

Leadership Development Programs, Self-Efficacy of School Heads, And Organizational Performance in Public Elementary Schools, Division of Dasmariñas City, Cavite: Basis for a Localized Continuity Capacity-Building Program

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ABSTRACT

Effective leadership is fundamental to improving educational quality by strengthening school heads' capacity in instructional supervision, school management, and organizational effectiveness. This study examined the relationship among Leadership Development Programs, School Heads' Self-Efficacy, and Organizational Performance in public elementary schools in the Division of Dasmariñas City, Philippines, as the basis for a Localized Continuity Capacity-Building Program. A descriptive-correlational research design was employed using a validated survey questionnaire administered to Public Schools District Supervisors, school heads, teachers, and non-teaching personnel. Data were analyzed using weighted mean, Analysis of Variance (ANOVA), correlation analysis, and

multiple linear regression. Results revealed that Leadership Development Programs (WM = 4.47) and School Heads' Self-Efficacy (WM = 4.41) were both rated as highly evident, while organizational performance remained consistently Outstanding (OPCR rating = 4.64) across two school years. Significant differences were found in respondents' assessments of leadership development, indicating varying perceptions among stakeholder groups. Leadership development programs showed significant positive relationships with school heads' self-efficacy and selected dimensions of organizational performance. Although self-efficacy strongly supported leadership practices such as instructional supervision, innovation, and resource management, its influence on overall organizational performance was found to be context-dependent. Facilitating factors were perceived as highly supportive, whereas hindering factors were considered moderate challenges. Based on the findings, a Localized Continuity Capacity-Building Program was developed and evaluated as highly suitable, acceptable, and feasible. The study concludes that sustained leadership development enhances school heads' self-efficacy and contributes to improved organizational effectiveness. The proposed intervention program provides an evidence-based framework for strengthening leadership capacity and promoting continuous school improvement in public elementary schools.

Keywords: *Leadership Development Programs; School Heads' Self-Efficacy; Organizational Performance; Educational Leadership; Public Elementary Schools*

INTRODUCTION

Effective school leadership is essential in improving educational quality, teacher performance, and student achievement. School heads play a significant role in managing school operations, supporting teachers, and leading improvement initiatives; therefore, developing competent and confident school leaders is critical to achieving sustainable educational outcomes.

At the global level, the importance of educational leadership is emphasized by the United Nations Sustainable Development Goal 4 (SDG 4), which promotes inclusive and quality education. Effective leaders help translate educational reforms into practice, making leadership development programs an important strategy for strengthening school administration and improving school performance.

In the Philippines, the Department of Education (DepEd) supports leadership development through policies such as the Philippine Professional Standards for School Heads (PPSSH) and professional learning programs implemented by the National Educators Academy of the Philippines (NEAP). These initiatives aim to enhance the competencies of school leaders and improve the quality of school management.

Within the Schools Division of Dasmariñas City, leadership development activities are regularly conducted; however, differences in leadership effectiveness and organizational performance remain evident among schools. This suggests that leadership training alone may not guarantee improved performance and highlights the need to examine factors that influence leadership effectiveness.

One important factor is self-efficacy, which refers to a school head's confidence in performing leadership responsibilities and overcoming challenges. School leaders with strong self-efficacy are more likely to make effective decisions, manage change successfully, and achieve organizational goals.

Organizational performance in public schools is assessed through the Office Performance Commitment and Review Form (OPCRF) under the Results-Based Performance Management System (RPMS). This framework evaluates school heads based on leadership, governance, stakeholder engagement, and school improvement indicators, making it a useful measure of leadership effectiveness.

Although previous studies have shown that leadership development programs can improve leadership practices and school outcomes, limited research has examined how these programs influence school heads' self-efficacy and organizational performance. In the Philippine context, particularly in Dasmariñas City, there is insufficient evidence explaining how leadership development strengthens leadership confidence and contributes to improved organizational outcomes.

To address this gap, the present study investigates the relationship among leadership development programs, school heads' self-efficacy, and organizational performance in public elementary schools in the Schools Division of Dasmariñas City. The findings are expected to contribute to educational leadership research and provide evidence-based recommendations for enhancing leadership development initiatives and school performance.

METHODS

Research Design

This study employed a descriptive research design to examine the Leadership Development Programs, School Heads' Self-Efficacy, and Organizational Performance in public elementary schools in the Division of Dasmariñas City, Philippines. The design was appropriate for describing existing conditions and determining the relationships among the study variables without manipulating them. Data were collected using a validated structured questionnaire administered to Public Schools District Supervisors, school heads, teachers, and non-teaching personnel. The collected data were analyzed using descriptive and inferential statistics, including weighted mean, Analysis of Variance (ANOVA), correlation analysis, and multiple linear regression. The findings served as the basis for developing a Localized Continuity Capacity-Building Program to strengthen leadership practices and improve school performance.

Research Locale

The study was conducted in the Division of Dasmariñas City, Cavite, Philippines, one of the school divisions under the Department of Education (DepEd) CALABARZON Region. The division comprises public elementary schools that serve diverse communities with varying educational needs and organizational contexts. It is composed of several school districts supervised by Public Schools District Supervisors (PSDS), with school heads responsible for instructional leadership, school management, and the implementation of educational policies and programs.

