

EFFECTIVENESS OF MANAGEMENT STRATEGIES AMONG SECONDARY PUBLIC SCHOOL HEADS OF SAN FRANCISCO, AGUSAN DEL SUR DIVISION: A DESCRIPTIVE-SURVEY APPROACH

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CHAPTER 1 THE PROBLEM AND ITS SCOPE

Introduction

School heads are agents of change who contribute a major impression on the educational milieu through their information-sharing methods, creating supportive social connections, participating in mentoring programs, and fostering progress (Aquino et al., 2021).

School heads are primarily instructional leaders who focus on enhancing teaching and learning within their institutions. In this regard, they are responsible for creating an environment that promotes teacher efficacy and supports student success, thereby ensuring the effective delivery of educational programs (Capillanes, 2025).

School heads across various contexts face persistent challenges in effectively implementing management strategies, particularly in instructional leadership. In the Solomon Islands, inadequate training has limited school heads' preparedness in key areas such as assessment, thereby weakening their capacity to guide instructional improvement (Lingam & Lingam, 2016).

Similarly, the difficulty of balancing administrative responsibilities with instructional roles often dilutes school heads' focus on teaching and learning, as observed in multiple school settings (Prestoza & Naldoza, 2025). In Pakistan, these challenges are further compounded by limited financial and human resources, which constrain school heads' ability to supervise instruction and support teachers effectively (Begum et al., 2024).

Moreover, issues related to assessment for learning and accountability intensify management difficulties. In Bogotá, fragmented school management structures hinder the integration of administrative and pedagogical functions, affecting school heads' effectiveness in leading assessment practices (Montoya-Camelo, 2021). At the same time, accountability pressures and large-scale testing requirements challenge school heads' efforts to foster assessment cultures that genuinely support learning rather than mere compliance (Cumming et al., 2015).

Taken together, these concerns highlight the need for sustained professional development and collaborative leadership approaches to strengthen school heads' management strategies across diverse educational contexts ("The influence of Principals Management s...", 2024).

In Austria, although the majority of school leaders expressed positive perceptions of their roles, approximately 10–30% reported feeling burdened by tasks related to organization, administration, and quality assurance, indicating that managerial demands continue to pose challenges to effective school leadership (Huber et al., 2024).

However, school heads can face and experience many challenges, including lack of resources, training, and strategies. Palatino (2023) expressed that in the Philippines schools are being confronted by deficiencies in facilities and educational resources. Likewise, Dorado et al. (2024) agreed that some of the challenges can be rooted from lack of training, overlapping responsibilities, establishing relationships with teachers and stakeholders, and insufficient resources.

Beyond the physical and curricular issues of school heads and principals, one of the main challenges that school administrators and principals face is the process of preparing strategic planning, annual work plans, and school work plans, especially on the side of budgeting (Elfira et al., 2024).

Further, Mbua (2023) discovered that school principals also experience negative attitudes, lack of funding, inadequate facilities, untrained teachers, and poor collaboration between families and schools. Furthermore, Fauzi (2021) expressed that the limited management knowledge, as well as deficiencies in intellectual and emotional intelligence, independence, and competitive advantage among school principals, hinder their effectiveness in task execution.

One strategic way to alleviate the foremost concerns of school heads and principals is to align educational units in planning to ensure that the envisioned educational goals are realized over the medium and long term Serly (2020). This role presents challenges, and success is not guaranteed. Additionally, the principal serves as a manager, necessitating skills in planning, organizing, implementing, leading, and controlling members while empowering the organization's potential to achieve its goal.

In the Bacacay Districts of Albay province, a study revealed that 82.10% of respondents identified decentralized management as the prevailing management style, followed by participatory (78.80%) and collaborative (72.44%) approaches. However, despite the widespread use of these strategies, issues such as unclear school objectives and weak leadership skills were observed, particularly within decentralized and participatory management styles, respectively, highlighting persistent challenges in effective school management (Batalla, 2024).

The aforementioned issues, concerns, and conflicts among school heads and principals are a few of the managerial roles that need strategic approach in order for the teachers, the learners, and the schools to operate properly. It is in the best interest of this research undertaking that the researcher is interested to explore on the matter, as a school head at the same time.

