices, professional development and advancement of school heads based on the leadership domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others and building connections.

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c. Help school head reflect on and assess their own visionary leadership practices as they aspire for and pursue professional development.

V. The Enhancement Framework

The Enhancement Framework adheres to the following principles:

- a. It is learner-centered;
- b. It emphasizes building and strengthening a network of stakeholders for school and people effectiveness;
- c. It reflects the understanding of problems and issues at the school and the need to address them;
- d. It focuses on developing high-quality instruction, developing a strong school culture, and ensuring job-embedded professional development for school personnel;
- e. It reflects values and concepts in promoting school success;
- f. It regards supervision as a crucial organizational behavior in school management;
- g. It highlights the importance of accountability and transparency of school heads; and,
- h. It is anchored on the principles of inclusivity.

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The Enhancement Framework is a key factor in attaining sustained leadership practices. Its enhancement acts as an avenue to address existing gaps on the leadership practices among school heads and teachers.

This constitute a conceptual sphere of leadership practices for all school heads. The placement of learners at the center of the framework emphasizes the important role of school heads for the improvement of learner achievement.

The framework in Figure. 3 depicts the synergy between maximizing school effectiveness and ensuring people effectiveness through a broad sphere of instructional and administrative practices stipulated in the five domains of Philippine Professional Standards for School Heads (PPSSH): leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.

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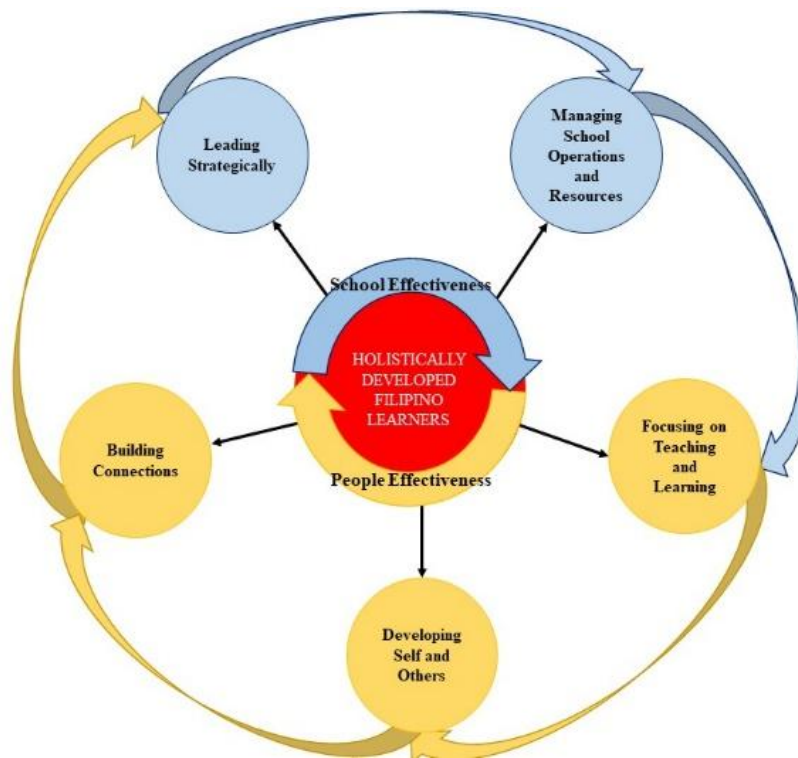


Figure 3. Proposed Enhancement Framework

VI. Process

The Enhancement Plan process begins with the annual review of the Visionary Leadership Practices of the School Heads. This should be reviewed first to determine the overall footprint of the plan. Patterns and changes are analyzed to determine if there have been significant impacts

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on the program that need to be addressed. Finally, the financials of the program are reviewed to determine if costs are in line with the requirements of the program.

Programs placed on the Enhancement Plan are charged with developing specific strategies and timelines for addressing opportunities for improvement presented by current circumstances and contexts. The details of the plan will be specific to the needs of the program and the opportunities available for improvement. School heads should work with the teachers to develop an action plan for specific problem areas and record it using the attached template. School heads, with the guidance of the Public Schools District Supervisors and Schools Division Superintendent, are then responsible for implementing the action plan in an effort to improve the quality and viability of the programs.