The Division of Dasmariñas City was selected as the research locale because of its ongoing implementation of leadership development initiatives aimed at strengthening school leadership and improving organizational performance. The setting provided an appropriate context for examining the relationship among leadership development programs, school heads' self-efficacy, and organizational performance. The findings are expected to contribute to evidence-based leadership development strategies that may be adapted by other public-school divisions with similar educational contexts.

Sampling Technique

The study population consisted of 2,456 personnel from selected public elementary schools in the Division of Dasmariñas City, Philippines. Using Slovin's formula, a total sample of 491 respondents was determined. The sample comprised 11 Public Schools District Supervisors (PSDS), 29 school heads, 342 teachers, and 109 non-teaching personnel.

Purposive sampling was employed to select the PSDS and school heads because of their direct involvement in the implementation, supervision, and evaluation of leadership development programs and school management. In contrast, simple random sampling was used to select the teacher and non-teaching personnel respondents, ensuring that all eligible participants had an equal probability of selection. The combination of purposive and probability sampling enabled the study to obtain informed perspectives from educational leaders while ensuring representative data from teachers and non-teaching personnel, thereby enhancing the credibility and generalizability of the findings.

Table 1. *Population and Sample Distribution of the Respondents*

Respondents	Population	Sample	Percentage (%)
School Heads	30	29	96.67
Supervisors	19	11	57.89
Teachers	2,211	342	15.47
Non-Teaching Personnel	196	109	55.61
Total	2,456	491	19.99

Table 1 presents the population and sample distribution of the respondents. From a total population of 2,456 personnel, a sample of 491 respondents was selected, representing 19.99% of the study population. The sample consisted of 29 school heads (96.67%), 11 supervisors (57.89%), 342 teachers (15.47%), and 109 non-teaching personnel (55.61%).

School heads had the highest sampling proportion because nearly the entire population was included in the study. Supervisors and non-teaching personnel were also adequately represented, while teachers, who comprised the largest population group, were proportionately selected through simple random sampling. The sampling distribution ensured sufficient representation of all respondent groups, thereby enhancing the reliability and representativeness of the study findings.

RESULTS AND DISCUSSION

The study revealed that the Leadership Development Programs (LDPs) in selected public elementary schools in the Division of Dasmariñas City were highly evident ($WM = 4.47$), indicating strong implementation across the dimensions of instructional supervision, financial management, school leadership, resource management, and innovation. Likewise, the self-efficacy of school heads was rated highly evident ($WM = 4.41$), reflecting a high level of confidence in performing leadership responsibilities.

Analysis of variance (ANOVA) revealed significant differences in the assessments of the four respondent groups regarding the implementation of leadership development programs across all dimensions ($p < .05$), indicating varying perceptions among Public Schools District Supervisors, school heads, teachers, and non-teaching personnel.

The organizational performance of public elementary schools remained consistently Outstanding, with overall Office Performance Commitment and Review Form (OPCRF) ratings of 4.65 for School Year 2023–2024 and 4.64 for School Year 2024–2025, resulting in a two-year average of 4.64.

Regression analysis showed that the Leadership Development Program had a significant and very strong positive relationship with the self-efficacy of school heads ($R^2 = 0.911$, $p < .001$), indicating that leadership development initiatives substantially contributed to school heads' self-efficacy. Likewise, school heads' self-efficacy demonstrated a significant and very strong positive relationship with organizational performance ($R^2 = 0.873$, $p < .001$). However, the direct relationship between the Leadership Development Program and organizational performance was relatively weak and varied across the regression models, suggesting that improvements in organizational performance may be influenced by additional organizational and contextual factors.

The facilitating factors of the Leadership Development Program ($WM = 4.42$) and school heads' self-efficacy ($WM = 4.35$) were perceived as highly facilitating, whereas the identified hindering factors were rated as moderately hindering, indicating manageable challenges in the implementation of leadership initiatives.

Based on the findings, a Localized Continuity Capacity-Building Program was developed to strengthen leadership competencies through targeted professional development, coaching, collaborative learning, and evidence-based decision-making. The proposed intervention program was evaluated as highly suitable ($WM = 4.32$), highly acceptable ($WM = 4.29$), and highly feasible ($WM = 4.42$), supporting its potential implementation in public elementary schools.

CONCLUSION

The findings demonstrate that the Leadership Development Programs implemented in public elementary schools in the Division of Dasmariñas City are effectively institutionalized and contribute significantly to strengthening school leadership. The programs enhance school heads' self-efficacy by improving their confidence and competence in instructional supervision, school management, resource utilization, and innovation. Although stakeholder groups differed in their perceptions of program implementation, these variations reflect their distinct roles and experiences within the school system. Furthermore, the consistently outstanding organizational performance of the participating schools indicates that effective leadership practices contribute to sustaining high standards of school management and service delivery.

The study further concludes that leadership development initiatives strengthen school heads' self-efficacy, which, in turn, supports improved organizational performance. While facilitating factors promote leadership growth and continuous professional learning, challenges related to resources, workload, monitoring, and ongoing professional support remain areas for improvement. The proposed Localized Continuity Capacity-Building Program was found to be highly suitable, acceptable, and feasible, providing an evidence-based framework for enhancing leadership competencies, addressing identified gaps, and promoting continuous school improvement in public elementary schools.

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