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VISIONARY LEADERSHIP OF SCHOOL HEADS AND TEACHING PERFORMANCE OF PUBLIC SECONDARY TEACHERS IN PANABO CITY DIVISION

Paul Philip G. Saquian
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

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ABSTRACT

The study explored the relationship between visionary leadership of school heads and teaching performance of teachers in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of visionary leadership of school heads that significantly influence teaching performance of teachers. With the use of probability sampling, 206 public secondary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high visionary leadership of school heads and a high teaching performance of teachers among the respondents. Furthermore, there was a significant relationship between the high visionary leadership of school heads and teaching performance of teachers. Moreover, all domains of visionary leadership of school heads, namely, flexibility, team spirit, vision, and conscience, were found to have significantly influence the teaching performance of teachers. Of which, vision exhibits the strongest influence on teaching performance. Based on the findings, it was further suggested that higher officials in the Department of Education may craft programs and interventions that would sustain and further reinforce the visionary leadership of school heads which would help teachers to have outstanding teaching performance. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: *Visionary Leadership; Teaching Performance; Panabo City Division; Philippines*

INTRODUCTION

Teacher teaching performance is the single most significant factor in influencing the variety of student success within any single country (Weranga et al., 2022). Teaching performance, being a human aspect, is key to achieving a professional practice. It is responsible for promoting the necessary responsibility for good training and learning that serve the professional stage and personal development (Escribano, 2018). In this regard, teacher performance standards become a valuable reference for the work carried out in the classroom. However, teachers teaching performance is greatly affected by the mandated changes in tools, curriculum, and best practices as school heads race to adopt the latest and greatest trends. These constant changes can lead to inconsistency and frustration, making teachers' lives more difficult.

Teaching performance is a pressing global concern, as educators around the world grapple with overwhelming challenges that undermine their effectiveness in delivering quality education. In Pakistan, Abdullah et al. (2023) disclosed that students believed that their teachers did not motivate them. They were facing difficulties in understanding their teachers because of their teachers' poor communication skills and faulty language and speech delivery. They considered their teachers' knowledge outdated. Their teachers did not use any teaching aids or technology in their teachings and thus the motivational level of their teachers' teaching was very low and even equal to zero. In USA, teachers' teaching performance is affected by low pay, a challenging school environment, and weak professional development support and recognition. Teachers, especially in high-poverty schools, are not getting the training, early career support, and professional development opportunities they need to succeed and this too is keeping them, or driving them, out of the profession (Garcia & Weiss, 2019).

Reports of professional misconduct, absenteeism, drunkenness, sexual abuse, examination fraud, and unethical behavior are widespread in Tanzania's rural schools, leading to the dismissal of numerous teachers each year (Mwananyama et al., 2023). A similar situation unfolds in Uganda, where teacher morale and commitment to their teaching duties have been dwindling, resulting in ineffective classroom management and poor student discipline (Abakunda et al., 2023).

In the Philippines, teachers are public servants, so their commitment and sacrifice are expected in performing their duties to learners, school, and community. They have the security of tenure and regular salary; therefore, heavy workloads and extended work hours are part of their job. Good teachers work extremely and extensively. These are the usual perceptions

of the public toward teachers. Unfortunately, teachers' teaching performance is affected by these circumstances (Tarraya, 2023).

In Davao Region, as mentioned by Ramayla (2023), she commented that poor performance of teachers was seen in Davao Region due to deterioration of the standards of teachers‟ professional conduct. Some teachers display severe misconduct inside and even outside their work. More often, they have prepared teaching materials, lesson notes and pupil assessment unwell. Teacher truancy is excessively high while time on task is low. Teachers have heavy reliance on traditional-centered practices which requires less effort.

In Panabo City Division, as observed by the researcher, it faces several challenges in the teaching performance of teachers that hinder educational outcomes. Overcrowded classrooms often limit individual attention, making it difficult for teachers to address the specific needs of each student. Additionally, the lack of adequate teaching resources, including modern technology and instructional materials, further impacts the effectiveness of lessons and student engagement. Teachers also face issues with professional development opportunities, as limited access to training and support can hinder the enhancement of their teaching skills and knowledge. These problems can be addressed with the help of the visionary leadership of school heads.