Review of Related Literature and Studies

Management Strategies

Management strategies are pivotal in improving the quality of education by ensuring that teaching and learning processes are effective and aligned with institutional goals. In particular, this includes the synchronization of curricula and enhancement of pedagogical practices (Warti et al., 2022). Moreover, school heads play a crucial role in fostering teacher development through mentoring, training, and strategic assignments. These complementary practices are essential for maintaining a high-quality educational environment and improving teacher effectiveness (Lustestica & Digo, 2024).

For instance, a study on principals' strategic management in Gorontalo, Indonesia, found that the management strategies for developing a conducive school environment were rated as good, with an average effectiveness percentage of 75.67%. Specifically, this includes planning (75%), implementation (77%), and follow-up strategies (75%) (Gamar & Ngiode, 2022).

Instructional Management. School heads who act as instructional leaders significantly support teachers' holistic development by facilitating communication, clarifying processes, and encouraging self-evaluation among teachers. In fact, this approach is positively correlated with teachers' personal and professional growth (Francisco, 2022). Furthermore, effective instructional management practices by school principals are perceived as highly effective in enhancing teacher competence, as evidenced by a significant difference in perceptions between school heads and teachers (Haramain, 2019).

Principals' instructional responsibilities, such as supervising instruction and coordinating curriculum, are crucial for school effectiveness. Indeed, these responsibilities are linked to improved teaching and learning outcomes (Awodiji, 2023). On the other hand, instructional supervisory skills of school heads are essential for fostering a culture of excellence and continuous improvement. Nevertheless, no significant correlation was found between these skills and teachers' performance, suggesting other factors may also play a role (Go & Eslabon, 2023).

Similarly, research in Sabah, Malaysia, showed a high level of instructional leadership practice among headmasters, with a mean score of 4.24. However, there was a weak negative correlation between leadership practices and school performance, thereby suggesting that other factors may also play a role in school achievement (Sultan et al., 2022).

Assessment for Learning. Training programs focused on assessment for learning have been effective in enhancing teachers' assessment practices. A study involving elementary school teachers demonstrated significant improvements in their understanding and application of assessment for learning strategies after participating in a structured training program (Abdulkareem, 2019). Finally, teachers' beliefs and practices regarding assessment for learning are crucial for its successful implementation. Specifically, a systematic literature review highlighted the importance of aligning teachers' beliefs with assessment for learning practices to improve student development (Othman et al., 2024).

In a related study involving high school students learning chemical bonding, the implementation of assessment for learning resulted in 92.3% of students achieving high n-gain in learning outcomes, with 94.8% passing classical learning completeness. Furthermore, student responses to assessment for learning were overwhelmingly positive, with an 89% approval rate (Mutmainah & Muchlis, 2022). Likewise, a training program for primary school teachers on assessment for learning strategies resulted in significant

improvements in their assessment practices. In particular, teachers reported enhanced skills in creating a safe learning environment, fostering collaboration, and promoting self-regulated learning (Abdulkareem, 2019).

Perception on School Heads and Principal

School heads and personnel generally perceive administrative services as highly practiced and essential for smooth operations. In fact, their educational attainment, position, and years of service significantly influence these perceptions, suggesting that professional development is crucial for enhancing administrative effectiveness ("The School Heads' and Personnels' Percep...", 2023).

Principals often have a more positive view of leadership practices compared to teachers, who tend to be more critical. This contrast, therefore, highlights the need for alignment and collaboration between these groups to improve educational practices (Fuentes et al., 2024). Meanwhile, in the Philippines, school heads are perceived to provide strong instructional leadership, which is closely linked to effective school management and governance. Notably, this perception is shared by both students and teachers, emphasizing the importance of leadership in educational success ("School Management System and Governance...", 2023).

In the Cordillera Administrative Region, school heads and teachers perceive the educational management practices employed by principals as very effective, with an overall mean score of 3.50. However, there is a significant difference in perceptions between school heads and teachers, as indicated by a t-value of 2.667, which is higher than the tabular value at a 0.05 level of significance (Haramain, 2019). In contrast, in the UAE, school principals are seen to implement contemporary leadership trends effectively, with a mean score of 4.24, thereby highlighting strategic management as a primary focus (Almheiri & Abuhassna, 2024).

Management Strategies and Perceptions on School Heads

Effective leadership practices, such as setting clear directions, developing people, and managing the curriculum, are perceived differently by principals and teachers. Specifically, principals often rate these practices more positively, suggesting a potential gap in communication or understanding between school leaders and their staff (Fuentes et al., 2024). Correspondingly, in Indonesia, communication strategies are emphasized as crucial for effective school management. Thus, principals are encouraged to adopt customized communication strategies to enhance organizational coherence and achieve educational goals (Simatupang et al., 2024).

