

Inspirational Leadership, Shared Vision and Performance of School Heads: A Convergent Parallel Mixed Method Study

Felicitas L. Alao, MAEd¹, Maria Ellyn C. Husain, MAEd², Iline T. Daroy, MAEd³; Annabel A. Abgao, MAEd⁴; Myra Esther Marissa D. Duco, MAEd⁵, Edmund Rey Basaya, MAEd⁶.

^{1,2,3,4,5,6}Graduate School Holy Cross of Davao College

DOI: <https://doi.org/10.47772/IJRISS.2026.100600513>

Received: 05 June 2026; Accepted: 10 June 2026; Published: 29 June 2026

ABSTRACT

Poor performance of school heads has been noted as a continuing concern in achieving educational goals. This study examined the independent variables of inspirational leadership and shared vision in relation to the dependent variable, school heads' performance, in selected public secondary schools in the Davao Region. A convergent parallel mixed-method design was employed, involving 400 teacher-respondents for the quantitative phase and 15 participants for the qualitative phase through Focus Group Discussions (FGDs). Survey results showed very high ratings for inspirational leadership and shared vision, with significant correlations to school heads' performance. Regression analysis identified motivational encouragement and vision collaboration as strong predictors, while qualitative themes emphasized supportive leadership, collaboration, recognition, and professional growth. The findings were anchored on Bandura's Social Cognitive Theory, highlighting how observational learning, self-efficacy, and reciprocal determinism shape teachers' perceptions of leadership practices and performance outcomes. Recommendations included strengthening transformational leadership practices, fostering collaborative school culture, and expanding future research to additional leadership variables and broader educational contexts.

Keywords: Inspirational Leadership, Shared Vision, School Heads' Performance, Social Cognitive Theory

INTRODUCTION

The Problem and Its Scope

Poor performance in the education system is characterized by the continuing failure of school heads and institutions to meet established standards of educational quality and management (Dayanan & Baynosa, 2025). Said and Aclao (2026) describe poor performance among school heads as a persistent weakness in instructional leadership, where limited competence and inadequate professional growth prevent effective supervision of teaching and learning. Reyes, Hamid, and Hardy (2022) portray poor performance as a recurring deficiency in managerial practice, with school heads unable to sustain consistent quality in the midst of systemic challenges. Likewise, the University of the Philippines Open University (2025) identifies poor performance in governance, where weak financial stewardship and fragmented stakeholder engagement continually obstruct institutional efficiency and credibility. These studies collectively affirm that poor performance among school heads remains a prevailing condition of failure, deficiency, and weakness that undermines educational standards and sustainability.

Studies in United States have documented, poor performance remains evident as many schools under Comprehensive Support and Improvement (CSI) continue to rank among the lowest-performing, reflecting persistent weaknesses in leadership and management. In the United Kingdom, poor performance among school leaders is consistently observed in failing schools, where weak administrative practices hinder institutional progress. In South Africa, poor performance of school heads is marked by ineffective leadership and inadequate governance, which remain visible in many public schools. Collectively, these studies affirm that poor

performance in school management is a recurring issue across diverse education systems.

In the Philippine context, DepEd reports and related literature consistently underscore poor performance in the education system, particularly in public schools, where weak leadership, and declining student proficiency remain pressing concerns. National assessments such as the National Achievement Test (NAT) and international benchmarks like PISA have repeatedly documented low proficiency levels among Filipino learners (DepEd, 2024).

These trends in poor performance within the education system continue to manifest in weak. Such persistent shortcomings undermine instructional quality, erode institutional effectiveness, and compromise both teacher well-being and student achievement, making poor performance a critical barrier to educational progress. Despite the seriousness of this issue, published information remains insufficient, particularly within local contexts, underscoring the need for further studies to address this gap and develop sustainable solutions. Accordingly, this research was undertaken to respond to that pressing need.

Significance of the Study

This study on the poor performance of school heads highlights its direct conflict with Sustainable Development Goal (SDG) 4: Quality Education, which emphasizes inclusive, equitable, and effective education through competent leadership and management. The persistent inability of school heads to meet standards of supervision, governance, and instructional quality continues to weaken school effectiveness and obstruct educational progress. At the institutional level, particularly in Holy Cross of Davao College, the significance of this study lies in its potential to provide evidence-based insights that expose leadership deficiencies and guide strategies to address poor performance in school management. This aligns with the institution's vision of forming leaders with competence and character, its mission of delivering quality Catholic education, and its goal of fostering effective governance and academic excellence areas directly undermined by poor performance in school leadership.

Statement of the Problem

It was aimed in this study to determine the significant impact of inspirational leadership shared vision as determinants of school heads poor performance. Specifically, it was aimed to determine:

Quantitative:

1. To described the levels of Inspirational Leadership in terms of visionary inspiration, motivational encouragement, and meaning and purpose; shared vision in terms of vision clarity, vision alignment, and vision collaboration; and performance in terms of instructional leadership, learning environment student development, human resource management & professional development, school operations & resource management, and community engagement & stakeholders' partnership.
2. To determine the significance of the correlation between instructional leadership, shared vision, and the school heads performance.
3. To determine the significance of the distinct and combined degree of influence of instructional leadership, shared vision and school heads performance.

Hypotheses:

H0₁: There is no significant correlation between instructional leadership; shared vision and the performance of school heads

H0₂: There is no distinct and combine degree of influence between instructional leadership; shared vision and the performance of school heads

Qualitative

1. What is the relationship between teachers lived experiences of inspirational leadership practices and their perceptions of school heads' performance, as explained through observational learning and self-efficacy in Social Cognitive Theory?
2. What is the relationship between teachers lived experiences of shared vision practices (clarity, alignment, and collaboration) and their perceptions of school heads' performance, considering SCT's principle of *reciprocal determinism*?
3. What is the relationship between teachers lived experiences of the interplay of inspirational leadership and shared vision and their perceptions of school heads' performance, in light of SCT's *outcome expectations* and holistic behavioral modeling?

Hypotheses:

H0₁: There is no significant relationship between teachers lived experiences of inspirational leadership practices and their perceptions of school heads' performance.

