

Impact of School Head Leadership on Effective School Management in the Industrial Revolution 5.0

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Abstract -This study explores the impact of school head leadership on effective school management in the context of the Industrial Revolution 5.0. The research aims to examine how leadership in areas such as planning, organizing, controlling, commanding, and coordinating influences key aspects of school management, including student progress monitoring, community participation, high expectations, mission clarity, strong leadership, teacher performance, and maintaining a safe and orderly environment. Using a descriptive research design, data was gathered through questionnaires distributed to school staff, with findings revealing that planning and controlling have the most significant influence on school management. The study concludes with recommendations for improving leadership effectiveness through better resource management, enhanced communication, and increased integration of emerging technologies to align with the demands of the Industrial Revolution 5.0. These insights provide a framework for effective leadership in modern education settings.

Keywords : School Head Leadership, Effective School Management, Industrial, Revolution 5.0, Planning, Organizing, Controlling, Commanding, Coordinating, Education Leadership

INTRODUCTION

The Industrial Revolution 5.0 emphasizes the convergence of human intelligence and advanced technologies, requiring school leaders to integrate digital tools while fostering an innovative, human-centered learning environment. However, many educational institutions struggle with leadership adaptation due to resistance to change, inadequate infrastructure, and limited training.

Effective school leadership in this era necessitates strategic planning, adaptability, and proficiency in technological integration.

Research highlights that school heads must transition from traditional hierarchical models to collaborative leadership approaches, ensuring that digital tools enhance both administrative efficiency and instructional quality. Suyitno (2021) underscores that school leaders must possess strong skills in evaluating instructional practices and managing resources to meet the evolving educational landscape. Similarly, Atuhaire and Turyagyenda (2023) emphasize the importance of repositioning leadership strategies to support innovation and

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resilience in schools, particularly in response to emerging challenges like the COVID-19 pandemic. Meyers and VanGronigen (2019) further assert that effective school improvement planning correlates with better organizational outcomes and student achievement.

This study investigates how school head leadership influences effective school management within Industrial Revolution 5.0, identifying key challenges and proposing strategies for enhancing leadership skills in a rapidly evolving educational landscape. The findings will provide insights not only for educational institutions but also for other industries, such as marketing, where leadership adaptability is essential for innovation and growth.

OBJECTIVES OF THE STUDY

This research aims to explore the impact of school head leadership in effective school management of the Industrial Revolution 5.0, ensuring that schools are well-equipped to prepare students for future challenges and opportunities. Consequently, this study seeks to develop strategic frameworks that enhance leadership effectiveness in integrating these innovations into the educational landscape.

In line with this, the researcher seeks to answer the following questions:

1. What is the demographic profile of the respondents according to?
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Educational Status
2. What is the level of school heads leadership in the industrial revolution 5.0 in terms of;
 - 2.1. Planning;
 - 2.2. Organizing;
 - 2.3. Controlling;
 - 2.4. Commanding; and
 - 2.5. Coordinating
3. What is the extent of effective school management in the Industrial Revolution 5.0 in terms of;
 - 3.1. Student Progress Monitoring
 - 3.2. Community Participation
 - 3.3. High expectations
 - 3.4. Clear mission
 - 3.5. Strong leadership
 - 3.6. Teacher performance
 - 3.7. Safe and orderly environment
4. Is there is significance impact the school heads leadership to the effective school management in the Industrial Revolution 5.0?

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5. What proposed effective leadership framework or model derived from the findings of the study?

METHODOLOGY

This study employs a mixed-methods research design, combining quantitative surveys and qualitative interviews to explore school head leadership in the Industrial Revolution 5.0. A stratified random sampling technique is used for the survey, while purposive sampling selects school heads with innovative leadership for interviews.

The research instrument includes demographic data, leadership effectiveness, and school management effectiveness. A Likert-scale questionnaire is validated through expert review and reliability testing. Data collection follows three phases: securing approval, administering surveys and interviews via Google Forms, and ensuring data confidentiality.

Quantitative data is analyzed using SPSS and Excel for descriptive and inferential statistics, while qualitative data undergoes thematic analysis. Ethical considerations include informed consent, anonymity, and adherence to data privacy regulations.

RESULTS AND DISCUSSION

The study showcases its impact of school head leadership on effective school management in the industrial revolution 5.0.

