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VISION AND GOAL-SETTING ABILITIES OF SCHOOL HEADS AND TEACHER QUALITY IN CLUSTER 10 DIVISION OF CALAMBA CITY

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ABSTRACT

This study identified the relationship between the vision-driven leadership and goal-setting abilities of school heads and the quality of teachers in Cluster 10, Division of Calamba City. Specifically, it aimed to assess the extent to which school heads demonstrate clarity of vision, commitment, and strategic direction, and how these competencies influence teacher performance across four major areas: planning and preparation, instruction, classroom management, and professional responsibilities.

Employing a quantitative descriptive-correlational research design, the study collected data from both school heads and teachers using validated survey questionnaires. Statistical tools such as mean, standard deviation, and Pearson correlation were utilized to interpret the gathered data and determine the strength of relationships between the variables.

Results showed that school heads' vision and goal-setting abilities were consistently rated as Fully Manifested, with mean scores ranging from 3.64 to 3.70 and corresponding standard deviations indicating consistent responses. Teacher quality was evaluated as Very High, with mean scores from 3.70 to 3.82**,** also supported by stable standard deviations.

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Independent t-test samples revealed no significant differences between teachers and school heads in their assessments of leadership abilities, as all p-values **(**.967, .990, .140, .154, .156**)** exceeded the 0.05 significance level, with only minimal mean differences. However, significant differences were found in their assessments of teacher quality in Planning and Preparation, Instruction, and Professional Responsibilities**,** where p-values were below 0.05, while Classroom Environment showed no significant difference. Pearson r correlation analysis indicated a significant positive relationship between leadership abilities and teacher quality, with p-values ranging from .000 to .040**,** confirming that stronger vision-driven leadership among school heads is associated with higher teacher performance. The study proposed a sustainability program titled "Elevate and Strategize: Enhancing School Leadership Challenges and Teacher Planning Excellence which aims to strengthen leadership skills and enhance teacher planning by providing strategic guidance, professional development opportunities, and continuous mentoring support.

Keywords: Vision-setting, Goal-setting, Leadership Abilities, Teacher Quality, Educational Leadership

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INTRODUCTION

Transformational leadership is essential for educational success, as visionary management and strategic goal-setting enhance teacher performance and school outcomes, with effective leadership relying on clear communication of expectations and measurable goals to improve teacher motivation, instructional quality, and overall school effectiveness.

Recent studies emphasize that effective leadership strengthens teacher competence, which improves student outcomes, highlighting the importance of subject knowledge, classroom management, and professional development, while noting that some schools still face challenges due to gaps in leadership implementation.

In the Philippine context, DepEd Order No. 24, s. 2020 (PPSSH) emphasizes visionary leadership to achieve high-quality school outcomes, prompting this study to examine the relationship between school leaders' vision and goal-setting and teacher quality to guide leadership development and improve school performance.

METHODS

This study employed a quantitative descriptive-correlational design to examine the relationship between school heads' leadership traits, particularly vision and goal-setting, and teacher quality without manipulating variables. Conducted in Cluster 10 of the Calamba City Division, the research included 140 participants, school heads and teachers from public

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elementary and secondary schools selected through stratified random sampling to ensure representative diversity.

Data were collected via a researcher-developed questionnaire with strong validity (CVI = 1.00) and high reliability (Cronbach's alpha: 0.820 for leadership traits, 0.938 for teacher quality). Descriptive statistics assessed leadership competencies, independent samples t-tests evaluated differences in perceptions between groups, and Pearson correlation coefficients determined the strength and significance of the relationship between school leadership and teacher quality.

RESULTS AND DISCUSSION

Problem Number 1. What is the manifestation level of the vision and goal setting abilities of school heads in Cluster 10 Division of Calamba City, as assessed by the teachers and school heads in terms of Clarity, Commitment, Challenge, Feedback, and Task Complexity?

1.1 Manifestation Level of the Vision and Goal Setting Abilities of School Heads in Cluster 10 Division of Calamba City, as assessed by the Teachers and School Heads in terms of Clarity

School heads were rated highly for clarity (mean = 3.67), excelling in conveying the school's vision (3.75) but slightly lower in expressing a personal vision (3.59). The low variability (SD = 0.486) shows consistent perceptions, indicating they foster shared

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understanding, alignment, and collaboration, supporting Mendoza's (2024) view that a clear, consistent vision enhances teacher performance and school effectiveness.