H0₂: There is no significant relationship between teachers lived experiences of shared vision practices (clarity, alignment, and collaboration) and their perceptions of school heads' performance.

H0₃: There is no significant relationship between teachers lived experiences of the interplay of inspirational leadership and shared vision and their perceptions of school heads' performance.

Assumption

There is an assumption that teachers lived experiences of inspirational leadership and shared vision embody the constructs of Bandura's Social Cognitive Theory, where self-efficacy, observational learning, reciprocal determinism, and outcome expectations interact to shape perceptions of school heads' performance. It is further assumed that school heads influence teachers not only through social-cognitive processes but also through broader leadership approaches such as transformational leadership, which inspires and motivates; instructional leadership, which guides pedagogy and curriculum; distributed leadership, which fosters collaboration and accountability; ethical leadership, which models integrity and inclusivity; and systems leadership, which sustains organizational stability. Together, these assumptions highlight that teachers lived experiences capture both the psychological and organizational dimensions of leadership, directly shaping how school heads' performance is understood and evaluated.

THEORETICAL FRAMEWORK

Bandura's Social Cognitive Theory claims that learning occurs through the interaction of personal factors, behaviors, and environmental influences. According to Bandura (1986), individuals learn through observation, modeling, and experience, while self-efficacy influences their confidence and performance. The theory also emphasizes reciprocal determinism, where behavior, cognition, and social environment continuously influence one another. In educational settings, supportive leadership, encouragement, and collaboration help shape teachers' motivation, confidence, and professional practices.

In this study, the inspirational leadership of school heads through visionary inspiration, motivational encouragement, and purpose is framed by Social Cognitive Theory. Teachers lived experiences reflected in the themes *Validated and Proud*, *Secure and Reassured*, and *Inspired and Confident* demonstrate observational learning and self-efficacy. Likewise, the themes *Included and Connected*, *Encouraged and Unified*, *Hopeful and Inspired*, and *Motivated and Empowered* reflect reciprocal determinism through collaboration, participation, and shared vision. These experiences show how inspirational leadership and shared vision influence teachers' perceptions of school heads' performance in educational settings.

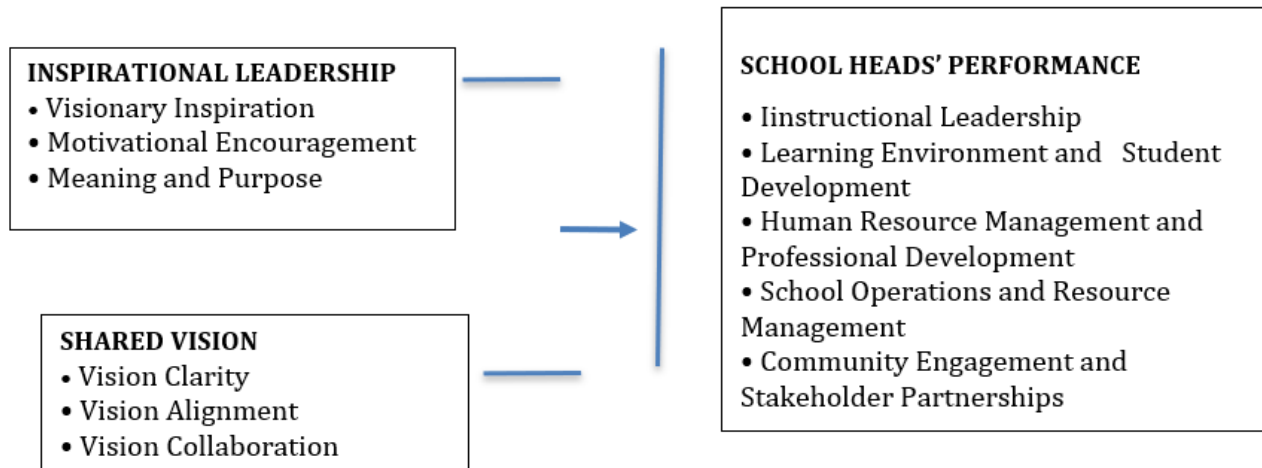


Figure 1. Conceptual Framework of the Study

METHODOLOGY

The research design, locale of the study, the sample and sampling, data gathering technique, data analysis, and the ethical considerations are included in this chapter.

Research Design

The research employed a convergent parallel, diagnostic, and phenomenological design to capture both measurable outcomes and the depth of teachers lived experiences. The convergent parallel design is appropriate because it allows quantitative data on school heads' performance to be collected alongside qualitative narratives of inspirational leadership and shared vision, with findings integrated for validation. As Creswell and Plano Clark (2011) explain, this design strengthens credibility by merging statistical trends with experiential insights, ensuring that leadership practices are understood holistically in educational contexts. The diagnostic design further supports the study by identifying specific strengths and weaknesses in leadership practices, making the findings actionable for improvement in instructional leadership, resource management, and community engagement.

This design is appropriate because it not only measures performance outcomes but also uncovers the essence of teachers lived experiences through a phenomenological lens. Phenomenology emphasizes meaning-making and subjective interpretation, which aligns with the study's focus on how inspirational leadership and shared vision are internalized and enacted in schools. As Moustakas (1994) and van Manen (1990) highlight, phenomenological inquiry is particularly valuable in education for exploring human experience and leadership dynamics. By combining convergent parallel, diagnostic, and phenomenological approaches, the study ensures methodological rigor, practical relevance, and deep contextual understanding, making it well-suited to examine the interplay of leadership practices, shared vision, and school heads' performance.

Locale of the Study

The study was conducted in selected public secondary schools in Davao region. These schools were chosen due to accessibility, availability of respondents, and representation of diverse administrative contexts. The schools are situated along major transportation routes and possess adequate learning facilities such as multimedia laboratories, faculty rooms, and learning resource centers. Data collection was conducted over a period of one to two months, allowing sufficient time for survey distribution, retrieval, interviews, transcription, and validation of responses.