Theoretical Framework

This study was anchored on Situational Leadership Theory (Hersey and Blanchard, 1969).

Situational Leadership Theory was used in the study because it explains how school heads adapt their management strategies to varying school contexts and the differing levels of teachers' competence and readiness. It emphasizes that leadership effectiveness does not rely on a single approach but on the ability of school heads to adjust their strategies according to instructional, administrative, and organizational demands.

Moreover, the theory aligns closely with the realities faced by school heads in the Trento District, where leadership effectiveness is shaped by changing school conditions, resource availability, and teacher performance levels. By emphasizing the alignment of leadership behavior with the readiness and maturity of teachers and staff, Situational Leadership Theory allows the study to examine how flexible and adaptive management strategies contribute to effective school leadership. This theoretical lens supports the assessment of management strategies as dynamic practices that must be adjusted to achieve organizational goals and improve overall school effectiveness (Afany & Syukri, 2024).

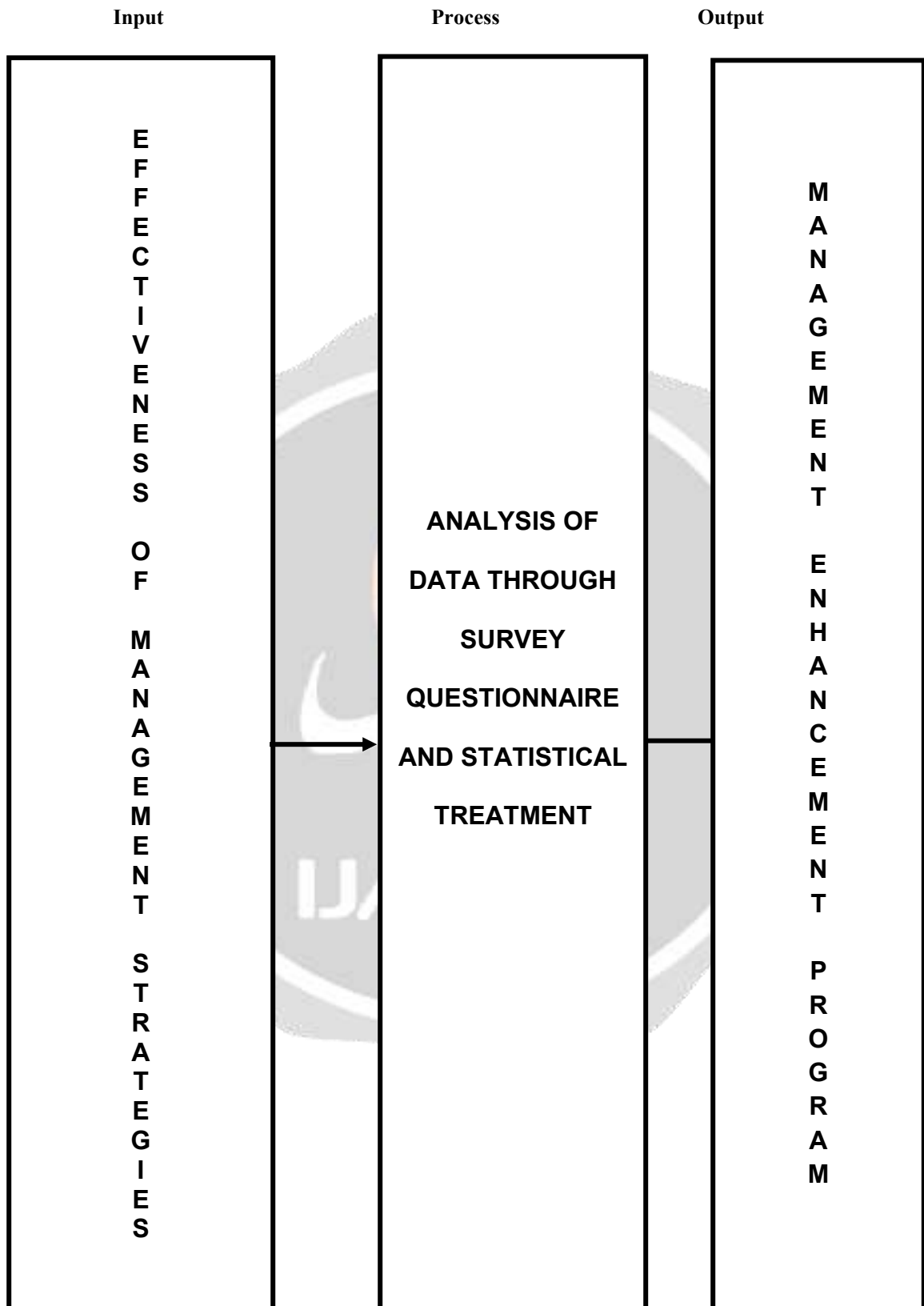


Figure 1. Input, Process, and Output of the Study

Statement of the Problem

The main objective of the research undertaken was to measure the effectiveness of management strategies as employed by the school heads and principals in the public school. Specifically, it aimed to answer the following research questions:

1. What is the level of effectiveness of management strategies of school heads and principals as perceived by the teachers in terms of:
 - 1.1. Instructional management
 - 1.2. Assessment for learning
2. What can be proposed based on the findings of the study?

Hypothesis

Ho1. There is no significant difference between the perception of the teachers and the school heads and principals on the management strategies.

Ho2. There is a significant difference between the perception of the teachers and the school heads and principals on the management strategies.

Significance of the Study

The results of the study are beneficial to the education program supervisors, district supervisors, school heads and principals, teachers, and other researchers.

Department of Education (DepEd). The findings could serve as a basis for developing policies, guidelines, and training programs aimed at strengthening school leadership and improving educational outcomes across public schools.

Education Program Supervisors. The study helps education program supervisors understand and support effective leadership practices that align with educational policies and goals.

District Supervisors. The study enables district supervisors to identify best practices and address leadership gaps across schools within their jurisdiction.

School Heads and Principals. The study offers school heads and principals strategies to improve their management skills and drive school improvement initiatives.

Teachers. The study could help foster stronger collaboration and improve the teaching–learning process.

