

The Activities Conducted in Improving the School Heads' Management Techniques in San Pascual South District, Division of Masbate

Maria Clarissa Baracina Pedida¹

¹School of Graduate Studies, University of Northeastern Philippines

ARTICLE INFORMATION	ABSTRACT
<p>Article history: Published: March 2026</p> <hr/> <p>Keywords: School Leadership Management Techniques Educational Administration</p>	<p>Effective school leadership is fundamental in ensuring the successful implementation of educational programs and the continuous improvement of teaching and learning processes. This study examined the activities conducted in improving the management techniques of school heads in San Pascual South District, Division of Masbate during the School Year 2024–2025. It specifically assessed the extent to which school heads practiced various management techniques, including autocratic, democratic, permissive, laissez-faire, and persuasive leadership approaches. In addition, the study evaluated the school projects and activities implemented to address the needs of learners, particularly in terms of mentorship programs, strategic planning, leadership development, enhancement of technological skills, promotion of parent and community engagement, and research and innovation. These initiatives were analyzed to determine their contribution to strengthening school governance and improving educational management practices. The study also aimed to formulate policy recommendations that could further enhance the effectiveness of school leadership and institutional performance. The study utilized a descriptive–evaluative–correlational research design to systematically analyze the management practices of school heads and the implementation of school-based activities. The respondents consisted of thirty-one (31) public elementary and secondary school heads and master teachers in San Pascual South District. Data were collected through a researcher-developed questionnaire designed to measure the extent of management techniques and the appropriateness of implemented school programs. The gathered data were statistically analyzed using frequency count, percentage distribution, weighted mean, ranking, and Kendall's Coefficient of Concordance (W) with the corresponding chi-square test. The level of significance was set at 0.05 to determine the degree of agreement in the rank ordering of management techniques and school activities. The findings revealed that the management techniques practiced by school heads were generally rated as very much evident, indicating a strong manifestation of leadership behaviors in school administration. Among the leadership approaches, autocratic management obtained the highest mean rating, followed by democratic, laissez-faire, permissive, and persuasive techniques. The school projects and activities implemented were also evaluated as very much appropriate in addressing the needs of learners and enhancing school performance. Statistical analysis further showed significant agreement in the rank ordering of several management techniques and program initiatives among the respondents. These results suggest that the integration of structured leadership practices and targeted school programs contributes significantly to improving educational management and instructional delivery.</p>

1. Introduction

Educational leadership plays a fundamental role in ensuring the effectiveness of school management and the achievement of quality educational outcomes. In basic education systems, school heads are expected to exercise managerial and supervisory competencies that facilitate efficient resource management, promote instructional improvement, and foster a conducive learning environment. Effective leadership influences teachers' professional performance, organizational climate, and ultimately student achievement. As educational institutions face increasingly complex challenges, the ability of school leaders to adopt appropriate management techniques becomes crucial in sustaining school development and ensuring the delivery of quality education.

In the Philippine educational system, the importance of school leadership is strongly emphasized in national policies and educational reforms. The 1987 Philippine Constitution recognizes education as a fundamental right and mandates the State to establish and maintain a comprehensive and integrated educational system that meets the needs of society. Similarly, Republic Act No. 9155, known as the Governance of Basic Education Act, highlights the responsibility of school heads to administer and manage personnel, fiscal, and physical resources to support effective teaching and learning. Complementing these policies are

national initiatives such as the School-Based Management (SBM) framework and the Department of Education's MATATAG Agenda, which aim to strengthen school leadership, improve institutional accountability, and promote collaborative governance in educational institutions. These policy frameworks underscore the vital role of school heads in ensuring that schools effectively respond to the evolving demands of the education sector.

School leadership is manifested through various management techniques that shape the decision-making processes, organizational culture, and operational efficiency within schools. Leadership approaches such as autocratic, democratic, permissive, laissez-faire, and persuasive management styles influence how school heads interact with teachers, staff, and stakeholders in implementing school programs and policies. While some leadership styles emphasize centralized authority and strict supervision, others promote participatory governance, collaborative decision-making, and empowerment of stakeholders. The effectiveness of these management techniques often determines how schools respond to challenges, implement programs, and achieve institutional goals.