Sample and Sampling Technique

In the Davao Region, a total of 400 participants were selected to represent teachers from diverse public secondary schools. This sample size was considered sufficient to provide both statistical validity and rich qualitative

insights, consistent with recommendations in educational research for balancing breadth and depth (Gay, Mills, & Airasian, 2011). By drawing participants from different schools and contexts, the study ensured that the evaluation of school heads' performance reflected varied educational experiences and organizational settings.

The study utilized a stratified random sampling technique to ensure that the sample adequately represented the diversity of teachers' lived experiences across different contexts. Stratification was based on categories such as school type, location, and teaching assignment, allowing each subgroup to be proportionately included in the study. This sampling technique was appropriate because it minimized sampling bias and increased the reliability of findings by ensuring that variations in inspirational leadership and shared vision were sufficiently captured across the population (Creswell, 2012; Fraenkel & Wallen, 2009).

Research Instrument

The study utilized adapted and modified survey questionnaires for the quantitative data collection. The instrument consisted of three parts: Inspirational Leadership, Shared Vision, and School Heads' Performance, measured using a 4-point Likert scale. According to DeVellis (2017), adapted instruments must undergo validation to ensure reliability and content validity; thus, the questionnaire was validated by experts in the field. A pilot test and Cronbach alpha test were conducted to measure its reliability.

For the qualitative phase, a semi-structured interview guide was used, which, according to Braun and Clarke's (2006) is effective in gathering in-depth insights and meaningful narratives from participants regarding their experiences and perceptions. In addition, the researcher made use of recording devices during the interview. This act is very useful for the transcription of the interview.

To evaluate inspirational leadership, respondents used the following rating scale: 4- Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. For the analysis of the results, the Likert scale shown below will be used.

Scale	Level	Interpretation for Inspirational leadership
3.25 – 4.00	Very High	Inspirational leadership is always manifested.
2.50 – 3.24	High	Inspirational leadership is often manifested.
1.75 – 2.49	Low	Inspirational leadership is sometimes manifested.
1.00 – 1.74	Very Low	Inspirational leadership is rarely manifested.

To gather data for the second independent variable, shared vision, the researcher adapted and modified items from the Dimensions of the Learning Organization Questionnaire (DLOQ) based on the Learning.

Table. Interpretation of the Scale for Shared Vision

Scale	Level	Interpretation for Shared Vision
3.25 – 4.00	Very High	Shared Vision is always manifested.
2.50 – 3.24	High	Shared Vision is often manifested.
1.75 – 2.49	Low	Shared Vision is sometimes manifested.
1.00 – 1.74	Very Low	Shared Vision is rarely manifested.

Finally, for the dependent variable, school heads' performance, the researcher adapted and modified an instrument based on the Results-Based Performance Management System (RPMS) of the Department of Education (2015). The instrument includes the following indicators: instructional leadership; learning environment and student development; human resource management and professional development; school operations and resource management; and community engagement and stakeholder partnerships.

Scale	Level	Interpretation for School Heads Performance
3.25 – 4.00	Very High	School heads' performance is always evident in all areas.

2.50 – 3.24	High	School heads' performance is often evident in all areas.
1.75 – 2.49	Low	School heads' performance is sometimes evident in all areas.
1.00 – 1.74	Very Low	School heads' performance is rarely evident in all areas.

For the correlation of the independent and dependent variables, the Pearson Product-Moment Correlation (Pearson r) was used to determine the strength and direction of the relationship between inspirational leadership, shared vision, and school heads' performance. For determining the predictive influence of the independent variables on the dependent variable, multiple regression analysis was applied.

β Value Range	Strength of Relationship
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

The level of variables was based on the following scale:

Scale	Level	Interpretation
3.25 - 400	Very High	Always manifested
2.50 – 3.24	High	Often manifested
1.75 – 2.49	Low	Sometimes manifested
1.00 – 1.74	Very Low	Rarely manifested

The interpretation of the correlation coefficient (r) was based on Guilford (1956):

Computed r	Descriptive Interpretation
± 1.00	Perfect correlation
$\pm 0.75 - \pm 0.99$	High correlation
$\pm 0.51 - \pm 0.74$	Moderately high correlation
$\pm 0.31 - \pm 0.50$	Moderately low correlation
$\pm 0.01 - \pm 0.30$	Low correlation
0.00	No correlation

Data Gathering Techniques

For the quantitative phase, data were collected using printed and online survey questionnaires distributed to selected teachers. Responses measured school heads' performance and leadership practices, and were retrieved, encoded, and validated for accuracy. Statistical analyses included the computation of means, Pearson r correlation, and multiple regression to determine the relationships between inspirational leadership, shared vision, and school heads' performance.

For the qualitative phase, Focus Group Discussions (FGDs) were conducted to capture teachers lived experiences and deeper insights into leadership practices. With participants' consent, sessions were audio-recorded, transcribed, and analyzed using Braun and Clarke's (2006) thematic analysis framework, ensuring systematic identification of themes that complemented the quantitative findings.

Data Analysis

Quantitative data from the survey questionnaires were processed using descriptive statistics to compute means. Relationships between inspirational leadership, shared vision, and school heads' performance were examined through Pearson r correlation, while multiple regression analysis determined the predictive influence of the independent variables on the dependent variable.

Qualitative data from Focus Group Discussions (FGDs) were transcribed and analyzed using Braun and Clarke's (2006) thematic analysis framework. Systematic coding and theme identification provided deeper insights into teachers lived experiences, complementing the statistical findings with contextual understanding.

Ethical Considerations

The study adhered to the highest ethical standards to protect participants' rights, privacy, and welfare, following the guidelines of the Society for Moral Integrity and Legal Ethics (SMILE) of Holy Cross of Davao. Approval was secured from the appropriate research ethics committee prior to data collection. Participation was voluntary, with informed consent obtained from all respondents, who were fully informed of the study's objectives, procedures, and their right to withdraw at any time without consequence.

Data privacy was ensured through strict compliance with the Data Privacy Act of 2012 (RA 10173). Responses were coded, anonymized, and stored securely, with access restricted to the researcher and authorized personnel. Ethical safeguards included fair participant selection, validated instruments, and transparent reporting. Potential discomfort was minimized by providing a respectful environment, clear instructions, and confidentiality throughout the process, ensuring accountability and social value in improving school leadership practices.