Researchers. The study provides researchers with a foundation for further exploration of leadership impacts on educational outcomes and school development.

Scope and Limitation of the Study

This study focused on the management strategies of school heads and the principal, specifically examining how their leadership practices influenced the overall effectiveness of school operations. The investigation was limited to their roles in planning, implementing, and evaluating management functions within the school context.

The respondents of the study were restricted to those with at least one year of experience in their respective leadership positions. This ensured that the participants had sufficient background and familiarity with the demands and responsibilities of school management.

The research was conducted at San Isidro National High School, providing a localized perspective on management strategies within this specific institutional setting. As such, the findings could not be generalized to other schools with different contexts or environments.

The study covered the school year 2024–2025, focusing only on the management strategies employed during that academic year. Any changes in practices or policies beyond this timeframe were not included in the scope of the study.

Definition of Terms

The following terminologies have been defined in an operational manner or how it was used in the study.

Management Strategies. This refers to the systematic plans and approaches employed by school heads or principals to organize, lead, and oversee school operations, resources, and personnel to achieve educational objectives effectively.

Instructional Management. This refers to the processes and practices used by educational leaders to ensure effective teaching and learning, including planning curriculum delivery, supervising instruction, and supporting teacher development.

Assessment for Learning. This refers to the use of formative assessment techniques by teachers and school leaders to gather data on student learning, provide feedback, and adjust instruction to enhance student progress and achievement.

CHAPTER 2 METHODOLOGY

This chapter contains the research methodology to fully understand the direction of the study. It highlights the following components: research design, research locale, the respondents of the study, instrument of the study, and administration of the instrument, data gathering procedure, and the statistical treatment of the study.

Research Design

To ascertain the data were relevant and helpful to the study, the researcher used quantitative method, specifically the descriptive-survey approach. Quantitative methods are concerned with the planning, design, and implementation of strategies to collect and analyze data (Wilson, 2019).

Further, McCombes (2019) defines descriptive-survey research as an approach that describes the population, situation and phenomenon of the study. Descriptive research encompasses various study types, including cross-sectional studies, case reports, case series, and ecological studies. Specifically, these studies help describe the distribution of variables and identify patterns (Mao & Huo, 2023).