1.2 Manifestation Level of the Vision and Goal Setting Abilities of School Heads in Cluster 10 Division of Calamba City, as assessed by the Teachers and School Heads in terms of Commitment

School heads demonstrated a high level of commitment (mean = 3.67), excelling in clear communication of school goals (3.77) but slightly lower in aligning decisions with the school's vision (3.60), with a low standard deviation (0.495) indicating agreement among participants. These results suggest that school heads provide a stable, predictable leadership environment that fosters staff engagement and collaboration, aligning with Leithwood's (2023) view that consistent, goal-driven leadership is key to effective school management and success.

1.3 Manifestation Level of the Vision and Goal Setting Abilities of School Heads in Cluster 10 Division of Calamba City, as assessed by the Teachers and School Heads in terms of Challenge

School heads were rated highly for challenge (mean = 3.64), excelling in maintaining high expectations for staff and students (3.68) and slightly lower in setting challenging yet attainable goals (3.55), with a low standard deviation (0.429) indicating strong consensus. These findings suggest that school heads foster a culture of high expectations, feedback, and recognition, while highlighting the need to refine goal-setting to balance ambition with realism,

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consistent with Klein's (2023) emphasis on high standards for accountability and continuous improvement.

1.4 Manifestation Level of the Vision and Goal Setting Abilities of School Heads in Cluster 10 Division of Calamba City, as assessed by the Teachers and School Heads in terms of Feedback

School heads received a high rating for feedback (mean = 3.70), excelling in providing prompt feedback on school goals (3.78) but lower in openness to staff and student input (3.57). The low standard deviation (0.473) shows consistent perceptions, indicating they promote accountability, communication, and continuous improvement, while highlighting the need to enhance participatory decision-making, supporting Olasiman's (2024) view that constructive feedback improves teacher performance and growth.

1.5 Manifestation Level of the Vision and Goal Setting Abilities of School Heads in Cluster 10 Division of Calamba City, as assessed by the Teachers and School Heads in terms of Task Complexity

School heads scored highly on task complexity (mean = 3.66), performing best in maintaining a clear vision amid competing priorities and adapting to changes (3.71) but slightly lower in setting realistic goals and breaking down tasks (3.61). The low standard deviation (0.483) shows consistent perceptions, indicating strategic foresight and adaptability, supporting Morel's (2025) view that effective resource management under complex conditions advances educational and institutional goals.

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Problem Number 2. What is the teacher quality level in Cluster 10 Division of Calamba City as assessed by the teachers and school heads in terms of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities?

2.1 Teacher Quality Level in Cluster 10 Division of Calamba City as assessed by the Teachers and School Heads in terms of Planning and Preparation

Planning and preparation received a high overall rating (mean = 3.70), highest for setting clear, measurable learning objectives (3.78) and lowest for preparing differentiated instructional strategies (3.57), with a low standard deviation (0.458) indicating consistent responses. These results suggest that teachers are competent in lesson planning, emphasizing clarity, measurable outcomes, and curriculum alignment, while also highlighting the need to improve differentiated instruction to address diverse learner needs, supporting Martinez's (2023) view that effective planning enhances student engagement and learning outcomes.

2.2 Teacher Quality Level in Cluster 10 Division of Calamba City as assessed by the Teachers and School Heads in terms of Classroom Environment

Classroom environment was rated highly (mean = 3.78), highest for creating an inclusive environment (3.84) and lowest for maintaining a safe and orderly classroom (3.71), with a low standard deviation (0.429) indicating consistent perceptions. These findings suggest that teachers foster inclusive, well-structured classrooms that emphasize respect, representation, and student safety, while noting the challenges of maintaining order,

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supporting Aprilia's (2023) view that deliberate strategies are essential for safe and inclusive learning environments.

2.3 Teacher Quality Level in Cluster 10 Division of Calamba City as assessed by the Teachers and School Heads in terms of Instruction

Teachers received high ratings for instruction (mean = 3.71), performing best in integrating real-life examples (3.80) and slightly lower in using varied teaching strategies (3.67). The consistent responses (SD = 0.435) indicate that instruction is engaging and contextually relevant, though there is a need to diversify teaching strategies, supporting Altun's (2025) view that teacher self-efficacy and focus on equity enhance instructional effectiveness.

2.4 Teacher Quality Level in Cluster 10 Division of Calamba City as assessed by the Teachers and School Heads in terms of Professional Responsibilities

Teachers scored highly in professional responsibilities (mean = 3.82), highest in maintaining accurate student records (3.84) and lowest in punctuality and attendance (3.77), with a low standard deviation (0.383) indicating consistent responses, reflecting strong professionalism through accountability, reliability, and effective task management, supporting Rinawati's (2025) view that enhancing teacher competencies improves student learning outcomes.

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Problem Number 3. Is there a significant difference between the assessment of teachers and school heads on the level of manifestation of the vision and goal-setting abilities and teachers quality levels?