While extensive research examined factors affecting teaching performance, there was a significant gap in understanding how the visionary leadership of school heads influenced this area. Most studies focused on instructional support, resources, and professional development for teachers, yet few considered how a school head's ability to inspire a shared vision and future-oriented goals impacts teacher motivation, engagement, and ultimately, teaching performance. Visionary leaders are known to foster a sense of purpose and direction, which can energize and guide teachers, but the specific mechanisms through which visionary leadership contributes to effective teaching practices remain underexplored. The importance of visionary leadership of school heads on the teaching performance of teachers lies in the ability of school leaders to inspire, guide, and support their educators toward achieving shared educational goals. When school leaders lead with vision, they could help create an atmosphere where teachers are Hence, this study aimed to explore the status of visionary leadership of school heads and teaching performance of teachers Panabo City Division. The study also investigated the potential correlation between these two factors. Dwelling on the findings of this study, it intended to identify specific leadership practices that empowered teachers to perform at their best, providing actionable insights for educational leaders seeking to foster a positive, future-oriented school culture. The dissemination strategy involved sharing findings through presentations at educational conferences, publication in a peer-reviewed journal, and policy briefs to inform school leadership practices, ensuring that these insights could reach a broad audience of educators, administrators, and policymakers.

REVIEW OF SIGNIFICANT LITERATURE

The related literature and studies of this study provided inputs about the visionary leadership of school heads and teachers` teaching performance. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable is the visionary leadership of school heads. It has four indicators namely: flexibility, team spirit, vision and conscience (Al-frijawy, 2023). Meanwhile, the dependent variable is the teaching performance of teachers. It has seven indicators namely: mastery of learning content, facilitation of learning, learning environment, diversity of learning, learning support, classroom management, and teaching strategies (Landawe et al., 2024).

Visionary Leadership of School Heads

As cited by Huma (2023), visionary leadership in the education era emphasizes the importance of the principal's role as an educational leader to have leadership that looks forward and takes advantage of future opportunities, which can think critically, collaborate, communicate, be creative in all global connections, the use of technology and learning tools. In addition, visionary leadership communicates the direction of future development to members of the organization so that followers are motivated to include the leader in themselves and increase their proactivity at work (Liu et al., 2022). Thus, visionary leadership is an appropriate way to prepare for effective resilience, tolerance, and ideas in providing space for new developments, and achieving educational goals and objectives (Kadir., et al. 2020).

Visionary leaders have a strategic influence on the development of team success systems by changing the vision. The change in vision influences the shared mental models and norms of the team members. Leaders with a visionary type help other team members understand the world differently and develop new behavioral norms and mental models to fit changing needs (Eseryel et al., 2021). In addition, visionary leaders are more realistic in creating a vision for the future. Thus, a visionary leader can achieve the vision in real terms and focus on generating ideas that will enable future access based on the current status of the organization (Jedi et al. 2022).

As a leader, the school principal must have a unique leadership style, such as visionary leadership. Visionary leadership is the ability of leaders to control all emerging thoughts by involving all stakeholders. It is a shared goal that must be achieved in the future with the participation of all members (Arya & Saprialman, 2023). Leadership involves leading, directing, guiding, and training the people being led so they can perform their duties. Leadership is the manager's ability to motivate

members to undertake various activities to achieve the established goals. It encourages, influences, guides, and mobilizes others to achieve jointly established goals. It is an honor based on the skills and abilities brought by an individual for the development of joint ventures (Pratiwi & Wiyani, 2020).

Leaders must be able to realize their vision into reality, turning dreams into achievable successes. They build good relationships with all involved because they believe that achieving the vision together leads to success. Leaders also transform old ideas into new ones filled with creativity and innovation. The success of an educational institution can be measured by the principal's ability to realize a clear and realistic vision. Visionary leaders are effective because they always have a plan; fully focus on results; create new and challenging visions; influence others; and enthusiastically utilize resources to achieve the vision (Fauzi et al., 2024).

Additionally, Nashihudin (2022) emphasized that principals with a visionary outlook possess a clear and compelling vision for advancing top-tier educational institutions. This well-defined vision serves as the cornerstone, guiding educational institutions toward increased competitiveness. When executed comprehensively, this vision acts as a guiding light for visionary leadership, charting the course for the organization's future. Such a vision, when articulated by a leader, inspires their team, influencing actions and shaping the future direction. Leaders with a profound vision significantly influence how this vision is communicated and embraced by their teams. When a leader's vision is robustly supported by every facet of the organization, it provides a roadmap for all members in their respective roles. In pursuing the realization of this vision, a leader who can establish and steer this direction epitomizes visionary leadership.

