

Exploring Leadership Strategies in Schools: Perspectives on Teaching Performance and Learners' Academic Achievement

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Abstract — This study, *Exploring Leadership Strategies in Schools: Perspectives on Teaching Performance and Learners' Academic Achievement*, examined the relationship between school leadership practices, the performance of teachers, and the academic outcomes of learners. Specifically, it sought to identify the leadership strategies employed by school heads, determine their influence on teaching effectiveness, and analyze how these strategies contribute to the academic achievement of learners.

Using a descriptive–correlational research design, data were collected from selected school administrators, teachers, and learners through surveys and document analysis. Statistical tools were employed to establish the extent of the relationship between leadership strategies, teaching performance, and learner achievement.

Findings revealed that effective leadership strategies—such as instructional supervision, collaborative decision-making, and the provision of professional support—positively correlate with improved teaching performance. In turn, enhanced teaching performance was found to have a significant impact on learners' academic achievement. The results underscore the vital role of school leadership in shaping a supportive teaching–learning environment that fosters learner success.

This study highlights the importance of adopting dynamic, participatory, and instructional leadership approaches in schools. It further recommends sustained professional development for

teachers and capacity-building programs for school leaders to strengthen instructional quality and enhance learner outcomes.

Keywords: Leadership strategies; school leadership; teaching performance; academic achievement; learner outcomes

I. INTRODUCTION

This chapter discusses the role of teachers and school heads in shaping learning outcomes within the educational context of Hilongos District, Leyte. It examines their collaborative practices, challenges, and strategies in addressing diverse learner needs to promote inclusive classrooms and improved learning experiences.

School heads play a crucial role in creating a positive school climate by supporting teachers, engaging parents, and exercising effective leadership through inspiration, communication, delegation, and equitable resource management (Dellomas & Deri, 2022). Effective classroom management enhances learner engagement, academic performance, and social-emotional development (Augusta University, 2025). However, teachers face constraints such as limited time, resources, and diverse learner behaviors, which require strong leadership support (Hegwood, 2023). Educational leaders in the Philippines serve as change agents who foster professional growth, mentorship, and school improvement (Aquino et al., 2021). This study focuses on how school heads' leadership strategies—particularly vision and goal setting, instructional leadership, monitoring and evaluation, communication, and resource management—influence teaching effectiveness and learner outcomes in Hilongos, Leyte.

Literature Review

Effective leadership strongly shapes the learning environment and educational success, especially in districts like Hilongos South that face varied challenges. School heads must go beyond

management by creating a positive climate for teachers and learners. This study examines leadership strategies to improve school management, learning outcomes, and overall school climate, with the goal of identifying effective leadership practices for sustained school improvement.

Conceptual Literature. Learning outcomes are essential for assessing instructional quality and aligning curriculum, assessment, and teaching with educational goals (Nguyen, 2024). Transformational leadership empowers teachers to innovate, take risks, and grow through coaching and learning from failure, supporting organizational improvement (Hanna & Needle, 2025). Distributed leadership promotes shared responsibility, collaboration, job satisfaction, and teacher ownership of school goals (Nadeem, 2024). Clear, measurable learning outcomes support learner-centered education by defining what learners should know and be able to do at the end of a program (Akari Curriculum Management, 2023).

II. METHODOLOGY

This chapter explains the research methods used to examine leadership strategies and their relationship to teaching performance and learner achievement in Hilongos South District, Leyte. It presents the research design, data collection procedures, and data analysis methods.

Research Design

The study employed a quantitative descriptive-correlational design to determine the relationships among school head leadership strategies, teacher performance, and learner learning outcomes. This design was appropriate for describing variables and examining their associations within a single group (Brodowicz, 2024).

Sample of the Study

The respondents included nine (9) school heads and thirty-three (33) grade school teachers from Hilongos South District. Purposive sampling was used to ensure representation of key participants relevant to the study.