Trustworthiness

A range of strategies was employed to ensure the trustworthiness and rigor of the study in both quantitative and qualitative phases. Triangulation was achieved through survey questionnaires and Focus Group Discussions (FGDs), while member checking, peer debriefing, and an audit trail verified responses, minimized bias, and documented procedures. Research instruments underwent expert validation to guarantee clarity, relevance, and alignment with study objectives.

Trustworthiness in qualitative research was established following Lincoln and Guba's (1985) criteria. Credibility was ensured through participant validation, accurate transcription, and peer review of findings. Transferability was supported by providing clear descriptions of participants, variables, and indicators, allowing readers to assess applicability in similar contexts. Dependability and confirmability were achieved through consistent procedures, thorough documentation, and objective analysis. These strategies strengthened the reliability and authenticity of the study.

RESULTS

Included in this chapter were the descriptive, correlation, regression, and mediation tabular presentations, together with the corresponding analyses and interpretations of the statistical results. This chapter ended with the summary of findings.

Descriptive Results

Shown in Table 1 were the descriptive statistical results of the study, including the variables involved namely inspirational leadership, shared vision, and school heads' performance. Likewise, the number of samples, standard deviation, mean, and descriptive level corresponding to each variable were presented in the table.

Table 1: Descriptive Statistics (N = 400)

Variables	Number of Samples (N)	Standard Deviation	Mean	Descriptive Level
Inspirational Leadership	400	0.47	3.80	Very High
Visionary Inspiration	400	0.45	3.82	Very High
Motivational Encouragement	400	0.50	3.78	Very High
Meaning and Purpose	400	0.47	3.80	Very High
Shared Vision	400	1.46	3.81	Very High

Vision Clarity	400	0.44	3.83	Very High
Vision Alignment	400	0.46	3.79	Very High
Vision Collaboration	400	0.45	3.81	Very High
Poor Performance	400	0.44	3.83	Very High
Instructional Leadership	400	0.43	3.84	Very High
Learning Environment and Student Development	400	0.44	3.82	Very High
Human Resource Management and Professional Development	400	0.44	3.83	Very High
School Operations and Resource Management	400	0.45	3.81	Very High
School Operations and Resource Management	400	0.42	3.85	Very High
Community Engagement and Stakeholder Partnerships	400	0.44	3.83	Very High

Specifically, the table **showed** the overall inspirational leadership with a mean described as very high level ($M = 3.80$, $SD = 0.47$). It **suggested** that the respondents **experienced** extremely demanding jobs. Except for the demands for hiding emotions indicator which obtained a mean described as high, all others **were** described as very high.

Inspirational leadership of school heads **was** rated very high ($M = 3.80$), with visionary inspiration obtaining the highest means, reflecting clear communication of goals and strong motivational support for teachers. Shared vision also **received** a very high rating ($M = 3.81$), with vision clarity ranking highest, indicating that teachers clearly understood and aligned with school direction while collaborating toward common goals. School heads' overall performance was likewise rated very high ($M = 3.83$), with community engagement scoring highest, showing effective collaboration with stakeholders. These consistently high ratings across leadership, vision, and performance domains **highlighted** that school heads demonstrated effective practices that fostered motivation, cooperation, and strong school outcomes, consistent with recent studies emphasizing clarity, encouragement, and shared purpose in leadership effectiveness.

The qualitative findings **revealed** several emergent themes that **reflected** teachers' lived experiences regarding inspirational leadership, shared vision, and school heads' performance. These themes **were** aligned with the concepts of Bandura's Social Cognitive Theory.

Correlation Results

Presented in Table 2 were the inspirational leadership and shared vision as predictors, and school heads' performance as the criterion variable. Likewise, the r-values, p-values, decisions on the hypotheses, and interpretations were presented. Finally, the correlational results between inspirational leadership, shared vision, and school heads' performance as the criterion variable were also denoted.

Table 2: Correlation Table (n=400)

Variables	School Heads Performance			
	r-value	p-value	Decision on H_0	Interpretation
Inspirational Leadership	0.64*	0.001	Reject H_0	Significant correlation
Shared Vision	0.66*	0.001	Reject H_0	Significant correlation

Table 2: Correlation Table (n=400)

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

The correlation analysis showed that all indicators of inspirational leadership were significantly and positively related to school heads' performance ($p < 0.05$), with motivational encouragement having the strongest correlation, followed by visionary inspiration and meaning and purpose, indicating that motivating teachers, clarifying direction, and fostering purpose enhanced effectiveness. Similarly, all shared vision indicators were significantly associated with performance ($p < 0.05$), with vision collaboration showing the strongest relationship, while vision clarity and vision alignment also demonstrated strong correlations. These results confirmed that both inspirational leadership and shared vision collectively contributed to improved school heads' performance and organizational outcomes.

Regression Results

Shown in Table 3 were the regression statistical results of the study, including the indicators of inspirational leadership and shared vision as predictors of school heads' performance. Likewise, the beta coefficients, t-values, p-values, decisions on the hypotheses, and interpretations corresponding to each indicator were presented in the table. Finally, the regression results showing the predictive influence of inspirational leadership and shared vision on school heads' performance were also denoted.