Summary of Level of school heads leadership in the industrial revolution

5.0		
Factors	WEIGH TED	VERBAL INTERPRET
	MEAN	ATION
		STRONGLY
Planning	3.38	AGREE
Organizing	3.25	AGREE
		STRONGLY
Controlling	3.30	AGREE
		STRONGLY
Commanding	3.32	AGREE
		STRONGLY
Coordinating	3.34	AGREE
OVER - ALL		STRONGLY
MEAN	3.32	AGREE

The table shows the summary of level of school heads leadership in the industrial revolution 5.0 in terms of planning, organizing, controlling, commanding, and coordinating and its verbal interpretation. Majority of the respondents choose planning with a weighted mean of 3.38 or verbal interpretation of strongly agree, followed by coordinating with a weighted mean of 3.34.

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or verbal interpretation of strongly agree, next is commanding with a weighted mean of 3.32 or verbal interpretation of strongly agree, then controlling with a weighted mean of 3.30 or verbal interpretation of strongly agree, and the lowest is organizing with a weighted mean of 3.25 or verbal interpretation of agree. The overall weighted mean is 3.32 with a verbal interpretation of strongly agree in the level of school heads leadership in the industrial revolution 5.0 in terms of planning, organizing, controlling, commanding, and coordinating.

**Summary of Effective Management in
 Industrial Revolution 5.0**

Factors	WEIGH	VERBAL
	TED	INTERPRET
	MEAN	ATION
Student's Progress Monitoring	3.30	STRONGLY AGREE
Community Participation	3.28	STRONGLY AGREE
High Expectation	3.22	AGREE
Clear Mission	3.42	STRONGLY AGREE
Strong Leadership	3.37	STRONGLY AGREE
Teacher Performance	3.22	AGREE

Safe and Orderly Environment	3.34	STRONGLY AGREE
OVER - ALL MEAN	3.31	STRONGLY AGREE

The table shows the extent of effective management in industrial revolution 5.0 in terms of student's progress monitoring, community participation, high expectation, clear mission, strong leadership, teacher performance, and safe and orderly environment and its verbal interpretation. Majority of the respondents choose clear mission with a weighted mean of 3.42 or verbal interpretation of strongly agree, followed by strong leadership with a weighted mean of 3.37 or verbal interpretation of strongly agree, next is safe and orderly environment with weighted mean of 3.34 or verbal interpretation of strongly agree, then student's progress monitoring with a weighted mean of 3.30 or verbal interpretation of strongly agree, next is community participation with a weighted mean of 3.28 or verbal interpretation of strongly agree, and the lowest is both high expectation and teacher performance with a weighted mean of 3.22 or verbal interpretation of agree. The overall weighted mean is 3.31 with a verbal interpretation of strongly agree in the summary of extent of effective management in industrial

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revolution 5.0 in terms of student's progress monitoring, community participation, high expectation, clear mission, strong leadership, teacher performance, and safe and orderly environment.

CONCLUSION AND RECOMMENDATION

The findings of this study highlight the critical role of school heads in effective school management, particularly in the context of Industrial Revolution 5.0. The demographic analysis revealed that the majority of respondents were aged 40-49, with a balanced gender distribution and a predominant educational attainment at the master's degree level. In assessing school heads' leadership, planning emerged as the strongest aspect, with strategic planning and monitoring mechanisms receiving high ratings. However, organizing was identified as the weakest area, particularly in terms of task delegation and goal setting.

The study further examined the effectiveness of school management and found that a clear mission was the most highly rated component, while high expectations and teacher performance were the least emphasized. Moreover, statistical analysis demonstrated that planning and controlling significantly influence various aspects of school management, such as student progress monitoring, community

participation, high expectations, and teacher performance. In contrast, organizing, commanding, and coordinating showed limited influence, indicating areas for improvement.

In light of these findings, several key recommendations are proposed. First, school heads should enhance their leadership by regularly updating strategic plans, refining delegation processes, and implementing real-time performance monitoring. Effective communication and coordination should also be strengthened by fostering inter-departmental collaboration and organizing staff motivation programs. Additionally, improvements in school management should focus on leveraging data analytics for student monitoring, increasing community engagement, reinforcing high academic expectations, and ensuring a safe and orderly learning environment.

Furthermore, technology integration should be prioritized by incorporating AI, robotics, and smart learning tools into school operations, coupled with teacher training for their effective utilization. Lastly, leadership development programs should be established to equip school heads with the necessary skills to navigate the evolving demands of Industrial Revolution 5.0. By addressing these recommendations,

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educational institutions can foster a more adaptive, innovative, and efficient learning environment, ultimately enhancing student outcomes and institutional success.

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