In terms of appropriateness, the descriptive-survey research design aims at identifying the characteristics, frequencies, trends, and categories. Subsequently, survey research describes the demographics of a particular area, it seeks to gauge public perception, and evaluates the satisfaction of the respondents involved. In this case the study sought to collect data from the teachers and school heads and principals on their perception on the effectiveness of the management practices as part of their perceived notion.

Research Locale

The study was conducted in the Caraga Region, which is situated in the northeastern part of Mindanao, Philippines. The region is known for its diverse culture and developing educational institutions that cater to both urban and rural communities.

Within the Caraga Region lies the province of Agusan del Sur, a landlocked province that plays a vital role in the educational landscape of the area. The province has continuously worked toward improving access to quality education in its various municipalities.

One of the municipalities of Agusan del Sur is San Francisco, a first-class municipality located in the central part of the province. San Francisco is recognized for its steadily growing population and its active efforts to strengthen basic education through a number of public secondary schools.

Specifically, the study was conducted in three public secondary schools in San Francisco, Agusan del Sur, namely Agusan High School, Caimpugan Integrated School, and Lapinigan National High School. These schools were selected as the research locales because they represent diverse secondary school environments within the municipality where school heads and principals implement various management strategies. The settings provided a suitable context for assessing the effectiveness of management strategies as practiced in public secondary schools.