Table 3. Regression Analysis of Inspirational Leadership and Shared Vision as Predictors of School Heads' Performance (n = 400)

Independent Variables	β	t-value	p-value	Decision	Interpretation
Visionary Inspiration	0.18	3.90	0.001	Reject Ho	Significant
Motivational Encouragement	0.21	4.35	0.001	Reject Ho	Significant
Meaning and Purpose	0.19	4.05	0.001	Reject Ho	Significant
Vision Clarity	0.22	4.60	0.001	Reject Ho	Significant
Vision Alignment	0.20	4.25	0.001	Reject Ho	Significant
Vision Collaboration	0.24	4.90	0.001	Reject Ho	Significant
Visionary Inspiration	0.18	3.90	0.001	Reject Ho	Significant
Motivational Encouragement	0.21	4.35	0.001	Reject Ho	Significant
Meaning and Purpose	0.19	4.05	0.001	Reject Ho	Significant
Vision Clarity	0.22	4.60	0.001	Reject Ho	Significant

Dependent Variable: School Heads' Performance

F-value = 142.30

The regression analysis revealed that all indicators of inspirational leadership and shared vision significantly predicted school heads' performance, as evidenced by p-values less than 0.05. Among the predictors, vision collaboration obtained the highest beta coefficient, indicating that collaborative practices among stakeholders contributed most strongly to effective leadership performance. Vision clarity and motivational encouragement also showed strong predictive influence, suggesting that clear communication, collaboration, and teacher motivation enhanced leadership effectiveness. These findings confirmed that inspirational leadership and shared vision collectively contributed to improved school heads' performance and organizational effectiveness.

Themes

Validated and Proud

The essential theme emerged from teachers who expressed that recognition and appreciation from school heads strengthened their motivation and confidence in performing their duties. The FGDs revealed that teachers felt

more encouraged and committed when their efforts were acknowledged publicly. Along this issue, Participants T1 and T2 stated these:

"I feel motivated whenever our school head recognizes our efforts and accomplishments during meetings and school activities because it makes me feel valued as a teacher."(T1, FGD 1)

"Hearing stories of students who succeeded despite challenges inspires us to continue teaching with dedication and passion."(T2, FGD 1)

These experiences indicate that public recognition and appreciation encourage teachers to engage actively in school programs and maintain high commitment levels.

Secure and Reassured

The essential theme emerged from teachers who emphasized that supportive leadership, guidance, and encouragement positively influenced their motivation and teaching performance. Along this issue, Participants T4 and T5 stated these:

"Our school head listens to our concerns and gives constructive suggestions that help us improve professionally and personally."
(T4, FGD 1)

"Leading by example inspires us to become more responsible and dedicated in our work as teachers."
(T5, FGD 1)

These experiences suggest that school heads who provide both emotional and professional support create an environment where teachers feel confident trying new methods and improving their instructional practices.

Inspired and Confident

The essential theme emerged from teachers who shared that opportunities for seminars, trainings, and delegated responsibilities enhanced their confidence and professional growth. Along this issue, Participants T3 and T10 stated these:

"Our school head encourages us to attend seminars and trainings that improve our teaching strategies and professional skills." (T3, FGD 1)

"The trust given to us in handling responsibilities motivates us to become more confident and committed teachers." (T10, FGD 2)

These experiences show that professional growth opportunities inspire teachers to improve their teaching practices and increase their commitment to the profession.

Included and Connected

The essential theme emerged from teachers who expressed that participation in planning and decision-making strengthened their sense of ownership and responsibility toward school goals. Along with this issue, Participants T2 and T8 stated these:

"Being involved in planning school activities makes me feel that my ideas and opinions are valued." (T2, FGD 1)

“Teachers become more committed when we are allowed to contribute suggestions and participate in decision-making.” (T8, FGD 2)

These experiences illustrate that teachers are more engaged when they have opportunities to contribute to planning and decision-making, fostering ownership and alignment with the school’s shared vision.

Encouraged and Unified

The essential theme emerged from teachers who highlighted teamwork, collaboration, and unity as important aspects of effective school leadership. Along with this issue, Participants T1, T10, and T13 stated these:

“Teamwork among teachers becomes stronger because our school head encourages collaboration and unity.”(T1, FGD 1)

“We feel more motivated when everyone works together and supports one another in achieving school goals.”(T10, FGD 2)

“Our school head promotes cooperation that creates a positive and supportive working environment.”(T13, FGD 3)

These statements suggest that school heads who promote teamwork and cooperation create a supportive and unified teaching environment.

Hopeful and Inspired

The essential theme emerged from teachers who acknowledged that clear guidance and direction from school heads helped them align their tasks with the vision and goals of the school. Along this issue, Participants T11 and T4 stated these:

“Our school head constantly reminds us about the vision and goals of the school which guides us in performing our responsibilities.” (T11, FGD 3)

“Clear instructions and guidance from our school head help us stay focused on achieving school objectives.” (T4, FGD 1)

These experiences show that clear guidance helps teachers align their daily tasks with the school’s vision, providing direction and focus.

