

# Visionary Leadership among School Heads in a Province in the Philippines: A Convergent Parallel Mixed Methods Research

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## ABSTRACT

This study examined the visionary leadership of school heads in a province in the Philippines using a convergent parallel mixed methods research design. The study aimed to determine the level of visionary leadership of school heads in general and when grouped according to sex, age, highest educational attainment, years of service, and plantilla position, determine whether significant differences exist in visionary leadership across profile variables, and explore how school heads demonstrate visionary leadership in managing and governing their schools. Quantitative data were gathered from 173 school heads in public elementary, secondary, and integrated schools through a researcher-adapted Visionary Leadership Scale, while qualitative data were obtained through semi-structured interviews with six purposively selected school heads. Descriptive and inferential statistics, including mean, standard deviation, Mann–Whitney U test, and Kruskal–Wallis H test, were used for quantitative analysis, while thematic analysis was utilized for qualitative data. Findings revealed that school heads demonstrated a very high level of visionary leadership overall. Significant differences were found when grouped according to sex, age, years in service, and plantilla position, while no significant difference was observed in terms of educational attainment. Qualitative findings showed that school heads demonstrated visionary leadership through clear articulation of school vision, strategic alignment of programs, stakeholder motivation, participatory governance, and proactive management practices. The study concluded that visionary leadership is a critical dimension of effective school governance and organizational improvement.

**Keywords:** Visionary leadership, school heads, school governance, educational leadership, mixed methods research, Philippines

## INTRODUCTION

The contemporary educational environment has become increasingly complex, dynamic, and reform-oriented, requiring school leaders to adopt leadership practices that are adaptive, innovative, and future-oriented. In the Philippine educational context, schools continue to face challenges related to governance, instructional quality, accountability, and stakeholder participation. Recent educational reforms and post-pandemic recovery initiatives have further intensified the need for strong and visionary school leadership capable of guiding schools toward sustainable improvement and institutional effectiveness.

The COVID-19 pandemic significantly transformed instructional delivery systems, school operations, and leadership expectations. Schools were compelled to implement flexible learning modalities, integrate technology into educational processes, and strengthen collaboration with stakeholders to sustain learning continuity. As a result, school heads assumed expanded responsibilities as strategic leaders, organizational managers, innovators, and community partners. These developments highlighted the growing importance of visionary leadership in school governance and management.

Recent reports from the Second Congressional Commission on Education (EDCOM 2) emphasized the urgent need to strengthen educational leadership and governance systems in the Philippines. The reports identified persistent issues such as weak governance mechanisms, inadequate institutional coordination, leadership shortages, and organizational inefficiencies that negatively affect educational outcomes. These concerns

underscore the crucial role of school heads in leading reforms, improving governance systems, and promoting sustainable educational development.

In response, the Department of Education institutionalized the Philippine Professional Standards for School Heads (PPSSH) through DepEd Order No. 24, s. 2020. The PPSSH recognizes school heads as strategic and transformational leaders responsible for promoting innovation, strengthening governance, and building collaborative partnerships within schools and communities. The policy emphasizes competencies related to strategic leadership, organizational management, stakeholder engagement, and continuous school improvement, all of which are closely associated with visionary leadership.

Visionary leadership is regarded as an essential dimension of effective educational leadership. It refers to the ability of leaders to articulate a clear and compelling vision, inspire stakeholders, anticipate future challenges, and guide organizations toward long-term goals and sustainable development. Visionary leaders foster innovation, motivate organizational members, and align school goals with broader educational priorities and community needs. Scholars have emphasized that visionary leadership significantly contributes to school effectiveness, teacher motivation, organizational commitment, and stakeholder engagement (Rosadi et al., 2024; Candrasari et al., 2023; Fullan, 2020).

The study was anchored on Transformational Leadership Theory and Participatory Governance Theory. Transformational Leadership Theory explains that effective leaders inspire followers through vision, motivation, and innovation, while Participatory Governance Theory highlights collaborative decision-making and stakeholder involvement in organizational improvement. Together, these theories explain how visionary leadership contributes to effective school governance.

Despite the growing literature on educational leadership, limited studies have examined visionary leadership among school heads in provincial contexts in the Philippines. Existing research often focuses on instructional or transformational leadership, with limited attention to localized governance practices and demographic differences. Hence, this study examined the visionary leadership of school heads in a province in the Philippines using a convergent parallel mixed methods research design. Specifically, it determined the level of visionary leadership, identified significant differences across profile variables, and explored how school heads demonstrate visionary leadership in managing and governing their schools.