STATEMENT OF THE PROBLEM

This study determined the relationship between visionary leadership of school heads and teaching performance of public secondary teachers in Panabo City Division. More specifically, it sought to answer the following questions:

1. What is the extent of visionary leadership behavior of school heads as perceived by public secondary teachers in terms of:
    - 1.1 flexibility;
    - 1.2 team spirit;
    - 1.3 vision; and
    - 1.4 conscience?
2. What is the extent of teaching performance of public secondary teachers in terms of:
    - 2.1 mastery of learning content;
    - 2.2 facilitation of learning;
    - 2.3 learning environment;
    - 2.4 diversity of learning;
    - 2.5 learning support;
    - 2.6 classroom management; and
    - 2.7 teaching strategies?
3. Is there a significant relationship between visionary leadership of school heads and teaching performance of teachers?
4. Which domains of visionary leadership of school heads significantly influence the teaching performance of teachers?

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure and data analysis which will be employed on this investigation.

Research Design

This study adopted a quantitative research approach, specifically employing a descriptive correlational methodology. Quantitative research methods entail gathering numerical data followed by mathematical analysis, frequently utilizing statistical tools. This approach is used to clarify and explain particular issues or phenomena. Within the framework of descriptive correlational studies, the emphasis is placed on outlining variables and the inherent relationships that exist between them (Creswell & Crewell, 2018).

Descriptive research was marked by a non-intrusive approach, wherein the researcher observes the variables without intervening or manipulating them. The main aim of this type of research is to gain a thorough understanding of the fundamental characteristics of these variables. In contrast, a correlational study aims to identify whether a relationship exists between two variables. This entails assessing whether an increase or decrease in one variable corresponds to a similar rise or fall in the other (Bhat, 2024).

This study was considered as quantitative research design since it relied on numerical data for analysis and interpretation. A descriptive approach was adopted to evaluate visionary leadership of school heads and the teaching performance.

Furthermore, the study was correlational in nature, aiming to examine the relationship between visionary leadership of school heads and teaching performance in public secondary schools within the Panabo City Division.

Research Respondents

A total of 206 public secondary school teachers were invited to participate in this study. This research focused exclusively on public secondary school teachers with a minimum of five years of teaching experience. Utilizing the Slovin Formula and considering a margin of error of 0.05, the sample size was calculated to be 206 from a population of 425 teachers with five years of service. It had been noted that a minimum of 50 samples was required for simple regression analysis, with 100 samples being the general standard for most research contexts (Hair et al., 2018). Therefore, the 206 respondents were more than sufficient to fulfill the objectives of this study.

To select the study sample, a probability sampling technique was utilized, specifically two-stage cluster sampling. This approach enables the assessment of the likelihood of each item being included in the sample. In essence, every individual in the population has an equal and independent opportunity to be chosen. Cluster sampling is a widely adopted method that divides the population into distinct clusters, with each cluster serving as a comprehensive and mutually exclusive subset (Thomas, 2023). In the two-stage cluster sampling process, a random sample was drawn from eachPanabo City Division were considered.

In the criteria for inclusion and exclusion, public secondary school teachers teaching Grades 7 to 10 with a minimum of five years of teaching experience were chosen for this study. Their extensive experience in the public school environment was expected to yield valuable insights into evaluating their school head's visionary leadership and its effects on their teaching performance. Conversely, public secondary school teachers with less than five years of teaching experience were not included in the study. Participants who felt uncomfortable or hesitant about completing the survey questionnaire were permitted to withdraw from the study without any pressure.

Research Instruments

For data collection, this study employed an adapted survey questionnaire. The questionnaire consisted of two sections. The first section concentrated on the visionary leadership of school heads, while the second section addressed the teaching performance of teachers.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These tools were used in answering the statement of the problem and the hypotheses.

Mean

It is the average value of a set of numbers, calculated by dividing the sum of all values by the total number of values. This was used to measure the level of visionary leadership of school heads and teaching performance of teachers. Specifically, it answered the statement of the problem 1 and 2.