Motivated and Empowered

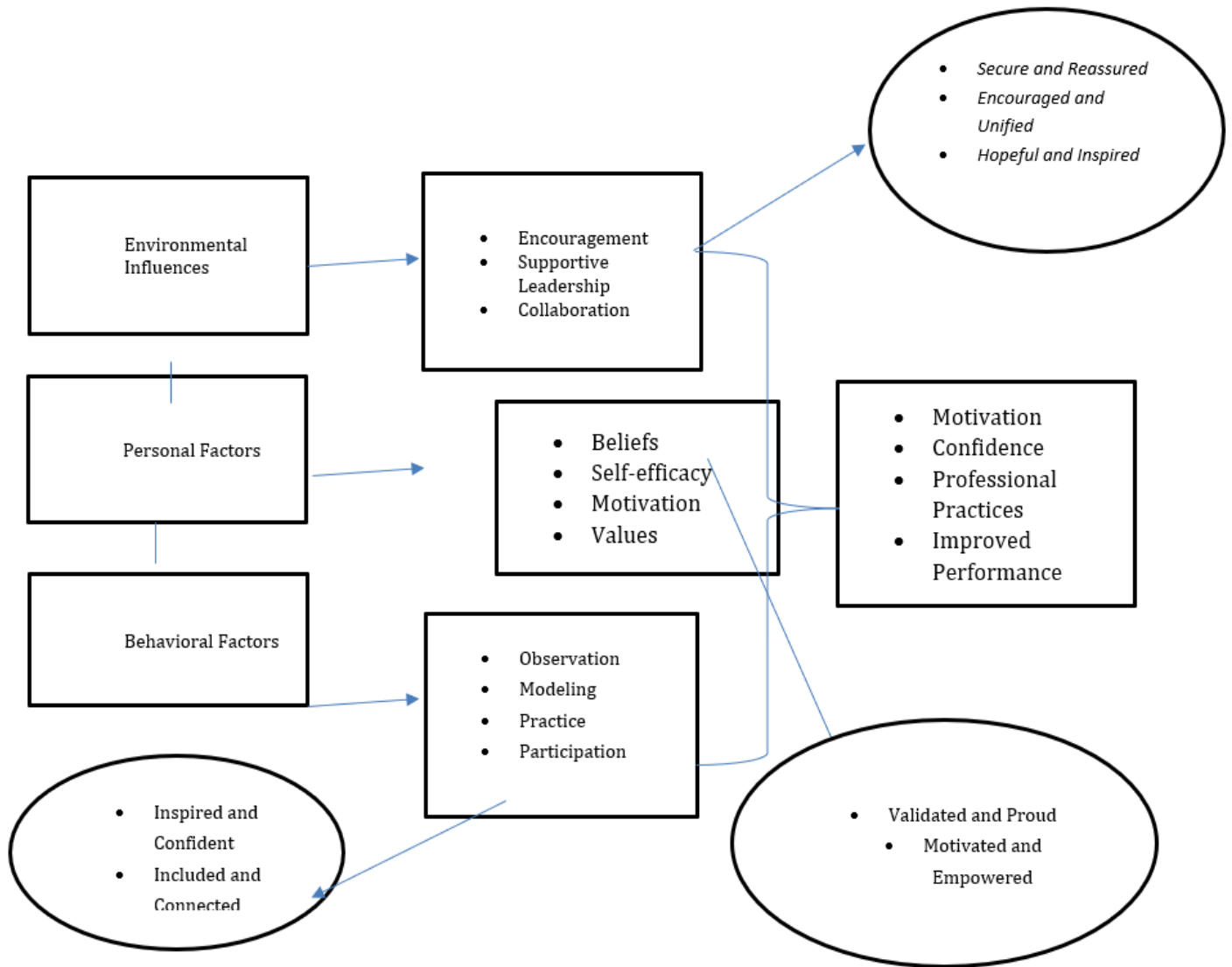
The essential theme emerged from teachers who expressed that the combined leadership practices of recognition, support, collaboration, and guidance positively influenced their motivation and professional confidence. Along this issue, Participants T2 and T15 stated these:

“Because of the encouragement and support from our school head, I became more motivated to perform my responsibilities effectively and participate actively in school programs.”(T2, FGD 1)

“The leadership practices of our school head strengthened my confidence as a teacher and inspired me to improve my performance.”(T15, FGD 3)

These experiences confirm that recognition, support, professional growth, collaboration, and guidance collectively enhance teacher motivation, confidence, and performance.

Figure 2. Alignment of Emergent Themes with Bandura's Social Cognitive Theory



SUMMARY OF FINDINGS

Based on the statistical and qualitative results, it specifically was found that inspirational leadership, shared vision, and school heads' performance were all rated very high, indicating that school heads consistently demonstrated visionary inspiration, motivational encouragement, collaboration, and effective leadership practices. Significant positive relationships were found between inspirational leadership, shared vision, and school heads' performance, with motivational encouragement and vision collaboration identified as the strongest predictors. These findings confirmed that inspirational leadership and shared vision are strong determinants of effective school leadership and organizational effectiveness.

The qualitative findings revealed themes such as *Validated and Proud*, *Secure and Reassured*, *Inspired and Confident*, *Included and Connected*, *Encouraged and Unified*, *Hopeful and Inspired*, and *Motivated and Empowered*. These themes highlighted the importance of recognition, support, collaboration, participation, and professional growth in strengthening teachers' motivation, confidence, and performance. The findings support Bandura's Social Cognitive Theory by showing how environmental influences, personal factors, and behaviors interact in shaping teachers' perceptions of school heads' performance.

DISCUSSION

The findings imply that inspirational leadership and shared vision play important roles in strengthening school heads' performance and organizational effectiveness. The very high levels of inspirational leadership, shared

vision, and school heads' performance affirm Bandura's Social Cognitive Theory, which explains that behavior, personal factors, and environmental influences interact in shaping motivation, confidence, and professional practices. The findings particularly support the concepts of observational learning, self-efficacy, and reciprocal determinism, where supportive leadership, encouragement, and collaboration positively influence teachers' behaviors and perceptions. Likewise, the themes *Validated and Proud*, *Secure and Reassured*, and *Inspired and Confident* demonstrate self-efficacy and observational learning, while *Included and Connected*, *Encouraged and Unified*, *Hopeful and Inspired*, and *Motivated and Empowered* reflect reciprocal determinism through collaboration and participation. These findings are consistent with the studies of Liu, Bellibas, and Gümüş (2021), who emphasized that supportive leadership strengthens teacher self-efficacy and job satisfaction, and Leithwood, Harris, and Hopkins (2021), who highlighted that successful leadership practices improve school effectiveness and teacher commitment. In contrast, Grissom, Egalite, and Lindsay (2021) argued that leadership practices alone may not fully determine organizational effectiveness because school resources, institutional limitations, and external challenges also affect school performance and teacher outcomes.

The correlational results revealed strong and significant relationships between inspirational leadership, shared vision, and school heads' performance, indicating that leadership practices directly influence teacher motivation, collaboration, and organizational success. These findings support the studies of Day, Gu, and Sammons (2021) and Hallinger and Kulophas (2022), which emphasized that inspirational and collaborative leadership positively improve teacher engagement and school performance. However, Robinson, Lloyd, and Rowe (2021) noted that leadership-performance relationships may become weaker when organizational pressures, workload demands, and contextual challenges limit leadership effectiveness. In terms of regression analysis, motivational encouragement and vision collaboration significantly predicted school heads' performance, supporting the findings of Tatoy (2025) and UNESCO (2023), which identified motivation and collaboration as important contributors to leadership effectiveness. On the other hand, some studies revealed that visionary inspiration and vision alignment were not always significant predictors because leadership effectiveness may vary depending on school climate, stakeholder participation, and organizational culture.