### **Objectives and Hypothesis of the Study**

This study aimed to determine the levels of visionary leadership, administrative innovativeness, and collaborative stakeholder engagement among school heads in a province in the Philippines. Specifically, this study sought to answer the following questions:

1. What is the level of visionary leadership of school heads in general, and when grouped according to sex, age, highest educational attainment, years of service, and plantilla position?
2. Are there significant differences in the levels of visionary leadership of school heads when they are grouped according to their profile variables?
3. How do school heads demonstrate visionary leadership in managing and governing their schools?

### **Based on the foregoing research problems, the following null hypotheses are formulated**

There are no significant differences in the levels of visionary leadership, among school heads when they are grouped according to their profile variables.

## **METHODOLOGY**

This study employed a convergent parallel mixed methods research design. This design involves the simultaneous collection and analysis of quantitative and qualitative data, with equal priority given to both

datasets before integrating the findings to gain a comprehensive understanding of the research problem. The use of mixed methods enabled the researchers to examine both the measurable levels of visionary leadership and the lived experiences of school heads in managing and governing schools.

The study was conducted in public schools in a province in the Philippines. The province includes urban and rural educational settings composed of elementary, secondary, and integrated schools, making it an appropriate locale for examining visionary leadership practices among school heads.

The respondents for the quantitative phase consisted of 173 school heads from public schools in a province in the Philippines who voluntarily participated in the study through an online survey administered using Google Forms. Convenience sampling was employed because respondents were accessible and willing to participate in the study. The respondents were grouped according to sex, age, highest educational attainment, years in service, and plantilla position.

For the qualitative phase, six school heads were purposively selected as participants based on their leadership experience, administrative functions, and recommendations from the Schools Division Office. The participants represented different districts and possessed varied educational backgrounds and leadership experiences, which enriched the qualitative data gathered in the study. The primary quantitative instrument used was the researcher-adapted Visionary Leadership Scale modified from Sashkin (2022). The instrument consisted of 20 items categorized into three dimensions: articulation of school vision, inspiration and motivation of stakeholders, and fostering a shared sense of purpose. The instrument utilized a four-point Likert scale ranging from “Never” to “Always” to measure the extent to which visionary leadership practices were demonstrated by school heads.

To ensure validity and reliability, the instrument underwent expert validation by school heads, district supervisors, and education program supervisors from DepEd. A pilot test was also conducted, yielding a reliability coefficient of  $r = 0.928$ , which indicated a high level of internal consistency and reliability. To complement the quantitative data, semi-structured interviews were conducted with the six participants. The interview guide focused on how school heads articulate school vision, motivate stakeholders, implement strategic initiatives, and manage governance practices within their schools. Interviews were audio-recorded with participants’ consent and later transcribed verbatim for analysis.

Descriptive statistics such as frequency count, mean, and standard deviation were used to determine the level of visionary leadership among school heads. Inferential statistical tools, including Mann–Whitney U test and Kruskal–Wallis H test, were employed to determine significant differences across profile variables. Qualitative data were analyzed using thematic analysis based on Braun and Clarke’s framework to identify emerging themes and patterns.

Ethical considerations were strictly observed throughout the study. Participants were informed regarding the purpose of the research, voluntary participation, confidentiality of responses, and their right to withdraw at any stage without penalty.

## RESULTS AND DISCUSSION

### Visionary Leadership of School Heads

Table 1 presents the level of visionary leadership among school heads in a province in the Philippines, grouped by selected profile variables. The analysis uses the weighted mean and standard deviation to determine the extent to which visionary leadership is manifested across different categories, providing a clearer understanding of how leadership practices vary among respondents.

**Table 1 Level of Visionary Leadership of School Heads when Grouped according to Profile**

Category	n	Mean	SD	Description
Total	173	3.60	0.546	Very High
Sex				

Male	70	3.48	0.623	High
Female	103	3.68	0.474	Very High
Age				
Young	22	2.50	0.802	High
Middle-Aged	41	3.68	0.244	Very High
Senior	110	3.78	0.210	Very High
Educational Attainment				
With Units in Master's	76	3.66	0.445	Very High
Master's Degree	40	3.69	0.455	Very High
With Units in Doctorate	32	3.41	0.733	High
Doctorate	25	3.49	0.635	High
Years in Service				
>15 years	82	3.79	0.223	Very High
11-15 years	35	3.66	0.519	Very High
6-10 years	29	3.23	0.805	High
≤5 years	27	3.32	0.648	High
Plantilla Position				
Principal	76	3.77	0.193	Very High
Head Teacher	78	3.44	0.701	High
Teacher	19	3.51	0.590	Very High

Scale: Very High (3.50– 4.00); High (2.50 – 3.49); Low (1.50 – 2.49); Very Low (1.00 – 1.49)

When respondents were taken as a whole, the level of visionary leadership among school heads is very high ( $M = 3.60$ ,  $SD = 0.546$ ), indicating that respondents consistently demonstrate a very high level of visionary leadership. The school heads clearly articulate a compelling vision, inspire stakeholders, anticipate future challenges, and lead proactive innovations in school governance.

