



School Heads' Professional Development, Teachers' Efficacy, and Organizational Transformation in DepEd Caraga: A Quantitative Analysis

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Abstract

This study examined the relationship between school heads' professional development, teachers' efficacy, and the organizational transformation of public schools in the Caraga region, Philippines. Anchored on the Philippine Professional Standards for School Heads (PPSSH) and the School-Based Management (SBM) framework, the research employed a descriptive-correlational design involving 328 school heads and 380 proficient teachers randomly selected from 12 Schools Division Offices. Validated questionnaires measured the levels of professional development, organizational transformation, and teacher efficacy. Data were analyzed using descriptive statistics, t-tests, ANOVA, and Pearson's correlation. Findings revealed that school heads' professional development and teachers' efficacy were rated at advanced levels, while schools were assessed as highly transformed. Significant correlations were found between school heads' professional development and organizational transformation, though no significant relationship emerged with teachers' efficacy. The study recommends continuous, targeted professional development and stronger collaborative mechanisms between school heads and teachers to sustain transformation.

Keywords: Professional Development, Teacher Efficacy, Organizational Transformation, DepEd, Caraga, Philippines

Introduction

The quality of education in public schools depends greatly on the leadership capacity of school heads and the instructional efficacy of teachers. Educational reforms worldwide emphasize transforming schools into learning organizations that foster continuous improvement and adaptability (Senol, 2019). In the Philippine context, the Department of Education (DepEd) underscores the pivotal role of school heads in shaping school culture, ensuring effective teaching, and promoting student achievement (DepEd Order No. 024, s. 2020).

In the Caraga region, the National Educators Academy of the Philippines (NEAP) transformation initiative (DepEd Order No. 011, s. 2019) aims to enhance professional development through programmatic, accountable, and career-linked training for both teachers and school heads. The Philippine Professional Standards for School Heads

(PPSSH) further define leadership domains that align with these reforms, including instructional leadership, human resource management, and governance.

Teachers' efficacy—the belief in one's ability to influence student outcomes—has been linked to leadership practices and organizational conditions (Liu & Hallinger, 2018; Rahman et al., 2020). However, empirical studies integrating these variables within the Philippine SBM framework remain scarce, especially in rural and resource-limited regions like Caraga. This study addresses this gap by examining the interrelationships between school heads' professional development, teachers' efficacy, and organizational transformation, providing evidence to inform regional and national education policies.

Theoretical Framework

This study is anchored on the **Philippine Professional Standards for School Heads (PPSSH)**, the **Philippine Professional Standards for Teachers (PPST)**, and the **School-Based Management (SBM) Framework**. Together, these frameworks establish the competencies and leadership domains expected of school heads, the performance standards for teachers, and the operational principles for transforming schools into effective, participatory organizations.

The PPSSH identifies five leadership domains: (1) Instructional Leadership, (2) Learning Environment, (3) Human Resource Management and Development, (4) Parents' Involvement and Community Partnership, and (5) School Leadership, Management, and Operations (DepEd Order No. 024, s. 2020). Teacher efficacy is measured through the PPST's key result areas, including content knowledge, pedagogy, professional growth, and contributions beyond the classroom (DepEd Order No. 008, s. 2023).

The SBM framework emphasizes shared governance and the alignment of school operations with curriculum, leadership, governance, human resource development, and resource management (DepEd Order No. 007, s. 2024). Literature suggests that professional development for school heads positively influences organizational transformation and, indirectly, teachers' efficacy (Liu & Hallinger, 2018; Faizuddin et al., 2022).

