

Leadership Management of Secondary School Heads: Implication to Management Accomplishment Targets

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ABSTRACT

The hallmarks of a competent head are staff discipline, positive interpersonal management, and a commitment to helping the school set and achieve its goals. These traits serve as benchmarks for evaluating an administrator's efficacy. Descriptive research was conducted for this study among a chosen group of secondary school heads and teachers in Cluster IV Division of Pampanga in the academic year 2025-2026. To gather the data needed in the study questionnaire was used. To validate findings unstructured interviews and participant observation were used to verify the results. There were five secondary school heads and 125 teachers selected as respondents in different secondary schools in Cluster IV, Division of Pampanga. The results led to the following conclusions: (1) The

teacher respondents strongly agreed on the description of the leadership management of the school heads: instructional leadership, personnel management, and financial management; (2) There is a moderate correlation between the respondents' dimensions of perceived leadership management; (3) It indicates that there is a significant difference in the perception of leadership management between teachers and school heads; (4) There is a significant difference between the leadership management of secondary school heads and their profile variable in terms of years of service; and (5) A suggested development or action plan that will primarily strengthen the instructional leadership management of secondary school heads has been formulated and arranged.

Keywords: *Leadership management, Management plan, heads, secondary schools*

INTRODUCTION

Education is a communal process whereby individuals get both personal development and societal competency. Learning is the skill of understanding oneself and one's surroundings to advance one's own development (Oyedeki, 2016).

Building a cohesive, autonomous, prosperous, and egalitarian society that is able to uphold its traditions and ideals can be accomplished through education.

In any country, education is regarded as the cornerstone of development. By honing its potential, it raises a society's standard of living. Education makes it easier to apply what man has accomplished to better his surroundings. Therefore, educational progress preceded and achieved national development in every known great nation. The casual association between education and economic progress is becoming more widely accepted nowadays, particularly in emerging nations like Nigeria. Learning has been considered as

a means of advancing the political, social, cultural, and economic development of both individuals and nations (UNESCO, 2024; World Bank, 2024)

But the secondary education system is one of the most important degrees of the schooling system. It is a prime time for kids to reach their full potential and a springboard to postsecondary education. Educational planners and managers place a great deal of weight on performance at this level since the rewards should match the expense.

As a formal institution, the school serves as the hub for every process of teaching and learning. Teachers and heads are essential human resources for achieving the aim. At the school building and in the community, teaching tasks related to instructional leadership, learner relationships, academic accomplishment, facility manipulation, and other areas must be carried out. When it comes to the key roles that school heads are expected to play, Leithwood et al., (2021) noted that no one is more capable of overseeing than them in the capacities of supervisor, instructor, and curriculum planner.

The hallmarks of a competent head are staff discipline, positive interpersonal management, and a commitment to helping the school set and achieve its goals. These traits serve as benchmarks for evaluating an administrator's efficacy. Given the foregoing, the researcher believes it is appropriate to look at the link between the managerial abilities and leadership efficacy of heads.

The researcher wanted to investigate how school heads' leadership abilities relate to efficient school administration. In addition, the researcher has been searching for efficient school administration to improve the school's infrastructure, learner and teacher performance, and other aspects.

METHODS

Research Design

Descriptive comparative correlational research was used in this study. Without trying to change any of the variables, a descriptive correlational design looks for a relationship between them (Copeland, 2022). Conversely, differences within a population that are not altered are described through a descriptive comparative study approach (Creswell & Creswell, 2023; Johnson et al., 2021).

Description Of Teachers And Heads' Perception On Leadership Management

Age. It shows the result of analysis of variance to determine the difference on teacher and heads-respondents' perception on leadership management as to age. There is a mathematical difference among the mean perceptions of the respondents regarding the heads' leadership management. This difference when subjected to ANOVA, the computed value of 0.59 which is lower than the critical value of 4.07 set at 0.05 level of significance.

Gender. It shows the result of analysis of variance to determine the difference on teacher and heads-respondents' perception on leadership management as to gender. There is a mathematical difference among the mean-perceptions of the respondents regarding the heads' leadership management. This difference when subjected to ANOVA, the computed value of 0.15 which is lower than the critical value of 7.71 set at 0.05 level of significance.

Civil Status. It shows the result of analysis of variance to determine the difference on teacher and heads-respondents' perception on leadership management as to civil status. There is a mathematical difference among the mean- perceptions of the respondents regarding heads' leadership management. This differences when subjected to ANOVA, the computed value of 0.93 which is lower than the critical value of 7.71 set at 0.05 level of significance. There is enough evidence found to accept the hypothesis of the study. Therefore, there is no significant difference on teacher and head-respondents' perception on leadership management as to civil status

Highest Educational Attainment. It illustrates the result of analysis of variance to determine the difference on teacher and head-respondents' perception on leadership management as to highest educational

attainment. There is a mathematical difference among the mean- perceptions of the respondents regarding the heads' leadership management. This difference when subjected to ANOVA, the computed value of 0.32 which is lower than the critical value of 4.07 set at 0.05 level of significance. There is enough evidence found to accept the hypothesis of the study. Therefore, there is no significant difference on teacher and head-respondents' perception on leadership management as to highest educational attainment.