When grouped according to sex, female school heads exhibit a very high level of visionary leadership ( $M = 3.68$ ,  $SD = 0.474$ ), whereas male school heads demonstrate a high level ( $M = 3.48$ ,  $SD = 0.623$ ). This finding suggests that female respondents tend to manifest slightly stronger visionary leadership practices compared to their male counterparts.

In terms of age, senior school heads register a very high level ( $M = 3.78$ ,  $SD = 0.210$ ) of visionary leadership, followed by middle-aged respondents who also demonstrate a very high level ( $M = 3.68$ ,  $SD = 0.244$ ) of visionary leadership. In contrast, young school heads exhibit a high level ( $M = 2.50$ ,  $SD = 0.802$ ) of visionary leadership, indicating comparatively lower manifestation of visionary leadership. This pattern implies that leadership experience associated with age may contribute to stronger visionary practices.

With respect to educational attainment, respondents with units in a master's degree ( $M = 3.66$ ,  $SD = 0.445$ ) and those who have completed a master's degree ( $M = 3.69$ ,  $SD = 0.455$ ) both demonstrate a very high level of visionary leadership. Meanwhile, those with units in a doctorate ( $M = 3.41$ ,  $SD = 0.733$ ) and doctorate degree holders ( $M = 3.49$ ,  $SD = 0.635$ ) exhibit a high level. This suggests that while advanced education supports leadership development, higher academic qualifications do not necessarily correspond to stronger manifestation of visionary leadership.

When classified according to years in service, respondents with more than 15 years of experience demonstrate a very high level ( $M = 3.79$ ,  $SD = 0.223$ ), followed by those with 11–15 years of service who also show a very high level ( $M = 3.66$ ,  $SD = 0.519$ ) of visionary leadership. On the other hand, respondents with 6–10 years ( $M = 3.23$ ,  $SD = 0.805$ ) and those with 5 years or below ( $M = 3.32$ ,  $SD = 0.648$ ) exhibit a high level of visionary leadership. These results indicate that longer years of service are associated with stronger visionary leadership practices.

Finally, in terms of plantilla position, principals demonstrate a very high level of visionary leadership ( $M = 3.77$ ,

SD = 0.193), while teachers also exhibit a very high level ( $M = 3.51$ ,  $SD = 0.590$ ). In contrast, head teachers show a high level ( $M = 3.44$ ,  $SD = 0.701$ ) of visionary leadership. This suggests that individuals occupying higher leadership roles tend to demonstrate stronger visionary leadership behaviors.

The findings of the study reveal significant implications regarding the level of visionary leadership of school heads when grouped according to selected profile variables. The results suggest that visionary leadership is strongly manifested across respondents; however, variations across profiles indicate that both personal and professional characteristics shape how leadership is practiced in schools.

With respect to sex, the higher level of visionary leadership among female school heads implies that leadership in educational settings may be influenced by relational and participatory orientations. This finding aligns with existing literature emphasizing that contemporary school leadership increasingly adopts collaborative and inclusive approaches. For instance, Candrasari et al. (2023) highlight that visionary leadership strengthens collaboration and participatory decision-making, while Guillergan (2024) found that school heads frequently employ democratic and visionary leadership styles that enhance professional growth. Similarly, recent studies affirm that female leaders tend to demonstrate transformational and inclusive leadership practices that support innovation and shared vision (UNESCO, 2023; Eagly & Heilman, 2022). Nevertheless, this finding should be interpreted cautiously, as other studies argue that leadership effectiveness is not determined by gender but by competencies and situational demands (Yukl et al., 2019; Hoang et al., 2022). Thus, while female school heads may exhibit stronger visionary tendencies, effective leadership ultimately depends on skills, context, and organizational culture.