The template covers significant areas that may require focused improvement. One or all areas of the template may require completion by the teachers and school heads. Additional improvement recommendations could be developed through consultation with Program Advisory Committees. Program Coordinators are encouraged to seek out these additional supports and include them in the development of the Enhancement Plan.

VII. Monitoring and Evaluation

The Enhancement Plan's progress will be monitored by the School Heads and reviewed by the Schools District Supervisor as part of the annual program review cycle. An annual progress

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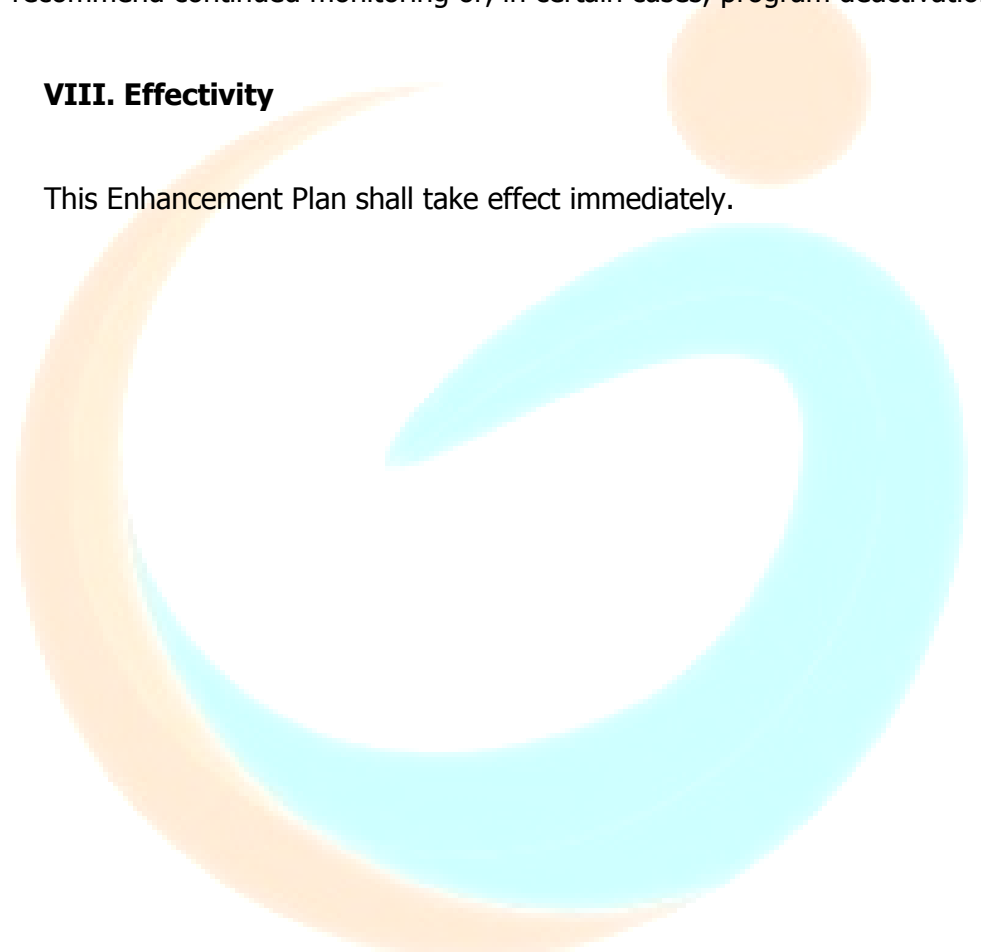
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report will be submitted to the Schools Division Superintendent every year. Subsequent program reviews will help determine whether Enhancement Plan interventions improve program outcomes. If progress is made, the Enhancement Plan may be deemed completed or continued enhancement efforts may be recommended. If the program's viability remains in question, the School Heads may recommend continued monitoring or, in certain cases, program deactivation.

VIII. Effectivity

This Enhancement Plan shall take effect immediately.