Years in Service. It illustrates the result of analysis of variance to determine the difference between teacher and head-respondents' perception on leadership management as to years in service. There is no mathematical difference among the mean- perceptions of the respondents regarding the heads' leadership management. This difference when subjected to ANOVA, the computed value is 8.2117 which is higher than the critical value of 3.6823 set at 0.05 level of significance. There is enough evidence found to reject the hypothesis of the study. Therefore, there is a significant difference between the teacher and head-respondents' perception on leadership management as to years in service.

Research Locale

The study was conducted in the public secondary schools of Cluster IV, Division of Pampanga, during the School Year 2025–2026. The cluster comprises several public secondary schools that provide basic education services to learners from diverse socioeconomic backgrounds.

The selection of Cluster IV as the research locale was based on its accessibility to the researcher and the presence of public secondary schools headed by qualified school heads who serve as instructional leaders and managers of their respective institutions. The cluster offers an appropriate setting for examining the leadership management of public secondary school heads, particularly in the areas of instructional leadership, teachers' management, and non-teaching financial management.

The respondents of the study consisted of five (5) public secondary school heads and one hundred twenty-five (125) teachers from different public secondary schools within the district. These schools operate under the supervision of the Schools Division Office of Pampanga and implement the policies, programs, and standards prescribed by the Department of Education (DepEd).

The locale was deemed fitted for the study because it provided the access to the environment and participants to assess the leadership management of school heads and formulate a development management plan that could offer to the improvement of school administration and educational outcomes within the district.

Sampling Technique

The study employed a combination of total population sampling and purposive sampling techniques in selecting the respondents. Total population sampling was utilized for the school heads since the number of public secondary school heads in Cluster IV was limited and manageable. Thus, all five (5) secondary school heads were included in the study to ensure complete representation of the target participants.

For the teacher respondents, purposive sampling was employed. Teachers who were currently deployed and designate in the selected public secondary schools and had direct professional interaction with their respective school heads were chosen as respondents. This technique was deemed appropriate because these teachers possessed the necessary knowledge and experience to evaluate and describe the leadership management of their school heads in terms of instructional leadership, personnel management, and financial management.

A total of one hundred twenty-five (125) teachers participated in the study. The combination of total population sampling and purposive sampling enabled the researcher to obtain comprehensive and reliable data from respondents who were most qualified to provide relevant information regarding the leadership management of public elementary school heads.

The participants were selected from various public elementary schools within the Sta. Ana District, Division of Pampanga, during the School Year 2023–2024. Their participation provided valuable insights

that served as the basis for the development of a management plan aimed at strengthening the leadership competencies of school heads.

RESULTS AND DISCUSSION

The Respondents' Perception on the Leadership Management of their teachers and heads as to following Dimensions:

Table 2 Instructional Leadership Management

Table 3 shows the administrative management of their school heads in terms of leadership management, both teacher-and head-respondents rated the survey questionnaire. The average weighted mean of teacher-respondents was 3.39, verbally described as "Strongly Agree". While the average weighted mean of head-respondents was 3.84, verbally described as "Strongly Agree". In addition, the average weighted mean of both teacher and head-respondents was 3.62, verbally described as "Strongly Agree".

Table 3 Personnel Management

Table 4 shows the administrative management of their heads in terms of personnel management, both teacher and head-respondents rated the survey questionnaire. The average weighted mean of teacher-respondent was 3.42, verbally described as "Strongly Agree". While the weighted mean of head-respondents was 3.66, verbally described as "Strongly Agree". Likewise, the average weighted mean of both teacher and head-respondents was 3.54, verbally described as "Strongly Agree".

Table 4 Financial Management

Table 4 shows the leadership management of their heads in terms of financial management, both teacher- and head-respondents rated the survey questionnaire. The weighted mean of both teacher and head-respondents was 3.44, verbally described as "Strongly Agree".

Item 29 "keeping accurate financial information about the school" was the item by the teacher-respondents with the highest weighted mean of 4, verbally described as "strongly Agree", While, item 27 "keeping close a check on financial matters delegated to staff" was the item by the head-respondents with the highest weighted mean of 4, verbally described as "Strongly Agree".

Relationship Between the Dimension of Perceived Leadership Management of the Respondents

Table 5 significant Relationship of the Dimension of Perceived

The data shown in Table 6 was used to correlate the dimension of leadership management of the respondents to coefficient of correlation obtained using Pearson I is 0.42 (moderate correlation). The r^2 (0.1764) or 17.64 known as coefficient of determination reveals 17.64% of variations in leadership skill perceived by the teacher and head-respondents. Thus, there is a moderate correlation between the leadership management and leadership strategies/practices.