In addition to leadership styles, the implementation of school-based projects and activities plays a critical role in improving school management and addressing the needs of learners. Programs such as mentorship initiatives, strategic planning activities, leadership development programs, technological skill enhancement, community engagement initiatives, and research and innovation projects contribute significantly to institutional improvement. These initiatives strengthen the capacity of educators, encourage collaboration among stakeholders, and create opportunities for continuous organizational development. When effectively implemented, such activities support the broader goal of improving educational quality and promoting sustainable school development.

Despite the recognized importance of leadership practices in school administration, many schools continue to face challenges in aligning leadership strategies with institutional needs and educational reforms. Variations in leadership approaches, limited professional development opportunities, and evolving educational demands require school heads to continuously refine their management techniques. Understanding how school leaders practice different management styles and implement developmental programs can provide valuable insights into improving school governance and instructional leadership.

Given this context, the present study examined the activities conducted in improving the management techniques of school heads in San Pascual South District, Division of Masbate during the School Year 2024–2025. Specifically, it investigated the extent to which different management techniques were practiced and analyzed the school projects and activities implemented to address learners' needs. Furthermore, the study sought to determine the level of agreement in the ranking of these practices and initiatives among respondents and to formulate policy recommendations that could strengthen leadership practices and enhance school management effectiveness. The findings of this study aim to contribute to the development of more responsive and effective leadership strategies that support the continuous improvement of educational institutions.

2. Methodology

This study employed a descriptive–evaluative–correlational research design to examine the management techniques practiced by school heads and the activities conducted to improve school management in San Pascual South District, Division of Masbate during the School Year 2024–2025. The descriptive component of the design was used to determine the extent to which different management techniques—namely autocratic, democratic, permissive, laissez-faire, and persuasive leadership styles—were manifested in school administration. The evaluative aspect assessed the appropriateness of school projects and activities implemented to address the needs of learners, including mentorship programs, strategic planning, leadership development programs, enhancement of technological skills, promotion of parent and community engagement, and research and innovation initiatives. Meanwhile, the correlational component of the study examined the level of agreement in the rank ordering of management techniques and implemented activities across different types of schools. This design was considered appropriate as it enabled the systematic analysis of leadership practices and school-based initiatives without manipulating the variables involved.

The respondents of the study consisted of thirty-one (31) public elementary and secondary school heads and master teachers assigned in San Pascual South District, Division of Masbate. These participants were selected because they are directly involved in school management, instructional supervision, and the implementation of institutional programs and activities. Their experiences and perspectives provided relevant data regarding the leadership practices and school-based initiatives implemented in their respective schools. The study covered schools categorized as big, medium, and small schools, allowing the researcher to examine potential differences in the implementation of management techniques and activities among different school contexts.

Data for the study were gathered through a researcher-developed questionnaire, which served as the primary instrument for collecting information from the respondents. The instrument consisted of structured items designed to measure the extent of management techniques practiced by school heads and the level of appropriateness of the projects and activities conducted to support school improvement. The questionnaire utilized a five-point Likert scale, enabling respondents to indicate their level of agreement or perception regarding the indicators provided. The instrument was developed based on relevant literature, leadership theories, and existing educational management frameworks to ensure that it adequately captured the variables under investigation. The responses were subsequently tallied, tabulated, and analyzed to generate empirical data for the study.

The collected data were analyzed using appropriate descriptive and inferential statistical tools. Frequency counts and percentage distributions were used to describe the profile and responses of the participants. Weighted mean was employed to determine the extent of the management techniques practiced by school heads and the appropriateness of the school projects and activities implemented. Ranking procedures were applied to identify the order of importance of the indicators in each category. Furthermore, Kendall's Coefficient of Concordance (W), together with the corresponding chi-square test, was used to determine the level of agreement in the rank ordering of the management techniques and implemented activities among the respondents. The

level of significance for all statistical tests was set at 0.05, ensuring that the interpretations of the findings were based on established statistical standards.