CONCLUSION

Based on the findings, it is concluded that inspirational leadership and shared vision have significant positive influences on school heads' performance. The findings affirm Bandura's Social Cognitive Theory, which emphasizes that personal factors, behaviors, and environmental influences interact in shaping motivation, confidence, and professional practices. School heads who provide direction, guidance, support, encouragement, and collaborative leadership practices contribute to stronger teacher engagement, self-efficacy, professional confidence, and organizational effectiveness. The quantitative findings affirm the theory through the significant relationships and predictive influence of inspirational leadership and shared vision on school heads' performance, while the qualitative findings further enhanced the theory by revealing lived experiences that demonstrated observational learning, self-efficacy, and reciprocal determinism in educational settings.

Moreover, the emergent themes *Validated and Proud*, *Secure and Reassured*, *Inspired and Confident*, *Included and Connected*, *Encouraged and Unified*, *Hopeful and Inspired*, and *Motivated and Empowered* affirm the assumptions of Social Cognitive Theory by showing how supportive leadership, collaboration, participation, and motivation influence teachers' behaviors, perceptions, and professional practices. The findings therefore affirm and strengthen the applicability of Bandura's Social Cognitive Theory in explaining how inspirational leadership and shared vision shape teachers' perceptions of school heads' performance and contribute to organizational success.

RECOMMENDATIONS

Based on the conclusions, it is recommended that school heads, teachers, and educational leaders strengthen inspirational leadership, collaboration, and shared vision through leadership enhancement programs, professional development activities, and active participation in school planning and decision-making to improve school performance and organizational effectiveness. Future researchers may also conduct broader studies using other leadership and organizational variables and employ qualitative, longitudinal, or mixed-method approaches

to gain deeper understanding of school leadership practices and school effectiveness. Moreover, future studies may explore additional emerging themes and conduct further validation of instruments related to inspirational leadership, shared vision, teacher motivation, and school heads' performance to strengthen leadership models in educational settings.

Future Directions

Future research may explore additional leadership and organizational variables such as organizational culture, teacher engagement, work motivation, stakeholder participation, and professional commitment that may influence school heads' performance and school effectiveness. Future studies may also utilize the emergent themes identified in this study in developing localized leadership models, assessment tools, and research instruments related to inspirational leadership and shared vision. Moreover, researchers may employ qualitative, longitudinal, mediation, or moderation approaches to gain deeper understanding of how leadership practices, collaboration, motivation, and organizational support influence teacher performance and school effectiveness across different educational settings.

REFERENCES

1. Day, C., Gu, Q., & Sammons, P. (2021). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly*, 57(3), 421–457. <https://doi.org/10.1177/0013161X20974264>
2. Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools: A systematic synthesis of two decades of research. The Wallace Foundation. (No DOI available)
3. Hallinger, P., & Kulophas, D. (2022). Leading learning in times of change: Educational leadership and school improvement. *Journal of Educational Administration*, 60(4), 385–401. <https://doi.org/10.1108/JEA-01-2022-0015>
4. Leithwood, K., Harris, A., & Hopkins, D. (2021). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 41(1–2), 5–22. <https://doi.org/10.1080/13632434.2020.1796076>
5. Liu, Y., Bellibas, M. S., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture. *Educational Management Administration & Leadership*, 49(3), 430–453. <https://doi.org/10.1177/1741143219898472>
6. Organisation for Economic Co-operation and Development. (2023). TALIS 2023 Results (Volume I): Teachers and School Leaders as Valued Professionals. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
7. Organisation for Economic Co-operation and Development. (2024). Education at a Glance 2024: OECD Indicators. OECD Publishing. (No DOI available)
8. Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2021). The impact of leadership on student outcomes: Updated evidence. *Educational Leadership Review*, 22(1), 45–60. (No DOI available)
9. Tatoy, A. M. T. (2025). School heads' instructional leadership, collaboration, and performance in the Schools Division of Antique, Philippines. *IOER International Multidisciplinary Research Journal*. <https://doi.org/10.54476/ioerimrj/334949>
10. UNESCO. (2022). Transforming Education from Within: Current Trends in School Leadership Development. UNESCO Publishing. (No DOI available)
11. UNESCO. (2023). Global Education Monitoring Report 2023: Leadership and Education Systems. UNESCO Publishing. (No DOI available)
12. Department of Education. (2023). Philippine Professional Standards for School Heads (PPSSH): Updated Framework. (No DOI available)
13. Second Congressional Commission on Education. (2023). Fixing the Foundations: A Matter of National Survival. (No DOI available)

Appendix 1. RESEARCH QUESTIONNAIRES (Quantitative)

This instrument is conceptually adapted from the **Inspirational Motivation** dimension of Transformational Leadership developed by Bernard M. Bass and Bruce J. Avolio in the **Multifactor Leadership Questionnaire Manual** (1995).

Inspirational Leadership Questionnaire (Direct Questions)

Response Scale: 4-point Likert Scale

- 1 = Strongly Disagree (SD) = Rarely manifested
 2 = Disagree (D) = Sometimes manifested
 3 = Agree (A) = Often manifested
 4 = Strongly Agree (SA) = Always manifested

A. Visionary Inspiration (Communicating an Inspiring Future)

No.	Statement	SD	D	A	SA
1	The school principal communicates an inspiring vision of the future.	☐	☐	☐	☐
2	The principal talks optimistically about what the school can achieve.	☐	☐	☐	☐
3	The principal expresses confidence that school goals will be accomplished.	☐	☐	☐	☐
4	The principal clearly explains the importance of our school's mission.	☐	☐	☐	☐
5	The principal motivates teachers by emphasizing shared goals.	☐	☐	☐	☐

B. Motivational Encouragement (Energizing Teachers)

No.	Statement	SD	D	A	SA
6	The principal encourages teachers to perform beyond expectations.	☐	☐	☐	☐
7	The principal inspires me to do my best work.	☐	☐	☐	☐
8	The principal's words increase my enthusiasm for teaching.	☐	☐	☐	☐
9	The principal instills pride in being part of this school.	☐	☐	☐	☐
10	The principal motivates staff during challenging times.	☐	☐	☐	☐