III. RESULTS AND DISCUSSION

Following an extensive analysis and meticulous review of the data gathered, several pivotal conclusions have emerged. These insights shed light on critical trends and patterns, offering a deeper understanding of the core dynamics at play. The key findings from this study are as follows:

1. Most school heads are aged 45–49 (55.6%) and predominantly female (77.8%). Most have 10–19 years of administrative experience (77.8%) and hold the position of Principal II (77.8%). Regarding training, 66.7% have attended 11–15 relevant sessions, 22.2% attended 6–10, and only 11.1% attended more than 16 trainings.

2. Most teacher respondents are aged 34–36 (24.2%), with very few younger educators (3%). The majority are female (93.9%). In terms of education, 69.7% have earned master's units, 12.1% hold a master's degree, and 18.2% have a college degree, indicating strong academic qualifications. Over half (54.5%) have 10–19 years of teaching experience, averaging 17 years, reflecting a mid-career profile. Regarding professional development, 42.4% attended 7 relevant training courses, and 33.3% attended 8, showing active engagement in continuous learning.

3. School heads in Hilongos South District are generally perceived as effective leaders across five key dimensions, with average ratings ranging from 3.53 to 3.78. Instructional leadership received the highest rating (3.78), particularly in classroom observations and feedback (4.22). Monitoring and evaluation also scored well (3.73), with very effective performance evaluations (4.44), though follow-up actions were moderately rated (3.22). Vision and goal setting averaged 3.62, with high clarity and alignment (4.22), but moderate staff involvement and communication

(3.22). Communication and relationship-building scored 3.53, showing effectiveness in meetings and transparency, but moderate collaboration and conflict resolution (3.33). Resource management averaged 3.58, with strong ratings for material allocation (4.22) and budget management (4.11), but lower scores for technological access (2.89) and extracurricular support (3.00).

4. It shows that the leadership strategies employed by school heads in Hilongos South District are perceived as effective across all five key dimensions. The highest-rated dimension is Instructional Leadership with a mean score of 3.78 (SD = .291), followed closely by Monitoring and Evaluation at 3.73 (SD = .300). Vision and Goal Setting scored 3.62 (SD = .367), while Resource Management and Communication and Relationship Building received mean scores of 3.58 (SD = .452) and 3.53 (SD = .574) respectively. The overall average rating is 3.66 (SD = .230), indicating that school heads are consistently applying effective leadership strategies, though areas such as communication and resource access may benefit from further enhancement.

5. Teachers demonstrated a very satisfactory level of performance in applying knowledge of content, with a mean of 3.63 (SD = 0.581), reflecting strong subject mastery, diverse strategies, adaptability, and professional growth. However, teaching strategies for literacy and numeracy skills were rated satisfactory (mean = 3.30, SD = 0.657), indicating room for improvement, especially in technology integration and critical thinking. Similarly, strategies for higher-order thinking skills were also satisfactory (mean = 3.16, SD = 0.589), suggesting a need to enhance activities that promote analysis, creativity, and real-world application.

6. Teachers demonstrated a very satisfactory performance in applying knowledge of content, with the highest mean score of 3.63 (SD = 0.581), indicating strong subject mastery and instructional adaptability. However, performance in teaching strategies for literacy and numeracy skills (mean = 3.30, SD = 0.657) and higher-order thinking skills (mean = 3.16, SD = 0.589) was rated satisfactory, suggesting areas for improvement. The overall average across all indicators is 3.35 (SD = 0.542), reflecting a satisfactory level of teaching performance. These findings highlight the need to enhance strategies that support literacy, numeracy, and critical thinking development.

7. The National Achievement Test (NAT) results for Grade 6 learners across schools in Hilongos South District show varied academic performance in four core subjects. Mathematics had the highest score from Kang-iras Elementary School (MPS = 89.60), rated as Closely Approximating Mastery (CAM), while most other schools fell under Moving Towards Mastery (MTM) with scores between 81.73 and 88.00.