In terms of age, the higher ratings among senior and middle-aged school heads suggest that experience and maturity contribute to stronger visionary leadership. This implies that leadership competencies, particularly strategic thinking and foresight, are developed over time through professional exposure. This finding is supported by Rosadi et al. (2024), who emphasized that experienced leaders are more effective in articulating vision and inspiring stakeholders, and Komariyah (2020), who noted that visionary leadership requires the ability to anticipate challenges and guide institutions toward long-term goals. Furthermore, Fullan (2020) and OECD (2023) assert that leadership effectiveness improves with accumulated experience and exposure to complex educational contexts. On the other hand, contrasting studies indicate that younger leaders may demonstrate greater adaptability, openness to innovation, and technological competence, which are also essential components of visionary leadership (Gumuş et al., 2021; OECD, 2021). Therefore, while age and experience enhance leadership capacity, younger school heads may contribute innovative perspectives that complement traditional leadership strengths.

With regard to educational attainment, the finding that school heads with master's-level qualifications demonstrate higher visionary leadership than those with doctoral qualifications suggests that leadership effectiveness is more closely linked to the practical application of knowledge than to academic credentials alone. This is consistent with Rohmah (2021), who emphasized that school heads perform multifaceted roles requiring applied leadership skills, and Supriyadi et al. (2023), who found that professional competence and value-oriented practices significantly influence educational quality. Moreover, recent studies indicate that continuous professional development and leadership training programs have a more direct impact on leadership effectiveness than advanced academic degrees (Darling-Hammond et al., 2022). However, contrasting evidence suggests that doctoral education enhances analytical and strategic thinking, which are essential for long-term visioning and policy development (Leithwood et al., 2020). Hence, while educational attainment contributes to leadership capacity, its impact depends largely on how knowledge is translated into practice within the school context.

In relation to years in service, the higher level of visionary leadership among more experienced school heads underscores the importance of prolonged engagement in leadership roles. This finding implies that leadership is refined through experience, allowing school heads to develop deeper institutional understanding and strategic competence. This is supported by Gallos and Bolman (2021), who emphasized that leadership involves influencing organizational performance through experience and reflective practice, as well as Parra Alvernia (2022), who highlighted the role of leadership competencies in improving institutional performance. Additionally, Agustin et al. (2024) found that experienced school leaders effectively guide teacher development

and school improvement initiatives. Conversely, some studies caution that longer tenure may lead to resistance to change or reliance on traditional practices, potentially limiting innovation (Gartner, 2022; OECD, 2021). Therefore, while years of service strengthen leadership capability, continuous learning and adaptability remain critical to sustaining visionary leadership.

Finally, in terms of plantilla position, the higher level of visionary leadership among principals suggests that formal leadership roles significantly shape leadership practices. As primary decision-makers, principals are expected to articulate vision, guide school direction, and implement strategic initiatives. This finding is supported by Leithwood et al. (2020), who emphasized that school leadership is a key driver of school improvement, and Lingatong (2024), who found that effective leadership enhances school-based management practices. Similarly, Rohmah (2021) highlighted that school heads function as leaders, innovators, and motivators who influence overall school performance. However, contrasting perspectives from distributed leadership theory argue that leadership should not be confined to formal roles but shared among teachers and staff to enhance collaboration and organizational effectiveness (Somech, 2005; Spillane, 2021). This suggests that while principals exhibit stronger visionary leadership, leadership capacity can be cultivated across different positions within the school.

The findings support both Transformational Leadership Theory and Participatory Governance Theory. The very high level of visionary leadership indicates that school heads effectively inspire, motivate, and guide stakeholders toward shared educational goals, reflecting transformational leadership principles of vision, motivation, and organizational growth (Burns, 1978; Bass, 1990). Higher ratings among senior and experienced school heads suggest that leadership competencies strengthen through experience and professional exposure.

Moreover, the results imply that visionary leaders foster collaboration and stakeholder involvement, consistent with participatory governance principles. Variations across profile variables indicate the need for leadership development and mentoring programs to strengthen visionary and collaborative leadership practices among school heads.

### Difference in the Levels of Visionary Leadership of School Heads

Table 2 presents the differences in the level of visionary leadership among school heads in a province in the Philippines when grouped according to sex. Mann–Whitney U test was employed to determine whether significant differences exist between male and female respondents.

**Table 2 Difference in the Levels of Visionary Leadership of School Heads when Grouped according to Sex**

Category	U	p	$\epsilon^2$	Remark	Decision
Sex	2756*	0.008	0.236	Significant	Reject the null hypothesis

\*Significant at  $p \leq .05$

The analysis revealed that there was a statistically significant difference in the level of visionary leadership when respondents were grouped according to sex, as indicated by the Mann–Whitney U test,  $U = 2756$ ,  $p = .008$ ,  $\epsilon^2 = 0.236$ . This finding led to the rejection of the null hypothesis, indicating that male and female school heads differed significantly in their demonstration of visionary leadership. Moreover, the obtained effect size ( $\epsilon^2 = 0.236$ ) indicates a relatively large practical effect, suggesting that sex accounted for a meaningful proportion of the variation in visionary leadership among the respondents. This implies that the observed difference was not only statistically significant but also practically important in understanding leadership practices among school heads.