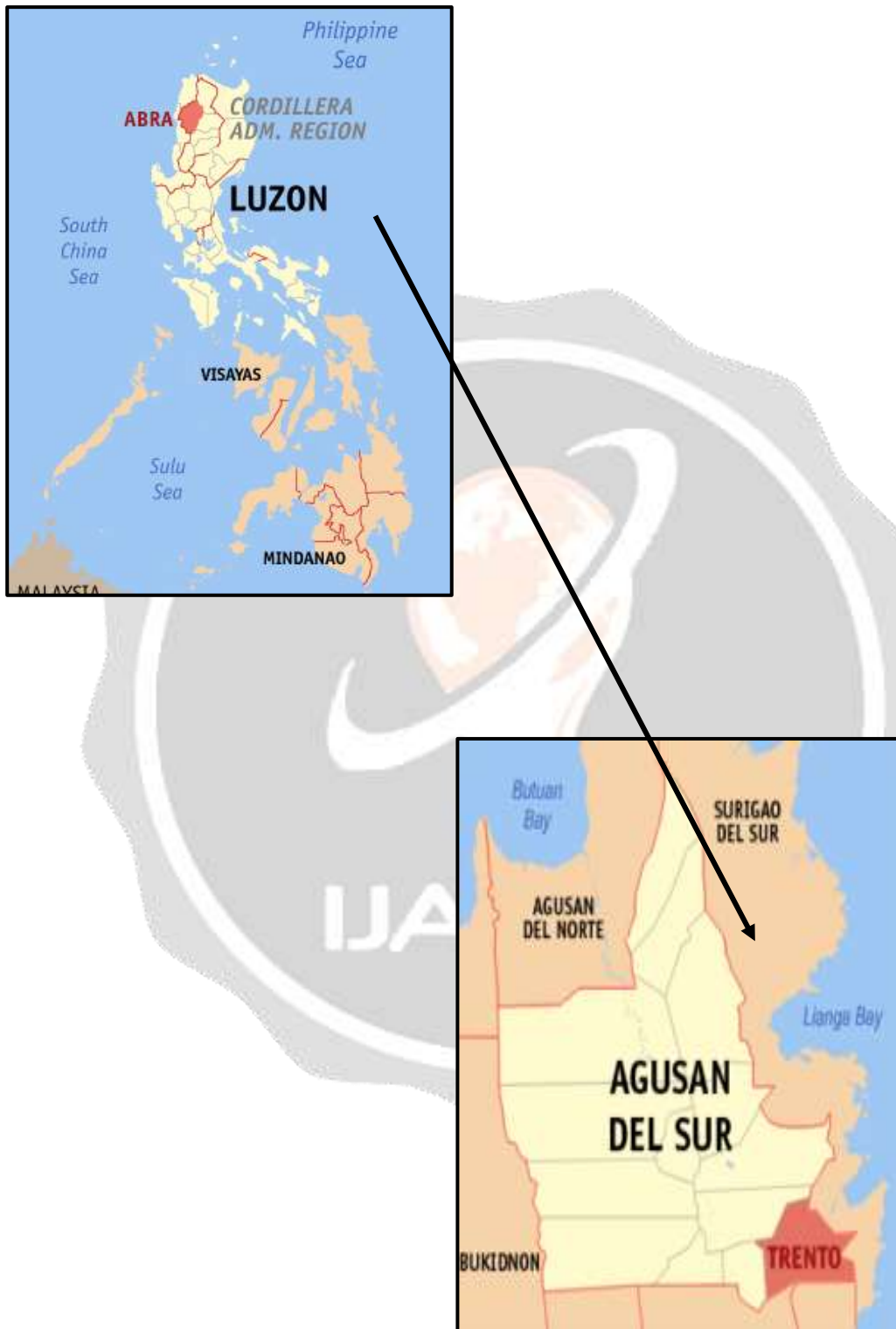


Figure 2. Political Map of the Philippines and Municipality of Trento

Respondents of the Study

The respondents of the study were drawn from three public secondary schools in San Francisco, Agusan del Sur. These included Agusan High School, with 40 respondents, Caimpugan Integrated School, with 20 respondents, and Lapinigan National High School, also with 20 respondents during the school year 2024–2025. In total, 80 respondents participated in the study, providing data that reflected the management strategies and leadership practices observed among school heads across the selected schools in the district.

A stratified random sampling divides the elements into distinct groups or strata where within each stratum the elements are similar to each other with respect to select characteristics of importance to the survey (Parsons, 2017). Additionally, this sampling technique is used to increase the efficiency of sample design with respect to costs and estimated precision.

Table 1.

Respondents of the study.

School	Population	Sample Size
Agusan High School	40	40
Caimpugan Integrated School	20	20
Lapinigan National High School	20	20
Total	80	80

Instrument of the Study

The main instrument used to gather data for this study was an adapted questionnaire, which served as the primary tool in collecting information on the effectiveness of management strategies. The instrument was adapted from the study entitled “Effectiveness of Management Strategies of School Heads” by Enorme-Lopera and Pinca-Atutubo (2022), ensuring that the items were relevant and aligned with the objectives of the present research.

The questionnaire employed a five-point Likert scale, which measured the respondents’ level of agreement with the given statements. The scale ranged from 1 – Strongly Disagree to 5 – Strongly Agree, allowing for a systematic assessment of perceptions regarding the management strategies of school heads and the principal of San Isidro National High School.

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Management Strategies is always demonstrated.
3.40 – 4.19	High	Management Strategies is oftentimes demonstrated.
2.60 – 3.39	Moderate	Management Strategies is sometimes demonstrated.
1.80 – 2.59	Low	Management Strategies is rarely demonstrated.
1.00 – 1.79	Very Low	Management Strategies is never demonstrated.

Data Collection Procedure

Before conducting the study, the researcher will seek approval from the school principal of San Isidro National High School principal to administer the adapted questionnaire. Upon approval, the purpose of the study will be explained to the respondents, and their voluntary participation will be ensured.

The researcher will then be distributed the questionnaires personally to the school heads and the principal who will meet the criteria of at least one year of service. Respondents will be given ample time to answer the items, after which the accomplished questionnaires will be collected immediately to ensure a high retrieval rate.

Finally, the gathered data were tallied, organized, and subjected to statistical analysis using appropriate descriptive and inferential tools. The results were then interpreted in line with the research problems to draw meaningful conclusions.

Statistical Treatment

After the data will be collected, they were tallied, analyzed, and prepared for statistical treatment.

For Problem 1, the weighted mean will be used to determine the level of effectiveness of the management strategies of school heads and the principal as rated on a five-point Likert scale. This provided a clear description of the respondents’ overall perceptions.

CHAPTER 3 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data, analysis, and interpretation of the overall study.

Sub-problem No. 1: What is the level of effectiveness of management strategies of school heads and principals as perceived by the teachers in terms of:

- 1.1. Instructional Management; and
- 1.2. Assessment for Learning'

Table 2.1 presents the level of effectiveness of management strategies of school heads and principals in terms of instructional management. The results indicate consistently high ratings across all indicators.

Among the thirteen statements, the highest mean score was obtained by "Organizes teams to champion instructional innovation programs toward curricular responsiveness" with a mean of 4.66 and a standard deviation of 0.53, indicating that this strategy was very highly demonstrated. This was followed closely by "Manages the curriculum initiatives in line with DepEd policies" with a mean of 4.65 (SD = 0.48).