School administration involves managing, administrating the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical management necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, cunning meetings and so on (Jojo, 2017).

The Difference Between Teachers and Head-Respondents' Perception on Leadership Management

Table 6 Result of t-test Analysis between the Perceptions of Teachers and Head on Leadership Management

Table 7 shows the result of t-test between the perceptions of teacher and head-respondents on leadership management. The computed t (24.89) at degrees of freedom equal 14 is higher than the critical value at 0.05 level of significance. There is enough evidence found to reject the hypothesis of the study. Thus, there is a significant difference between the perceptions of teachers and head-respondents on leadership skill (Leithwood et al., 2021; Grissom et al., 2021).

The Difference on the Heads' Leadership Management and their Profile Variable of Respondents

Table 7 Significant Difference on the Heads' Leadership Management in terms of Age

Table 8 illustrates the result of analysis of variance to determine the difference on teacher and head-respondents' perception on leadership management as to age. There is a mathematical difference among the mean perceptions of the respondents regarding the heads' leadership management. This difference when subjected to ANOVA, the computed value of 0.59 which is lower than the critical value of 4.07 set at 0.05 level of significance.

There is enough evidence found to accept the hypothesis of the study. Therefore, there is no significant difference teacher and head-respondents* perception on leadership management as to age.

Table 8 significant Difference on the Heads' Administrative Management in terms of Gender

Table 9 illustrates the result of analysis of variance to determine the difference on teacher and head-respondents' perception on leadership management as to gender. There is a mathematical difference among the mean-perceptions of the respondents regarding the heads' leadership management. This difference when subjected to ANOVA, the computed value of 0.15 which is lower than the critical value of 7.71 set at 0.05 level of significance.

There is enough evidence found to accept the hypothesis of the study. Therefore, there is no significant difference on teacher and school heads' perception on leadership management as to gender.

Table 9 Significant Difference on the Heads' Administrative Management in terms of Civil Status

Table 10 illustrates the result of analysis of variance to determine the difference on teacher and head-respondents' perception on leadership management as to civil status.

There is a mathematical difference among the mean- perceptions of the respondents regarding heads' leadership management. This differences when subjected to ANOVA, the computed value of 0.93 which is lower than the critical value of 7.71 set at 0.05 level of significance.

There is enough evidence found to accept the hypothesis of the study. Therefore, there is no significant difference on teacher and school heads' perception on leadership management as to civil status

Table 10 Significant Difference on the Heads Leadership Management in terms of Highest Educational Attainment

Table 11 illustrates the result of analysis of variance to determine the difference on teacher and head-respondents' perception on leadership management as to highest educational attainment.

There is a mathematical difference among the mean- perceptions of the respondents regarding the heads' leadership management. This difference when subjected to ANOVA, the computed value of 0.32 which is lower than the critical value of 4.07 set at 0.05 level of significance.

There is enough evidence found to accept the hypothesis of the study. Therefore, there is no significant difference on teacher and school heads' perception on leadership management as to highest educational attainment.

Table 11 Significant Difference on the Heads' Administrative Management in terms of Years in Service

Table 12 illustrates the result of analysis of variance to determine the difference between teacher and school heads' perception on leadership management as to years in service. There is no mathematical difference among the mean- perceptions of the respondents regarding the heads' leadership management.

This difference when subjected to ANOVA, the computed value is 8.2117 which is higher than the critical value of 3.6823 set at 0.05 level of significance. There is enough evidence found to reject the hypothesis of the study. Therefore, there is a significant difference between the teacher and head-respondents' perception on leadership management as to years in service.

CONCLUSION

Based on the findings of the study, it was concluded that public secondary school heads in Cluster IV, Division of Pampanga, possess strong leadership skills in the areas of instructional leadership, staff management, and non-teaching financial management, as evidenced by the positive prospective of both teachers and school heads. These leadership competencies varied significantly contributes to the effective management and operation of schools and support the target goals of educational mission.

The study further revealed a moderate and significant relationship among the dimensions of leadership management, indicating that top performance in one area of leadership is merged with effectiveness in other leadership domains area. Furthermore, a significant difference was found between the innovations of teachers and school heads regarding leadership management, suggesting that their experiences, responsibilities, and expectations may influence how leadership practices are viewed and assessed.

The results also showed that among the profile variables were tested throughout its years of service significantly influenced perceptions of leadership management, while age, gender, civil status, and highest educational attainment did not specifically contribute. This implies that professional experience may play a vital role in shaping and molding leadership competence and achieve development in school management. In light of these findings, the proposed development management plan is totally significant to further enhance the leadership capabilities of public secondary school heads, particularly in the area of instructional leadership. Strengthening leadership management styles through continuous progressive professional development, training and seminar, and capacity-building programs can contribute to improved school performance to achieve target mission and goals, teacher effectiveness, and learner achievement and progress.

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