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X. Enhancement Plan

The enhancement plan was designed based on the findings and results of the study. The visionary leadership strand having the lowest score for the school heads and teachers in the five visionary leadership domains were used as basis in creating a program with appropriate strategies, activities, resources and time frame.

| Leading Strategically | | | | | | |
|-------------------------|---|------------------------|--|--|---|-----------------------|
| Strategies | Programs | Activities | Resources | | | Time Frame |
| | | | Human | Physical | Financial | |
| Research and innovation | To promote a culture of research to facilitate data driven and evidence-based innovations to improve school performance | Seminars and Trainings | Schools Division Superintendent, Schools District Supervisors, Research Enthusiasts, School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |

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| | | | | | | |
|------------------------------------|---|---|---------------------------|--|---|-----------------------|
| | and foster continuous improvement | | | | | |
| School planning and implementation | To share with fellow school heads the best practice in the development and implementation of school plans aligned with institutional goals and policies | Seminar, Training, Workshops, Conferences, LAC Sessions | School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |

| Managing School Operations and Resources | | | | | | |
|--|--|---|---------------------------|--|---|-----------------------|
| Strategies | Programs | Activities | Resources | | | Time Frame |
| | | | Human | Physical | Financial | |
| School facilities and equipment | To systematize processes in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal | Seminar, Training, Workshops, Conferences, LAC Sessions | School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |
| Emerging opportunities and challenges | To empower school personnel in managing emerging opportunities and challenges to ensure equality and equity in addressing the | Seminar, Training, Workshops, Conferences, LAC Sessions | School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |

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|--|--|--|--|--|--|--|
| | needs of learners, school personnel and other stakeholders | | | | | |
|--|--|--|--|--|--|--|

| Focusing on Teaching and Learning | | | | | | |
|------------------------------------|---|--|---|--|---|-----------------------|
| Strategies | Programs | Activities | Resources | | | Time Frame |
| | | | Human | Physical | Financial | |
| Career awareness and opportunities | To institutionalize integration of career awareness and opportunities into the school curriculum and all other learning experiences | Seminar, Training, Workshops, Conferences, LAC Session | School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |
| Learning environment | To empower the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment | Seminar, Training, Workshops, Conferences, LAC Session | School Heads, Teachers, Parents, Local Government Leaders | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |

| Developing Self and Others | | | | | | |
|--|--|--|---------------------------|--|---|-----------------------|
| Strategies | Programs | Activities | Resources | | | Time Frame |
| | | | Human | Physical | Financial | |
| Professional development of school personnel | To model exemplary practice in the implementation of professional development initiatives to enhance strengths and address performance gaps among school personnel | Seminar, Training, Workshops, Conferences, LAC Session | School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |

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|--------------------------------------|--|--|---------------------------|--|---|-----------------------|
| Professional reflection and learning | To model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development | Seminar, Training, Workshops, Conferences, LAC Session | School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |
|--------------------------------------|--|--|---------------------------|--|---|-----------------------|

| Building Connections | | | | | | |
|------------------------------------|--|--|--|--|---|-----------------------|
| Strategies | Programs | Activities | Resources | | | Time Frame |
| | | | Human | Physical | Financial | |
| Communication | To exhibit exemplary skills in communicating effectively in speaking and in writing to teachers, learners, parents and other stakeholders to facilitate information sharing, collaboration and support, and to ensure positive use of communication platforms within and beyond the school | Seminar, Training, Workshops, Conferences, Meetings, LAC Session | School Heads, Teachers, Parents, Learners and other Stakeholders | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |
| Management of diverse relationship | To exhibit exemplary skills in strengthening relationships with authorities, colleagues, parents and | Seminar, Training, Workshops, Conferences, LAC Session | School Heads and Teachers | Educational Materials, Facilities, and Equipment | Maintenance and Other Operating Expenses (MOOE) | School Year 2023-2024 |

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| | other stakeholders to sustain and enabling and supportive environment for learners | | | | | |
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CONCLUSION

The visionary leadership attribute of school heads along the domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others and building connections are very influential in relation to the performance of teachers. Teachers have an outstanding performance as indicated by a very high positive correlation with the school heads' visionary leadership. Teachers' performance is high when school head's visionary leadership is high and the organizational climate is high.

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