Next in rank were "Prepares and implements an instructional supervisory plan" (Mean = 4.61, SD = 0.49), "Develops a culture of functional literacy" (Mean = 4.60, SD = 0.52), and "Conducts the instructional supervision using appropriate strategy" (Mean = 4.60, SD = 0.52), all interpreted as very highly demonstrated.

These were followed by "Assists in implementing an existing, coherent and responsive school-wide curriculum" (Mean = 4.59, SD = 0.50) and "Addresses deficiencies and sustains successes of current programs in collaboration with teachers and learners" (Mean = 4.58, SD = 0.55).

Further, "Provides collegial, timely, accurate, and specific feedback to teachers regarding their performance" obtained a mean of 4.55 (SD = 0.53), while "Provides expert technical assistance and instructional support to teachers" and "Adapts a research-based school program" both recorded a mean of 4.54 with standard deviations of 0.53 and 0.57, respectively.

The statements "Works with teachers in curriculum review" and "Manages curriculum innovation and enrichment with the use of technology" both obtained a mean score of 4.53, while "Enriches curricular offerings based on local needs" recorded the lowest mean of 4.46 (SD = 0.57). Despite being the lowest, this still falls within the very high category.

Overall, instructional management obtained a weighted mean of 4.57 with a standard deviation of 0.52, interpreted as Always Demonstrated, indicating that school heads consistently and effectively practice instructional management strategies.

Table 2.1

Level of Effectiveness of Management Strategies

	Instructional Management	Mean	SD	Description
1.	Manages the curriculum initiatives in line with DepEd policies	4.65	0.48	Very High
2.	Works with teachers in curriculum review	4.53	0.50	Very High
3.	Enriches curricular offerings based on local needs	4.46	0.57	Very High
4.	Manages curriculum innovation and enrichment with the use of technology	4.53	0.55	Very High
5.	Organizes teams to champion instructional innovation programs toward curricular responsiveness	4.66	0.53	Very High
6.	Prepares and implements an instructional supervisory plan	4.61	0.49	Very High
7.	Provides the collegial manner timely, accurate and specific feedback to teachers regarding their performance	4.55	0.53	Very High
8.	Provides expert technical assistance and instructional support to teachers	4.54	0.53	Very High
9.	Adapts a research based school program	4.54	0.57	Very High
10.	Develops a culture of functional literacy	4.60	0.52	Very High
11.	Assists in implementing an existing, coherent and responsive school-wide curriculum	4.59	0.50	Very High

12. Addresses deficiencies and sustain successes of current programs in collaboration with teachers and learners	4.58	0.55	Very High
13. Conducts the instructional supervision using appropriate strategy	4.60	0.52	Very High
Weighted Mean		4.57	
Standard Deviation		0.52	
Interpretation			Always Demonstrated

Table 2.2 shows the effectiveness of management strategies of school heads and principals in terms of assessment for learning. Similar to instructional management, all indicators were rated very high.

The highest mean score was recorded by “Evaluates lesson plans as well as classroom and learning management” with a mean of 4.59 and a standard deviation of 0.52, interpreted as very highly demonstrated. This was followed by “Creates a school process to ensure student progress is conveyed to the students and parents/guardians regularly” with a mean of 4.56 (SD = 0.57).

Ranked next were “Manages the procedures in monitoring student achievement” and “Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies”, both with a mean of 4.54 and a standard deviation of 0.53. These were closely followed by “Utilizes assessment results to improve learning” (Mean = 4.53, SD = 0.53).

The statement with the lowest mean was “Ensures the utilization of a range of assessment processes to assess student performance” with a mean of 4.49 and a standard deviation of 0.53, which still falls under the very high category.

The overall weighted mean for assessment for learning was 4.54, with a standard deviation of 0.53, interpreted as Always Demonstrated. This indicates that school heads consistently apply assessment-related strategies to support teaching and learning.