The significant difference based on sex suggests that leadership approaches and leadership-related behaviors may vary between male and female school heads. Female school heads demonstrated higher levels of visionary leadership, implying stronger manifestation of strategic direction, communication, collaboration, and future-oriented leadership practices. This finding supports the study of Candrasari et al. (2023), which emphasized that collaborative and inclusive leadership practices enhance school effectiveness and organizational performance. Similarly, Guillergan (2024) found that democratic and visionary leadership styles contribute positively to

professional development, organizational growth, and school improvement initiatives. Recent studies further suggest that female leaders tend to exhibit stronger transformational leadership behaviors, including motivation, relationship-building, and participatory decision-making, which contribute to effective school leadership (Eagly & Heilman, 2022; UNESCO, 2023).

From the perspective of Transformational Leadership Theory, the findings imply that visionary leadership may be influenced by relational and motivational leadership behaviors commonly associated with transformational leadership practices. Female school heads may be more inclined to demonstrate collaborative communication, shared vision-building, and stakeholder empowerment, which are central components of transformational leadership. Likewise, the findings support Participatory Governance Theory, which emphasizes inclusivity, collaboration, and stakeholder engagement in school governance. The higher visionary leadership demonstrated by female school heads may reflect stronger tendencies toward participatory and community-oriented leadership practices.

However, contrasting studies argue that leadership effectiveness is not inherently determined by gender but rather by competencies, organizational context, leadership preparation, and situational demands (Yukl et al., 2019; Hoang et al., 2022). These studies contend that both male and female leaders are capable of demonstrating effective visionary leadership when provided with appropriate support, training, and opportunities for professional growth. Thus, while the study identified significant differences based on sex, the findings should not be interpreted as superiority of one gender over another, but rather as an indication that leadership practices may manifest differently depending on individual leadership styles and contextual factors.

Meanwhile, Table 3 presents the differences in the level of visionary leadership among school heads in a province in the Philippines when grouped according to age, educational attainment, years in service, and plantilla position. Kruskal-Wallis H test was employed to determine whether significant differences exist among categories of the profile variables considered.

**Table 3 Difference in the Levels of Visionary Leadership of School Heads when Grouped according to Profile**

Category	H	p	$\epsilon^2$	Remark	Decision
Age	45.6*	<.001	0.265	Significant	Reject the null hypothesis
Educational Attainment	4.21	0.239	0.024	Not Significant	Do not reject the null hypothesis
Years in Service	26.1*	<.001	0.175	Significant	Reject the null hypothesis
Plantilla Position	6.72**	0.035 (0.052)	0.0391	Not Significant	Reject the null hypothesis

\*Significant at  $p \leq .05$

\*\*Statistically not significant after Dunn’s pairwise comparison

A statistically significant difference was observed in the level of visionary leadership when respondents were grouped according to age, as indicated by the Kruskal–Wallis test,  $H = 45.6$ ,  $p < .001$ ,  $\epsilon^2 = 0.265$ . This finding led to the rejection of the null hypothesis, indicating that visionary leadership varied significantly across age groups. Furthermore, the effect size ( $\epsilon^2 = 0.265$ ) indicates a large practical effect, suggesting that age accounted for a substantial proportion of the variability in visionary leadership among school heads.

To further determine where the significant differences occurred, Dunn’s pairwise comparison analysis with Bonferroni adjustment was conducted. The analysis revealed significant differences between young school heads (<40 years old) and middle-aged school heads (40–49 years old),  $z = -4.36$ ,  $p < .001$ , as well as between young and senior school heads (>49 years old),  $z = -6.70$ ,  $p < .001$ . However, no significant difference was found between middle-aged and senior school heads after Bonferroni adjustment,  $z = -2.26$ ,  $p = .072$ . These findings suggest that younger school heads demonstrated significantly lower levels of visionary leadership compared to older groups, while middle-aged and senior school heads exhibited relatively comparable leadership capacities.

This implies that leadership competencies associated with vision-setting, strategic thinking, and organizational direction become more developed through age and professional maturity.

In contrast, no statistically significant difference was found in the level of visionary leadership when respondents were grouped according to educational attainment,  $H = 4.21$ ,  $p = .239$ ,  $\epsilon^2 = 0.024$ . This resulted in the non-rejection of the null hypothesis. Moreover, the effect size indicates a very small practical effect, suggesting that educational attainment contributed minimally to variations in visionary leadership. This finding implies that higher academic qualifications alone did not substantially influence the demonstration of visionary leadership among school heads.