In Science, Tuguipa ES and Lunang ES achieved CAM ratings with MPS of 87.00, while other schools maintained MTM levels in the mid-80s. For English, Kanghaas ES and Kang-iras ES led with CAM ratings (88.00 and 87.00), while others scored between 81.07 and 86.60, remaining in the MTM category. While Filipino showed the strongest overall performance, with Kang-iras ES scoring 88.80, and several other schools also reached CAM. Only a few schools, such as Hilongos South CS and Tuguipa ES, remained in the MTM category.

8. The analysis of the relationship between school heads' profiles and their perceived effectiveness in leadership strategies revealed varied correlations. The Vision and Goal Setting showed no significant correlations, though the number of relevant trainings attended had the highest positive correlation (0.615), suggesting a potential link between training and perceived effectiveness. While the Instructional Leadership had a moderately positive correlation with sex (0.643), this was not statistically significant.

Monitoring and Evaluation revealed significant negative correlations with educational attainment (-0.718) and position (-0.706), indicating that school heads with higher qualifications and roles perceived themselves as less effective in this area. Moreover, Communication and Relationship Building showed significant positive correlations with educational attainment (0.738) and position (0.743), suggesting that more qualified and higher-ranking school heads felt more effective in fostering relationships, and Resource Management was significantly positively correlated with years of administrative experience (0.757), implying that more experienced school heads felt more capable in managing resources.

9. The Spearman rho correlation analysis between teachers' profiles and their teaching performance reveals that Applied Knowledge of Content showed a moderate positive and statistically significant correlation with the highest educational attainment ($\rho = 0.523$, $p = 0.002$), indicating that teachers with higher qualifications tend to perform better in content knowledge. For Teaching Strategies for Literacy and Numeracy Skills, all profile variables showed weak and statistically insignificant correlations, suggesting no strong association between these strategies and teachers' demographic or professional background.

Similarly, Teaching Strategies for Higher-Order Thinking Skills had weak and insignificant correlations across all profile variables. Although sex ($\rho = 0.239$) and number of relevant trainings attended ($\rho = 0.224$) showed slightly higher values, they did not reach statistical significance.

10. The post hoc analysis revealed a statistically significant difference in teaching performance—specifically in applied knowledge of content—between teachers with only a college degree and those with a master's degree (mean difference = -1.083 , $p = 0.008$). This suggests that earning a master's degree may significantly enhance a teacher's ability to apply content knowledge effectively in the classroom.

However, comparisons between college degree holders and those with master's units, as well as between master's units and master's degree holders, did not show statistically significant differences. While a trend of better performance among master's degree holders was observed, it was not considered substantial in these comparisons.

11. The Kruskal-Wallis test results indicate that age does not significantly influence respondents' perceptions of the effectiveness of school heads' leadership strategies. Across all five indicators—Vision and Goal Setting, Instructional Leadership, Monitoring and Evaluation, Communication and Relationship Building, and Resource Management—the p-values ranged from 0.124 to 0.950, all above the 0.05 significance level. While there were slight differences in mean

ranks among age groups (45–49, 50–54, and 55–59), these were not statistically meaningful. Thus, age is not a determining factor in how leadership effectiveness is perceived.

12. The Kruskal-Wallis test results indicate that sex does not significantly influence respondents' perceptions of school heads' leadership effectiveness across five indicators: Vision and Goal Setting, Instructional Leadership, Monitoring and Evaluation, Communication and Relationship Building, and Resource Management. Although female respondents consistently rated school heads slightly higher in several areas, including Instructional Leadership ($p = 0.069$), the differences were not statistically significant.

In contrast, male respondents had slightly higher mean ranks in Communication and Resource Management, but again, these differences were minimal and statistically insignificant. Overall, the findings suggest that perceptions of leadership effectiveness are consistent across male and female respondents, with no meaningful disparities based on sex.

13. The Kruskal-Wallis test results indicate that years of administrative experience significantly affect perceptions of school heads' effectiveness only in Resource Management. Respondents with 10–19 years of experience rated school heads as more effective in managing resources compared to those with less than 10 years.