3.1 Test of Significant Difference between the Assessment of Teachers and School Heads on the Manifestation Level of the Vision and Goal-setting Abilities

The analysis comparing teachers' and school heads' assessments of vision and goal-setting, with p-values of .967, .990, .140, .154, and .156 all above 0.05, showed no significant differences, indicating that both groups share similar perceptions of these competencies, consistent with Moraal's (2024) finding that a clearly articulated, collectively embraced school vision supports professional growth and alignment with school objectives.

3.2 Test of Significant Difference between the Assessment of Teachers and School Heads on Teachers' Quality Level

The analysis showed significant differences between teachers and school heads in Planning and Preparation ($p = 0.028$), Instruction ($p = 0.001$), and Professional Responsibilities ($p = 0.039$), but not in Classroom Environment ($p = 0.076$), indicating varying perceptions in key teaching areas while sharing similar views on classroom conditions, consistent with Dulay's (2023) finding that teaching quality is influenced by multiple dimensions.

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Problem Number 4. Is there a significant relationship between the vision and goal-setting abilities of school heads and teacher quality levels?

4.1 Test of Significant Relationship between Manifestation Level of the Vision and Goal Setting Abilities of School Heads and Teacher Quality Level in Cluster 10 Division of Calamba City as assessed by the Teachers and School Heads

A significant positive relationship was found between school heads' vision and goal-setting abilities and teacher quality, with correlation coefficients from .241 to .684 and p-values (.000 to .040) below 0.05, indicating that strong, vision-driven leadership enhances teacher performance and professional growth, supporting Sariakin's (2025) finding that clear goals and a compelling vision boost teacher motivation and effectiveness.

Problem Number 5. Based on the findings of the study, what sustainability program may be proposed?

Proposed Sustainability Program: Elevate and Strategize: Enhancing School Leadership Challenges and Teacher Planning Excellence

The "Elevate and Strategize" program aims to foster continuous professional growth for school heads and teachers by strengthening leadership, strategic decision-making, and school culture, while also enhancing teachers' lesson planning and preparation to improve classroom quality, student engagement, and learning outcomes through training, collaboration, and systematic support.

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Conclusions

1.That school heads in Cluster 10 Division of Calamba City demonstrate strong, vision-driven leadership by setting clear goals, showing commitment, giving meaningful feedback, managing complex tasks, and guiding their schools toward organizational objectives.

2. That teachers in Cluster 10 Division of Calamba City exhibit strong professional skills, effectively manage classrooms, deliver high-quality instruction, and perform their duties with dedication.

3. That teachers and school heads share similar perceptions of leadership capabilities and effectiveness, though differences exist in Planning and Preparation, Instruction, and Professional Responsibilities, while Classroom Environment perceptions are aligned, indicating a need for improved alignment and communication.

4.That school heads' leadership competencies significantly influence teacher performance, with feedback, task complexity, and professional responsibilities having the strongest impact, moderate effects under Commitment, and weaker but significant effects under Challenge, suggesting that enhancing these areas in leadership programs can improve teacher performance and school outcomes.

5.The proposed program "Elevate and Strategize: Enhancing School Leadership Challenges and Teacher Planning Excellence" seeks to enhance school heads' leadership and teachers' instructional planning through workshops, mentorship, peer collaboration,

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technology integration, monitoring, and professional development to improve leadership effectiveness, teacher quality, and overall school performance.

Recommendations

1.School heads may take part in leadership development activities to strengthen strategic planning, goal formulation, and task management, including scenario-based workshops, peer learning circles, and structured mentorship programs that reinforce vision-guided leadership.

2.Teachers may join professional learning programs to enhance competencies in content delivery, classroom management, and differentiated instruction, including lesson planning bootcamps, collaborative planning sessions, and technology integration to support high-quality teaching.

3.School heads may improve collaborative goal-setting by engaging teachers in formulating, monitoring, and reviewing school and instructional goals, supported by peer learning circles, calibration meetings, joint professional development, clear communication, and continuous feedback.

4.School heads may apply vision-focused leadership by setting clear, measurable goals, providing constructive feedback, encouraging shared decision-making, and institutionalizing practices through reflection, self-assessment, and challenge-focused professional development to sustain teacher motivation and instructional planning.

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5.The sustainability program "Strengthening Vision-Driven Leadership and Enhancing Teacher Performance" may be implemented at the division level through mentoring, peer observations, lesson planning bootcamps, lesson study, technology-supported monitoring, and structured feedback to ensure leadership effectiveness, teacher quality, and school performance.

6.Future researchers may investigate factors such as school climate, teacher wellbeing, digital competence, and community involvement, and conduct comparative studies across clusters or divisions to deepen insights and guide policy.

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