Moreover, a statistically significant difference was observed based on years in service,  $H = 26.1$ ,  $p < .001$ ,  $\epsilon^2 = 0.175$ . This finding led to the rejection of the null hypothesis and indicates that the length of professional experience significantly influenced visionary leadership. The effect size further suggests a moderate practical effect, implying that years in service had a meaningful influence on leadership practices and the development of visionary capabilities.

Dunn's pairwise comparisons further revealed that school heads with more than 15 years of service significantly differed from those with 6–10 years of service,  $z = 4.1128$ ,  $p < .001$ , and from those with 5 years or below,  $z = 3.9481$ ,  $p < .001$ . However, no significant difference was found between those with more than 15 years and those with 11–15 years of service,  $z = 1.3482$ ,  $p = 1.000$ . Similarly, no significant differences were found between respondents with 11–15 years and those with 6–10 years of service,  $p = .085$ , between 11–15 years and 5 years or below,  $p = .110$ , and between 6–10 years and 5 years or below,  $p = 1.000$  after Bonferroni adjustment. These findings suggest that extensive professional experience, particularly beyond 15 years, contributes significantly to stronger visionary leadership practices compared to shorter service durations.

Finally, a statistically significant difference was found when respondents were grouped according to plantilla position,  $H = 6.72$ ,  $p = .035$ ,  $\epsilon^2 = 0.0391$ . This result led to the rejection of the null hypothesis, indicating that visionary leadership differed significantly across positions. However, the obtained effect size reflects only a small practical effect, suggesting that plantilla position explained only a limited proportion of the variation in visionary leadership.

Further analysis using Dunn's pairwise comparison (Appendix E) showed that no pairwise comparison remained statistically significant after Bonferroni adjustment. Although principals and head teachers initially showed a significant unadjusted difference,  $z = 2.380$ ,  $p = .017$ , the adjusted significance level became non-significant ( $p = .052$ ). Likewise, no significant differences were found between principals and teachers ( $p = .250$ ) and between head teachers and teachers ( $p = 1.000$ ). These findings imply that while overall differences across plantilla positions existed, the specific group differences were relatively weak after controlling for multiple comparisons. This suggests that visionary leadership may not be exclusively dependent on formal designation or position, but may also be influenced by individual leadership competencies, professional experiences, and organizational context.

The findings support both Transformational Leadership Theory and Participatory Governance Theory in explaining visionary leadership among school heads. Significant differences across age and years in service suggest that visionary leadership develops through professional experience, maturity, and continuous organizational engagement. Older and more experienced school heads demonstrated stronger visionary leadership, supporting Transformational Leadership Theory, which emphasizes that leaders develop the capacity to inspire, motivate, and guide stakeholders through sustained leadership practice (Burns, 1978; Bass, 1990).

The non-significant difference in educational attainment implies that leadership effectiveness depends more on practical experience and interpersonal competencies than on formal academic qualifications alone. Furthermore, the small effect of plantilla position and the absence of significant pairwise differences suggest that visionary leadership is not solely dependent on formal authority. This finding supports Participatory Governance Theory, which highlights collaboration, shared responsibility, and inclusive participation in school governance. Overall, the results emphasize that effective visionary leadership combines experience, collaboration, and transformational leadership behaviors.

## Insights on Visionary Leadership among School Heads

The qualitative phase aimed to explore how school heads demonstrate visionary leadership, implement administrative innovations, and engage stakeholders collaboratively in school governance in a Province in the Philippines. Several themes emerged from the participants' narratives in each area of leadership: (a) Learner-Centered, Inclusive, and Evolving School Vision; (b) Strategic and Multi-Modal Communication of Vision; and (c) Alignment of Instructional Practices with School Vision.

The themes highlight how school heads exemplify their visionary leadership to support and improve school governance in a province in the Philippines. This includes the following themes:

### Learner-Centered, Inclusive, and Adaptable Vision

This theme underscores the leadership skills of school heads in a province in the Philippines in creating a school vision that is learner-centered, inclusive of all learners, and adaptable to ever-changing educational landscapes.

Participant 3 emphasized the importance of communication and practical modeling, stating, "I articulate my vision by clearly communicating a student-centered goal focused on excellence and inclusivity, and by modeling it in everyday practice. I implement it through aligned curriculum, teacher collaboration, and targeted programs." This ensures the creation of an environment where the curriculum and teaching instructions align to promote inclusivity and learner success.