Table 2.2

Level of Effectiveness of Management Strategies

Assessment for Learning	Mean	SD	Description
1. Manages the procedures in monitoring student achievement	4.54	0.53	Very High
2. Ensures the utilization of a range of assessment processes to assess student performance	4.49	0.53	Very High
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies	4.54	0.53	Very High
4. Utilizes assessment results to improve learning	4.53	0.53	Very High
5. Creates a school process to ensure student progress is conveyed to the students and parents/guardians regularly	4.56	0.57	Very High
6. Evaluates lesson plans as well as classroom and learning management	4.59	0.52	Very High
Weighted Mean		4.54	
Standard Deviation		0.53	
Interpretation			Always Demonstrated

Table 2.3 presents a summary of the level of effectiveness of management strategies across the two indicators. Instructional Management obtained a weighted mean of 4.57 (SD = 0.52), while Assessment for Learning recorded a weighted mean of 4.54 (SD = 0.53). The overall mean of 4.56 signifies that management strategies employed by school heads and principals were always demonstrated, reflecting a consistently high level of leadership effectiveness across instructional and assessment domains.

Table 2.3

Summary of the Level of Effectiveness of Management Strategies

Management Strategies	Weighted Mean	Standard Deviation	Interpretation
Instructional Management	4.57	0.52	Always Demonstrated

Assessment for Learning	4.54	0.53	Always Demonstrated
Overall Mean Interpretation	4.56 Always Demonstrated		

Sub-problem No. 2: What can be proposed based on the findings of the study?

Proposed Management Enhancement Program Based on the Findings of the Study

Key Result Areas (KRAs)	Objectives	Proposed Strategies/Interventions
Instructional Management	To sustain and further enhance effective instructional leadership among school heads	Conduct regular instructional supervision, classroom observations, and mentoring sessions; strengthen curriculum planning and monitoring practices
Assessment for Learning	To improve the use of assessment data in supporting teaching and learning	Provide capacity-building activities on formative assessment, feedback mechanisms, and data-driven decision-making
Professional Support and Monitoring	To strengthen support systems for teachers and ensure continuous school improvement	Institutionalize collaborative planning, regular performance feedback, and professional development programs

CHAPTER 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides the study's summary, findings, conclusions, and recommendations.

Summary

This study investigated the effectiveness of management strategies employed by secondary public school heads and principals in San Francisco, Agusan del Sur Division, using a descriptive-survey research design. Specifically, the study examined management strategies in terms of instructional management and assessment for learning, as perceived by teachers. Data were gathered from 80 teacher-respondents across three public secondary schools using an adapted questionnaire and were analyzed through weighted mean and standard deviation.

The study also aimed to propose a management enhancement program based on the results to further strengthen leadership practices in secondary public schools. The findings provided empirical evidence on how consistently school heads demonstrate management strategies that support teaching, learning, and assessment processes.

Findings

Based on the analysis of the data, the following findings were obtained:

1. On Instructional Management School heads and principals demonstrated a very high level of effectiveness in instructional management. All thirteen indicators were rated Very High, with an overall weighted mean of 4.57 and a standard deviation of 0.52, interpreted as Always Demonstrated. This indicates that school heads consistently manage curriculum initiatives, instructional supervision, teacher support, and curriculum innovation.
2. On Assessment for Learning Management strategies related to assessment for learning were also rated at a very high level, with all six indicators interpreted as Very High. The overall weighted mean of 4.54 and a standard deviation of 0.53 signify that school heads consistently implement assessment practices that monitor student achievement, utilize assessment results, and support instructional improvement.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. School heads and principals in secondary public schools in San Francisco, Agusan del Sur Division are highly effective instructional managers, consistently demonstrating leadership practices that support curriculum implementation, instructional supervision, and teacher development.

2. School heads effectively utilize assessment for learning strategies, ensuring that assessment processes are integrated into teaching and learning to monitor student progress and improve educational outcomes.
3. The consistently high ratings across both indicators suggest that the management strategies employed by school heads contribute positively to school effectiveness and the overall teaching–learning process.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. School Heads and Principals may sustain and further enhance their effective management strategies by continuously engaging in professional development activities focused on instructional leadership and assessment practices.
2. Department of Education (DepEd) may consider strengthening leadership training programs that emphasize instructional management and assessment for learning to maintain high standards of school leadership.
3. Teachers may be encouraged to actively collaborate with school heads in curriculum planning, instructional innovation, and the effective use of assessment results to further improve teaching and learning outcomes.
4. Schools may institutionalize the proposed Management Enhancement Program to ensure continuous improvement and sustainability of effective management practices.

Avenues for Further Research

1. Conduct a similar study using a comparative or correlational design to examine differences in management strategies across districts or provinces.
2. Explore the relationship between management strategies of school heads and teachers' performance or student academic achievement.
3. Replicate the study in elementary schools or private secondary schools to validate the findings in different educational contexts.

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