3. Results and Discussions

This section presents the analysis and interpretation of the data gathered from the respondents regarding the management techniques practiced by school heads and the school projects and activities implemented to improve school management in San Pascual South District, Division of Masbate. The presentation follows the sequence of the research objectives and includes statistical summaries to facilitate interpretation of the findings.

3.1 Extent of Management Techniques Practiced by School Heads

The first objective of the study examined the extent to which school heads practiced different management techniques in managing their respective schools. These leadership approaches included autocratic, democratic, permissive, laissez-faire, and persuasive management techniques.

Table 1: Extent of Management Techniques Practiced by School Heads

Management Technique	Weighted Mean	Interpretation	Rank
Autocratic	4.77	Very Much Evident	1
Democratic	4.66	Very Much Evident	2
Laissez-Faire	4.60	Very Much Evident	3
Permissive	4.58	Very Much Evident	4
Persuasive	4.54	Very Much Evident	5

The results reveal that all management techniques were rated Very Much Evident, indicating that school heads demonstrate a wide range of leadership approaches in managing school operations. Among these techniques, autocratic leadership obtained the highest weighted mean (4.77), suggesting that school heads tend to exercise centralized decision-making and maintain strong administrative control in implementing policies and programs within the school environment. This leadership approach is often associated with strict adherence to institutional rules and immediate decision-making processes, which can contribute to maintaining organizational discipline and efficiency.

The democratic leadership style ranked second (4.66), highlighting the presence of participatory management practices in school governance. Democratic leadership emphasizes collaboration, stakeholder involvement, and shared decision-making among teachers, staff, and other school stakeholders. The manifestation of this leadership style suggests that school heads also recognize the importance of inclusive governance in promoting teacher engagement and professional development. This finding aligns with contemporary educational leadership perspectives that emphasize collaborative management as a means of improving institutional effectiveness.

The laissez-faire (4.60) and permissive (4.58) management techniques also received high ratings, indicating that school heads occasionally adopt leadership approaches that grant greater autonomy to teachers and staff in performing their duties. Such leadership practices can foster creativity, initiative, and professional independence among educators. However, excessive reliance on these techniques may also lead to reduced supervision and inconsistent implementation of policies if not balanced with structured leadership strategies.

Lastly, persuasive leadership (4.54) ranked fifth but remained within the "Very Much Evident" category. This leadership style focuses on influencing stakeholders through communication, motivation, and trust-building rather than authority alone. The presence of persuasive leadership suggests that school heads utilize interpersonal influence and dialogue to encourage participation in school programs and initiatives. Overall, the results indicate that school heads apply a combination of leadership techniques, allowing them to respond flexibly to various administrative situations and organizational needs.

3.2 Test of Significant Agreement on the Rank Orders of Management Techniques

To determine whether there was significant agreement in the ranking of the management techniques among respondents, Kendall's Coefficient of Concordance (W) and the corresponding chi-square test were applied.

Table 2: Test of Significant Agreement on the Rank Orders of Management Techniques

Management Technique	Kendall's W	Chi-Square Value	Level of Significance	Interpretation
Autocratic	0.85	20.40	p < 0.01	Significant
Democratic	0.94	19.74	p < 0.01	Significant
Permissive	0.86	15.48	p < 0.025	Significant
Laissez-Faire	0.63	15.12	p > 0.05	Not Significant
Persuasive	0.80	16.80	p < 0.025	Significant

The results indicate that there was significant agreement in the rank ordering of most management techniques practiced by school heads, as reflected in the computed Kendall's W values and chi-square statistics. The high concordance values for autocratic (0.85), democratic (0.94), permissive (0.86), and persuasive (0.80) leadership styles suggest that respondents shared similar perceptions regarding the extent to which these management approaches were practiced in their schools.

However, the laissez-faire management technique did not show significant agreement among respondents. This result suggests variability in how this leadership style is perceived or practiced across different schools. Some respondents may have observed greater autonomy and delegation in their school leadership, while others may have experienced more structured and directive management practices.