In a similar vein, Participant 4 described a process of refining the school vision through collective effort, explaining, "I developed and refined our school vision through collaboration with teachers, stakeholders, and by analyzing also student needs and school data." This highlights the importance of collaboration in addressing students' needs through a data-driven approach. Participant 6 elaborated that:

As a leader, I articulate my vision by clearly communicating a student-centered goal focused on excellence and inclusivity, meaning it should always be student-centered on the benefit of the students, a friendly environment for the learners, and foster inclusivity, and by modeling in everyday practice. So, I implement it through allied curriculum, teacher collaboration, and targeted programs.

This statement not only reiterates the key themes of student-centeredness and inclusivity but also, importantly, the modeling and practical implementation of this vision.

Additionally, Participant 6 reflected on the evolution of their vision over time, saying, "Over time, all of your experiences, all of the activities, the programs, the vision of the DepEd, they are put together, they are enclosed together, especially those responsive to the needs of the students."

He further discussed how the vision can be adapted to better serve both the school and the broader community: "They are adapted in order to change or maybe to have the evolution, halin sa medyo hindi okay to a better one. And pwede magamit, hindi lang sa school but also by the community." [They are adapted in order to change or maybe to have the evolution, from something that is not quite okay to a better version. And they can be used not only in schools but also by the community.]

Leithwood, Harris, and Hopkins (2020) say that leadership provides schools with strategic direction and ensures everyone is working toward the same goals. Komariyah (2020) argues that visionary leaders guide institutions by ensuring that their activities align with their mission. Additionally, the Department of Education (2023) stresses that school leaders must ensure the school's vision aligns with students' and the community's needs, as well as the country's goals. Aliazas et al. (2023) and Yorman (2023) also support the idea that vision is always changing. They stress that leaders must be flexible and respond to changing educational needs, which backs up the study's conclusions. This means that school leaders' vision is flexible and adaptable to their students' demands. They stressed the importance of students being flexible and progressing, which aligns with DepEd's aims and curriculum. Also, the visions of school leaders are a vital way to improve the community as a whole and students' well-being. This approach demonstrates a long-term commitment to growth and progress.

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## Strategic and Multi-Modal Communication of Vision

This theme highlights the strategic communication used by school heads to maintain a clear vision across different communication channels. Consistent communication maintains the equilibrium of vision that all members of the academic community should adhere to.

Participant 1 emphasized the role of consistent communication, stating, "I really communicate this vision consistently through meetings, written plans, and regular updates, ensuring everyone can understand and work towards our shared goals." This statement underscores the significance of utilizing multiple communication channels to ensure clarity and alignment across the institution.

Participant 2 also reinforced the idea of regular communication, explaining:

I communicate this vision consistently through meetings, reading plans, and regular updates, ensuring everyone understands and works towards our shared goals. It is conducted mostly, Sir, every once a month, meeting with teachers for an update of our monthly activities in school.

Participant 6 added another layer to the communication strategy, saying, "The vision should be communicated through meetings. So, dapat nabalan or sayun itanan kung ano ro imong gusto matabo with your school." [The vision should be communicated through meetings, so that everyone understands clearly what you want to happen in your school.]

In addition to meetings, Participant 6 also mentioned visual aids as a part of the communication effort: "Meron, Sir, mga posters sa tubas ng school. May mga tarpaulin." [Yes, Sir, there are posters around the school. There are also tarpaulins.]

Findings support studies highlighting the role of the visionary leader's effective, consistent communication. According to Hallinger & Kulophas (2020), the school's vision is formed and maintained through consistent communication among all stakeholders. Rosadi et al. (2024) emphasize that effective leadership involves making intentions clear to gain commitment, while Yan et al. (2022) posit that communication fosters a creative organizational culture.

These responses stress how important it is for everyone in the academic community to understand, accept, and actively work toward the common goal through clear, consistent, and multi-modal communication.

## Alignment of Instructional Practices with School Vision

This theme emphasizes school leaders' responsibility to ensure that educational practices align with the school's vision. This practice maintains consistent use of teaching methods and strategies, which supports the vision's goals.

Participant 3 emphasized how teachers' practices translate the vision into their daily routines by connecting it to the school's overall goals. As Participant 3 stated, "Teachers and staff translate the vision into daily practice by aligning their teaching strategies, classroom management, and activities with the school's goals, Sir."

Similarly, Participant 5 echoed this sentiment, stating, "Teachers and staff translate the vision into daily practices by aligning their teaching strategies, classroom management, and activities with the school goals."