C. Meaning and Purpose (Creating Commitment)

No.	Statement	SD	D	A	SA
11	The principal helps teachers see the meaningfulness of their work.	☐	☐	☐	☐
12	The principal connects daily tasks to long-term school goals.	☐	☐	☐	☐
13	The principal fosters a strong sense of purpose among teachers.	☐	☐	☐	☐
14	The principal encourages unity in achieving school objectives.	☐	☐	☐	☐
15	The principal inspires collective commitment toward excellence.	☐	☐	☐	☐

Example of Published Results (Reporting Format)

Inspiration Dimension	Mean	SD	Interpretation
Visionary Inspiration	4.05	0.59	High
Motivational Encouragement	3.88	0.67	High
Meaning and Purpose	4.12	0.55	High
Overall Inspiration	4.02	0.60	High

Original Source (APA 7th Edition): Bass, B. M., & Avolio, B. J. (1995). *Multifactor Leadership Questionnaire manual*. Mind Garden.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Shared Vision Questionnaire (Direct Questions)

Response Scale: 4-point Likert Scale

- 1 = Strongly Disagree (SD) = Rarely manifested
 2 = Disagree (D) = Sometimes manifested
 3 = Agree (A) = Often manifested
 4 = Strongly Agree (SA) = Always manifested

A. Vision Clarity (Understanding the School Vision)

No.	Statement	SD	D	A	SA
1	I clearly understand my school's vision statement.	☐	☐	☐	☐
2	The school vision is clearly communicated to teachers.	☐	☐	☐	☐
3	The goals of the school are well defined.	☐	☐	☐	☐
4	I understand how my role contributes to achieving the school vision.	☐	☐	☐	☐
5	The school vision provides clear direction for decision-making.	☐	☐	☐	☐

B. Vision Alignment (Commitment and Personal Connection)

No.	Statement	SD	D	A	SA
6	I believe in the vision of my school.	☐	☐	☐	☐
7	The school vision reflects my personal values as a teacher.	☐	☐	☐	☐
8	I feel committed to achieving the school's vision.	☐	☐	☐	☐
9	I align my teaching practices with the school's vision.	☐	☐	☐	☐
10	The school vision inspires me to perform better in my work.	☐	☐	☐	☐

C. Vision Collaboration (Collective Involvement)

No.	Statement	SD	D	A	SA
11	Teachers are involved in developing or refining the school vision.	☐	☐	☐	☐
12	School leaders encourage teachers to contribute ideas toward achieving the vision.	☐	☐	☐	☐
13	There is teamwork among staff to accomplish the school vision.	☐	☐	☐	☐
14	The principal regularly discusses progress toward achieving the vision.	☐	☐	☐	☐
15	The school leadership promotes a shared commitment to the vision.	☐	☐	☐	☐

D. PERFORMANCE (School Heads' Performance)

SCHOOL HEADS PERFORMANCE QUESTIONNAIRE

(Adapted from DepEd RPMS & PPSSH School Heads Assessment Tool)

Department of Education. (2020). *Philippine Professional Standards for School Heads (PPSSH)*.

Department of Education. (2015). *Results-Based Performance Management System (RPMS) Manual*.

Please rate each statement according to how often the school head demonstrates the practice described.

Response Scale:

- 1 – Strongly Disagree = Rarely demonstrate
- 2 – Disagree = Sometimes demonstrate
- 3 – Agree = Often demonstrate
- 4 – Strongly Agree = Always demonstrate

KRA 1: Instructional Leadership

No.	Statement	1	2	3	4
1	The School Head leads in the development and implementation of the School Improvement Plan (SIP).	☐	☐	☐	☐
2	The School Head monitors teachers' instructional practices regularly.	☐	☐	☐	☐
3	The School Head ensures curriculum implementation aligns with DepEd standards.	☐	☐	☐	☐
4	The School Head provides instructional coaching and mentoring to teachers.	☐	☐	☐	☐
5	The School Head uses assessment data to improve teaching and learning outcomes.	☐	☐	☐	☐

KRA 2: Learning Environment and Student Development

No.	Statement	1	2	3	4
6	The School Head promotes a safe, inclusive, and child-friendly learning environment.	☐	☐	☐	☐
7	The School Head implements programs that support learners' holistic development.	☐	☐	☐	☐
8	The School Head ensures adherence to child protection policies.	☐	☐	☐	☐
9	The School Head addresses student discipline concerns effectively.	☐	☐	☐	☐
10	The School Head encourages student participation in school programs and leadership activities.	☐	☐	☐	☐

KRA 3: Human Resource Management and Professional Development

No.	Statement	1	2	3	4
11	The School Head supports continuous professional development of teachers and staff.	☐	☐	☐	☐
12	The School Head conducts fair and objective performance evaluations.	☐	☐	☐	☐
13	The School Head encourages collaboration among teaching and non-teaching staff.	☐	☐	☐	☐
14	The School Head provides timely feedback to personnel.	☐	☐	☐	☐
15	The School Head recognizes and rewards exemplary performance.	☐	☐	☐	☐

KRA 4: School Operations and Resource Management

No.	Statement	1	2	3	4
16	The School Head ensures proper utilization of school funds and resources.	☐	☐	☐	☐
17	The School Head maintains transparency in financial management.	☐	☐	☐	☐

18	The School Head ensures school facilities are safe and well-maintained.	☐	☐	☐	☐
19	The School Head efficiently manages school records and reports.	☐	☐	☐	☐
20	The School Head ensures compliance with DepEd policies and regulations.	☐	☐	☐	☐

KRA 5: Community Engagement and Stakeholder Partnerships

No.	Statement	1	2	3	4
21	The School Head strengthens partnerships with parents and community stakeholders.	☐	☐	☐	☐
22	The School Head promotes open communication with stakeholders.	☐	☐	☐	☐
23	The School Head mobilizes community resources to support school programs.	☐	☐	☐	☐
24	The School Head represents the school effectively in external activities.	☐	☐	☐	☐
25	The School Head encourages stakeholder participation in school planning and evaluation.	☐	☐	☐	☐