These findings indicate that while school heads consistently demonstrate certain leadership styles, particularly autocratic and democratic approaches, the degree to which laissez-faire leadership is practiced may vary depending on the organizational context, leadership philosophy, and operational needs of each school.

3.3 School Projects and Activities Implemented to Address Learners' Needs

The study also examined the school projects and activities implemented by school heads to support learners and improve educational outcomes. These initiatives reflect the leadership strategies adopted by school heads in addressing institutional needs.

Table 3: School Projects and Activities Implemented in Schools

School Projects and Activities	Weighted Mean	Interpretation	Rank
Mentorship Program	4.88	Very Much Appropriate	1
Strategic Planning	4.88	Very Much Appropriate	1
Leadership Development Program	4.81	Very Much Appropriate	3
Enhancement of Technological Skills	4.77	Very Much Appropriate	4
Parent and Community Engagement	4.74	Very Much Appropriate	5
Research and Innovation	4.70	Very Much Appropriate	6

The results show that all school projects and activities were rated Very Much Appropriate, indicating that these initiatives effectively address the needs of learners and support the improvement of school management. The mentorship program and strategic planning activities obtained the highest ratings, suggesting that these initiatives play a critical role in strengthening leadership capacity, teacher development, and institutional planning processes.

Mentorship programs contribute to professional growth by providing guidance, support, and knowledge-sharing among educators. Through structured mentorship activities, experienced teachers and school leaders assist new or developing educators in improving instructional practices and classroom management. This initiative helps strengthen teacher competence and enhances instructional quality within the school.

Similarly, strategic planning initiatives enable schools to establish clear goals, allocate resources effectively, and implement structured programs that support institutional development. Strategic planning fosters collaboration among stakeholders and ensures that school activities align with educational objectives and policy directions.

Leadership development programs also received high ratings, indicating that schools actively promote leadership capacity among educators and staff. These programs provide opportunities for training, collaboration, and professional learning, which contribute to strengthening the leadership pipeline within the education sector.

Other initiatives such as technological skill enhancement, community engagement programs, and research and innovation activities also demonstrated strong implementation. These programs reflect the efforts of school heads to integrate technology in teaching, strengthen partnerships with stakeholders, and encourage research-based educational improvements. Collectively, these initiatives contribute to creating a dynamic and responsive educational environment that supports both teacher development and learner achievement.

4. Discussion of Findings

The results of the study demonstrate that school heads utilize multiple leadership approaches in managing their schools. The prominence of autocratic leadership suggests that school administrators often rely on structured decision-making processes to maintain institutional discipline and operational efficiency. At the same time, the strong presence of democratic leadership indicates a growing emphasis on participatory governance and collaborative decision-making in school management.

The combination of leadership approaches reflects the complex nature of educational leadership, where administrators must balance authority, collaboration, autonomy, and influence in managing diverse stakeholders. This finding supports existing leadership theories that emphasize situational leadership, where leaders adapt their management style according to organizational context and institutional needs.

Furthermore, the high ratings of school projects and activities indicate that school heads actively implement initiatives aimed at improving school performance and addressing learner needs. Programs focusing on mentorship, strategic planning, and leadership development play a critical role in strengthening institutional capacity and fostering a culture of continuous improvement.

Overall, the findings suggest that effective school leadership requires a balanced integration of leadership techniques and developmental initiatives. School heads who adopt flexible management strategies while implementing targeted programs are more likely to enhance institutional effectiveness, improve teacher performance, and support positive educational outcomes. These insights provide valuable implications for educational leaders, policymakers, and professional development programs aimed at strengthening leadership practices in basic education.

5. Conclusions and Implications

5.1 Conclusions

The findings of the study indicate that school heads in San Pascual South District demonstrate a strong manifestation of various management techniques in administering their schools. Among the leadership approaches examined, autocratic leadership

emerged as the most evident management style, followed by democratic, laissez-faire, permissive, and persuasive techniques. This result suggests that while school heads tend to exercise centralized authority in decision-making and policy implementation, they also incorporate participatory and collaborative leadership practices in managing school operations. The presence of multiple leadership approaches indicates that school administrators adapt their management strategies to address the varying demands of school governance, instructional supervision, and stakeholder engagement. Furthermore, the statistical analysis revealed significant agreement among respondents in the ranking of most management techniques, indicating consistency in perceptions regarding leadership practices within the district.