Pearson Product-Moment Correlation Coefficient

It is a statistical measure that assesses the strength and direction of the linear relationship between two continuous variables. This was utilized to determine the relationship between visionary leadership of school heads and teaching performance of teachers. This answered the statement of the problem 3 and the first hypothesis.

Regression Analysis

It is a statistical method used to examine the relationship between one dependent variable and one or more independent variables to predict outcomes or identify trends. This was employed to determine the significant influence of visionary leadership of school heads on the teaching performance of teachers. This answered the statement of the problem 4 and the second hypothesis.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Level of Visionary Leadership of School Heads in terms of Flexibility

Table 1 reflects the level of level of visionary leadership of school heads in terms of flexibility. It shows that the overall mean is 3.55, in a high level. This means that the level of visionary leadership of school heads in terms of flexibility is oftentimes evident.

It can be gleaned from the data that all 5 statements reveal a high result. When arranged chronologically according to mean scores, the items are as follows: having the power to restore its balance after exposure to a specific event, or negative crises and is highly efficient at overcoming adversity (3.57), adapting to change, responds to it, motivates employees and inspires

them to persevere and overcome crises (3.56), and having a high mental ability to absorb different situations and review new ideas (3.55). These items prove that the level of visionary leadership of school heads in terms of flexibility is oftentimes evident.

The findings suggest that the level of visionary leadership of school heads in terms of flexibility is oftentimes evident, with an overall mean of 3.55, indicating a high level. This indicate that school heads generally demonstrate flexibility in their leadership practices, allowing them to navigate challenges effectively. The results emphasize that school heads are able to adjust their leadership strategies and respond to changes or crises, which is a critical trait in dynamic educational environments. The ability to be flexible enhances their leadership capacity, enabling them to maintain stability and inspire their teams through difficult times.

The data further highlights that all five statements related to flexibility show a high mean score, with specific items such as having the power to restore balance after negative crises and adapting to change while motivating employees scoring the highest. These findings reflect that school heads are often capable of overcoming adversity and helping their teams stay resilient during crises. Additionally, the ability to absorb new ideas and evaluate different situations indicates that these leaders not only adapt but also integrate new approaches into their leadership practices. The overall data paints a picture of school heads who possess the flexibility necessary to lead effectively in ever-changing educational landscapes.

The high status of flexibility among school heads verified the idea of Reeves (2019) underscoring that in the educational setting, these school managers must learn cognitive flexibility, manage stress, and possess divergent thinking because of a multitude of challenges and a plethora of contemporary problems brought about by the changing forces of the environment and an interconnected moving world. Further, they must be visionaries, risk takers, proactive, willing to communicate and listen, value team and student clientele and focused, more importantly. School managers should have the capacity to work and collaborate with people in the school organization with varying cultural styles and diversities in beliefs, styles, customs and values.

Moreover, Day et al. (2020) emphasized that the school managers must adjust freely with the skills to improve learning and innovation by possessing decision-making skills, managing instructions and framing interventions for further improvement and evaluating approaches for quality instruction and learning. Communication skills must be enhanced because managers have multi-faceted roles like monitor, disseminator and spokesperson. In addition, school managers must adapt the skills necessary for productivity and accountability, initiative and self-direction, and leadership and responsibility to be in tune with life and career skills.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between visionary leadership of school heads and teaching performance of teachers in public secondary schools. The study was conducted in the selected public schools of Panabo Division. There were two hundred six (206) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The level of visionary leadership of school heads is high. This indicates that school heads have effectively articulate a clear, future-oriented direction for their schools. This strong leadership inspires and motivates teachers and stakeholders to work collaboratively toward long-term goals. High visionary leadership also contributes to strategic planning, innovation, and sustained school improvement.

Meanwhile, the level of teaching performance of teachers is high. This suggests that teachers are meeting educational standards and contributing positively to student learning outcomes. High teaching performance also reflects strong professional competence and a supportive teaching and learning environment.

It was found out that there is a significant relationship between visionary leadership of school heads and teaching performance of teachers. Moreover, all domains of the visionary leadership of school heads are linked to the teaching performance of teachers. This underscores the importance of strong leadership practices in fostering effective teaching outcomes.

Also, all domains of visionary leadership of school heads significantly influenced the teaching performance of teachers. This leads to the rejection of the null hypothesis. This suggests that when school heads demonstrate clear vision, strategic

direction, and inspiration, teachers are more likely to perform effectively in the classroom. As a result, the null hypothesis is rejected, confirming a meaningful relationship between visionary leadership and teaching performance.