For the other leadership indicators—Vision and Goal Setting, Instructional Leadership, Monitoring and Evaluation, and Communication and Relationship Building—no statistically significant differences were found. This suggests that administrative experience does not strongly influence perceptions of effectiveness in these areas.

14. The Kruskal-Wallis test results show that the highest educational attainment does not significantly affect respondents' perceptions of school heads' effectiveness across five leadership indicators: Vision and Goal Setting, Instructional Leadership, Monitoring and Evaluation, Communication and Relationship Building, and Resource Management. All p -values were above the 0.05 threshold, indicating no statistically significant differences among respondents with

Master's units, Master's degrees, or Doctoral degrees. While some variations in average ranks were noted, they were not strong enough to be considered statistically meaningful.

15. The Kruskal-Wallis test results indicate that respondents' positions—Head Teachers (HT) versus Principal II (P2)—influence their perceptions of school heads' leadership effectiveness in specific areas. While both groups had similar views on Vision and Goal Setting, Instructional Leadership, and Resource Management, significant differences emerged in Monitoring and Evaluation, where HTs rated school heads more positively, and Communication and Relationship Building, where HTs gave lower ratings than P2S.

16. The Kruskal-Wallis test results show that the number of relevant trainings attended by respondents does not significantly affect their perceptions of school heads' effectiveness across five leadership indicators: Vision and Goal Setting, Instructional Leadership, Monitoring and Evaluation, Communication and Relationship Building, and Resource Management. All p-values were above the 0.05 significance level.

However, Resource Management had the lowest p-value (0.099), suggesting a possible trend toward significance. This implies that while training may have some influence, particularly in resource management, the differences are not strong enough to be considered statistically significant overall.

17. The Spearman rho correlation analysis revealed mostly weak and statistically insignificant relationships between school heads' leadership strategies, teaching performance, and learners' academic achievement (NAT scores). Key observations include:

Resource Management showed the strongest negative correlation with academic achievement ($\rho = -0.620$, $p = 0.075$), suggesting a possible inverse relationship, though not statistically significant. While Instructional Leadership ($\rho = -0.567$, $p = 0.111$) and Communication and Relationship Building ($\rho = -0.515$, $p = 0.156$) also had moderate negative correlations but lacked statistical significance.

Teaching performance indicators such as Literacy and Numeracy Strategies ($\rho = 0.420$, $p = 0.261$) and Higher-Order Thinking Skills ($\rho = 0.460$, $p = 0.212$) showed weak positive correlations with academic achievement.

IV. CONCLUSION

Based on the analysis of the data, the following key conclusions were drawn:

School heads in Hilongos South District are mostly female, aged 45–49, with 10–19 years of administrative experience and holding Principal II positions. They are generally perceived as effective leaders, particularly in instructional leadership and monitoring and evaluation, with training attendance positively influencing leadership effectiveness.

Teachers are predominantly female, mid-career, and academically qualified, with most holding master's units or degrees. Their performance in applying content knowledge is very satisfactory, though strategies for literacy, numeracy, and higher-order thinking skills need improvement. Educational attainment significantly influences teaching performance.

Leadership strategies of school heads are rated effective across five dimensions, with instructional leadership ranking highest. Vision and goal setting, communication, and resource management are effective but show areas needing stronger staff involvement, collaboration, and access to resources.

National Achievement Test results show varied learner performance across schools, with most at the “Moving Towards Mastery” level and a few reaching “Closely Approximating Mastery,” indicating the need for consistent instructional improvement.

Correlation analyses reveal that professional development and higher educational attainment contribute positively to leadership and teaching effectiveness. However, relationships among leadership strategies, teaching performance, and learner achievement are generally weak, partially supporting the null hypotheses.

Overall, the study highlights the importance of sustained professional development and targeted capacity-building initiatives to strengthen leadership practices, improve instructional strategies, and enhance learner outcomes across the district.

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