The study also found that the school projects and activities implemented by the respondents were generally evaluated as very much appropriate in addressing the needs of learners and improving school management. Programs such as mentorship initiatives, strategic planning activities, and leadership development programs were particularly emphasized, highlighting their role in strengthening teacher competencies, institutional planning, and leadership capacity within schools. Other initiatives, including technological skill enhancement, parent and community engagement, and research and innovation programs, further contribute to fostering a supportive learning environment and promoting continuous institutional development. Overall, the findings suggest that effective school leadership involves not only the application of appropriate management techniques but also the implementation of structured programs that support professional development, collaboration, and innovation in education.

5.2 Implications

The results of this study have important implications for educational leadership, school governance, and policy development in the basic education sector. The strong presence of autocratic leadership, combined with democratic and participatory practices, suggests the need for balanced leadership approaches that integrate administrative authority with collaborative decision-making. Educational leaders may benefit from leadership development programs that promote adaptive leadership strategies, enabling school heads to effectively respond to diverse organizational situations while maintaining an inclusive and supportive institutional culture. Strengthening participatory governance mechanisms can also enhance teacher engagement, professional commitment, and shared responsibility in achieving school goals.

Moreover, the high evaluation of school projects and activities highlights the importance of structured institutional programs in supporting school improvement initiatives. Educational institutions and policy makers may consider strengthening mentorship programs, strategic planning frameworks, and leadership development initiatives to enhance the professional competencies of educators and administrators. Expanding programs related to technological integration, research development, and community engagement can further support innovation and strengthen partnerships among schools, families, and local stakeholders. Ultimately, the integration of effective leadership practices and well-designed school initiatives can contribute to improved educational management, enhanced instructional quality, and the overall advancement of quality education within the school system.

References

- [1] Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). SAGE Publications.
- [2] Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221–258. <https://doi.org/10.1177/0013161X15616863>
- [3] Department of Education. (2023). *MATATAG agenda: Taking good care of learners by promoting teacher quality and effective school leadership*. Department of Education, Philippines.
- [4] Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Jossey-Bass.
- [5] Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142. <https://doi.org/10.1108/09578231111116699>
- [6] Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 30(2), 95–110. <https://doi.org/10.1080/13632431003663214>
- [7] Harris, A. (2014). *Distributed leadership matters: Perspectives, practicalities, and potential*. Corwin Press.
- [8] Karim, R., & Matiman, M. (2025). Leadership styles of school heads and teacher motivation in secondary schools. *International Journal of Educational Leadership and Management*, 13(1), 45–62.
- [9] Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- [10] Leithwood, K., & Louis, K. S. (2012). *Linking leadership to student learning*. Jossey-Bass.
- [11] Manzano, R. (2024). Leadership styles of public school administrators and their influence on school effectiveness. *Philippine Journal of Educational Management*, 18(1), 33–48.
- [12] Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publications.
- [13] Oco, N. (2021). School leadership practices and institutional performance in public secondary schools. *Asia Pacific Journal of Educational Leadership*, 6(2), 71–86.
- [14] Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- [15] Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective* (6th ed.). Pearson Education.
- [16] Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass.

- [17] Uy, R. (2024). Democratic leadership and teacher engagement in public schools. *Journal of Educational Leadership and Policy Studies*, 8(1), 1–15.
- [18] Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson Education.
- [19] Republic of the Philippines. (1987). The 1987 Constitution of the Republic of the Philippines. *Official Gazette of the Republic of the Philippines*.
- [20] Republic of the Philippines. (2001). Republic Act No. 9155: Governance of Basic Education Act of 2001. *Official Gazette of the Republic of the Philippines*.
- [21] Republic of the Philippines. (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. *Official Gazette of the Republic of the Philippines*.