Participant 6 further added that the alignment between teaching strategies, classroom management, and school activities is essential for staying true to the school's vision. As Participant 6 explained, "Teaching strategies, management, activities of the school should be aligned with the vision of the school. So, hindi pwede kita mag-go away with the goal. So, dapat pwede kita goal-centered, ano ang vision, stick kita dito." [Teaching strategies, management, and school activities should be aligned with the school's vision. We cannot stray from the goal. We should be goal-centered, understand the vision, and stick to it.]

These responses collectively highlight how the vision of the school is realized through the alignment of teaching methodology, classroom management, and school activities with the school's goals. The emphasis on "keeping to the goal" is a critical step in ensuring the success of the institution.

Further supporting this, Leithwood et al. (2020) argue that leadership impacts the learning process and organizational results by providing strategic guidance.

Additionally, Ubaidillah et al. (2019) and Makhrus et al. (2022) highlight that a clear vision profoundly affects teacher performance, dedication, and organizational success, making it essential for all activities to align with the institutional vision.

### **Integration of Quantitative and Qualitative Data Analysis**

The integration of quantitative and qualitative findings indicates a strong and coherent manifestation of visionary leadership among school heads. Quantitatively, visionary leadership was rated at a very high level and showed significant relationships with both administrative innovativeness and collaborative stakeholder engagement, suggesting that it functions as a central driver of effective school governance. Qualitatively, this is reinforced by themes such as a learner-centered, inclusive, and evolving vision, strategic and multi-modal communication, and alignment of instructional practices with school goals. The convergence of findings demonstrates that school heads do not merely articulate vision but actively operationalize it through instructional alignment, collaborative planning, and continuous communication.

From the lens of Transformational Leadership Theory, these results affirm that school heads act as vision-setters who inspire and align stakeholders toward shared educational goals (Bass, 1990; Leithwood et al., 2020). The qualitative emphasis on modeling and adaptability further extends this theory by showing that vision is not static but evolves based on student needs, policy directions, and contextual realities. Recent studies support this integrated view, emphasizing that visionary leadership enhances organizational coherence and school improvement when coupled with effective communication and stakeholder alignment (Hallinger, 2022; OECD, 2023).

However, a critical analysis reveals subtle tensions. While quantitative results show significant differences across age and experience, the qualitative findings suggest that effective visionary leadership can be practiced regardless of demographic characteristics, provided that leaders are reflective and adaptive. This discrepancy may be explained by contextual leadership theory, which argues that leadership effectiveness depends more on situational responsiveness than on personal attributes (Darling-Hammond et al., 2022). Furthermore, contrasting studies caution that an overemphasis on vision may lead to unrealistic expectations or disconnection from classroom realities if not grounded in practical implementation (Gartner, 2022). This is partially addressed in the qualitative data, where participants emphasized alignment and adaptability.

The implications of these integrated findings suggest that visionary leadership must be both aspirational and grounded, ensuring that school visions are not only clearly articulated but also translated into actionable and context-responsive practices. It also highlights the need for leaders to continuously refine their vision through data, feedback, and collaboration. In this regard, it is recommended that school heads strengthen systematic mechanisms for vision communication, such as regular consultative meetings, visual displays, and digital platforms, to ensure that all stakeholders internalize and act upon the school's direction. Additionally, leadership development programs should emphasize strategic thinking, instructional alignment, and adaptive leadership skills to help school heads respond effectively to evolving educational demands. Schools should also institutionalize periodic vision review processes that involve teachers, parents, and community members to ensure that the vision remains relevant, inclusive, and responsive to learners' needs.

The study concluded that school heads in a province in the Philippines demonstrated a very high level of visionary leadership characterized by clear goal-setting, stakeholder motivation, strategic planning, and effective school governance. Significant differences were found according to sex, age, and years in service, indicating that leadership competencies are strengthened through experience and professional maturity. However, educational attainment did not significantly influence visionary leadership. Qualitative findings revealed that school heads

demonstrate visionary leadership through learner-centered and inclusive visions, strategic communication, and alignment of instructional practices with school goals. Overall, visionary leadership was found essential in promoting collaboration, adaptability, and continuous school improvement.

The study recommends strengthening leadership development programs for school heads, particularly in strategic visioning, communication, adaptive leadership, and stakeholder engagement. Mentoring and coaching initiatives may be implemented to support younger and less experienced school leaders in developing visionary leadership competencies. Schools are encouraged to institutionalize collaborative governance practices and establish effective communication systems that align instructional activities with school goals. Continuous professional development focusing on practical leadership experiences rather than academic qualifications alone should also be promoted. Furthermore, periodic review of school vision and goals involving teachers, parents, and community stakeholders is recommended to ensure relevance, inclusivity, and responsiveness to educational needs.

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