Conclusions

Based on the findings of this study, the following conclusions were offered:
The level of visionary leadership of school heads is high which means that it is oftentimes evident. In particular, vision is always evident while flexibility, team spirit, and conscience are oftentimes evident.

Meanwhile, the level of teaching performance of teachers is high. Specifically, mastery of learning content, facilitation of learning, classroom management, and teaching strategies are always evident while learning environment, diversity of learning, and learning support are occasionally evident.

Based on the findings, visionary leadership of school heads and teaching performance are related. All domains of visionary leadership of school heads are linked to the teaching performance of teachers. This leads to the rejection of the null hypotheses.

Furthermore, all domains of visionary leadership of school heads have significant influence on the teaching performance of teachers. Of which, vision indicates a higher influence on the teaching performance of teachers compared to other indicators. This leads to the rejection of the null hypothesis.

The significant and positive correlation between the visionary leadership of school heads and the teaching performance of teachers supports the principles established in Transformational Leadership Theory, developed by Bass and Avolio (1985 as cited in Ugochukwu, 2024). This theory highlights leaders who encourage and energize their followers to exceed anticipated goals. Transformational leaders demonstrate strong charisma, stimulate critical thinking, give personalized support, and motivate individuals to prioritize the group or organization's objectives over personal interests. A capable school leader plays a crucial role in guiding and imparting knowledge to teachers, aiming to enhance their performance and encouraging them to uphold high standards in their work. Through their supervisory role, school heads support teachers, ensuring that school goals are met by promoting effective and efficient teaching practices. When school leaders are approachable and open to sharing information, it fosters positive responses and feedback from teachers. Teachers' work performance is closely tied to the importance of inspirational motivation and consistent advancement within education systems, both at the system-wide and school levels. This improvement is particularly evident when school leaders take an active role in inspiring and motivating teachers in their professional environments

Recommendations

The following suggestions were offered based on the conclusions of the study:
Based on the findings, DepEd officials may consider emphasizing the development of visionary leadership skills among school heads, particularly in areas such as fostering a strong, clear vision, promoting flexibility, and nurturing team spirit and conscience. These competencies have been shown to significantly enhance teaching performance, especially in areas such as content mastery, learning facilitation, and classroom management. Training and support programs designed to cultivate these leadership qualities in school heads may create an environment that motivates teachers to excel in their professional practice. Additionally, fostering a more supportive learning environment and addressing the diversity of learning needs may also be prioritized to further strengthen teaching performance across schools.

Moreover, school heads may continue to strengthen and further develop their visionary leadership, particularly by maintaining a clear vision, promoting flexibility, fostering team spirit, and upholding strong ethical values. These leadership qualities have a positive impact on teaching performance, especially in key areas like content mastery, learning facilitation, and classroom management. School heads may also encourage professional development opportunities that help teachers enhance their ability to address diverse learning needs and create supportive learning environments. By nurturing these leadership traits and supporting teachers in these areas, school heads may create a school culture that consistently promotes high teaching performance and continuous improvement.

Furthermore, teachers are encouraged to collaborate with school heads in supporting and realizing the shared vision for the school. Since the study shows a strong connection between the visionary leadership of school heads and teaching performance, teachers can benefit from actively engaging in the school's strategic direction and adapting to the flexibility and team-oriented approach modeled by their leaders. Additionally, teachers may continue to enhance their performance in areas such as content mastery, teaching strategies, and classroom management while also focusing on improving the learning environment and addressing diverse learning needs. By aligning their efforts with the school's vision and fostering a collaborative, flexible teaching approach, teachers may further elevate their effectiveness and contribute to a thriving educational environment.
Lastly, future researchers may explore the specific mechanisms through which visionary leadership influences teaching performance, particularly in the areas of learning environment and support for diversity, which were found to be less

consistent in their manifestation. Additionally, it would be valuable to investigate how various aspects of visionary leadership, such as flexibility and team spirit, directly impact teachers' strategies for managing diverse classrooms and supporting varied learning needs. Further studies may also examine potential differences in how these leadership qualities affect teaching performance across different school contexts, such as urban versus rural settings, or in relation to teachers' years of experience. This may offer a deeper understanding of how leadership styles shape teaching outcomes in diverse educational settings.

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