Conceptual Framework

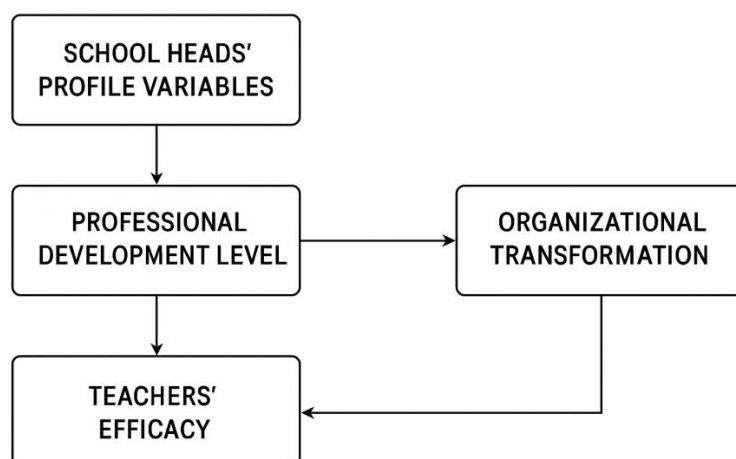


Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 shows the conceptual model illustrating the relationships among the study variables. The model proposes that School Heads' Profile Variables influence their Professional Development Level, which in turn contributes to Organizational Transformation. Both professional development and organizational transformation are expected to affect Teachers' Efficacy, with organizational transformation potentially acting as a mediating factor.

Statement of the Problem

This study examined the relationship between school heads' professional development, teachers' efficacy, and the organizational transformation of DepEd schools in the Caraga Region. Specifically, it sought to answer the following questions:

- a. What is the profile of school heads and teachers in terms of demographic and professional characteristics?
- b. What is the level of school heads' professional development across leadership domains?
- c. What is the level of organizational transformation of schools based on School-Based Management dimensions?
- d. What is the level of teachers' efficacy as assessed by school heads?
- e. Are there significant differences and correlations among professional development, organizational transformation, and teachers' efficacy?

Hypotheses

At a 0.05 level of significance, the study tested the following null hypotheses:

H₀₁: There are no significant differences in professional development, organizational transformation, and teachers' efficacy when grouped according to profile variables.

H₀₂: There is no significant difference between teachers' and school heads' assessments of organizational transformation.

H₀₃: There is no significant correlation between school heads' professional development, organizational transformation, and teachers' efficacy.

H₀₄: Organizational transformation does not mediate the relationship between school heads' professional development and teachers' efficacy.

Significance of the Study

This study is significant because it establishes the connection between school heads' professional development, organizational transformation, and teachers' efficacy—three elements that directly influence the quality of education in DepEd Caraga. The findings can guide school heads in identifying professional growth needs and adopting leadership practices that foster improved school performance. Teachers may benefit from understanding how supportive leadership and well-managed, transformed school environments can enhance their instructional confidence and effectiveness. For DepEd administrators and policymakers, the results provide empirical evidence to inform the design of targeted capacity-building programs and the refinement of School-Based Management policies. Moreover, the study offers a valuable reference for future researchers interested in examining the interplay of leadership, organizational change, and instructional outcomes in similar educational contexts.

Review of Related Literature and Studies

Professional development for school leaders is widely recognized as a critical factor in improving school performance and student learning outcomes. Studies emphasize that principals and school heads who engage in targeted, needs-based training are better equipped to provide instructional leadership, manage resources effectively, and foster a collaborative learning culture (Liu & Hallinger, 2018; Petridou et al., 2017). The Philippine Professional Standards for School Heads (PPSSH) outlines leadership domains such as instructional leadership, human resource management, and community partnership, which are designed to guide continuous professional growth (Department of Education, 2020). Research has also shown that aligning professional development with leadership roles enhances decision-making, accountability, and the implementation of innovative teaching practices (Rahman et al., 2020).

Organizational transformation in schools is closely tied to leadership quality and institutional capacity to adapt to change. The School-Based Management (SBM) framework in the Philippines promotes decentralization, empowering school heads to implement strategies responsive to local contexts (Department of Education, 2024). Effective transformation involves improving curriculum delivery, cultivating a safe and inclusive learning environment, and strengthening governance and accountability (Choong et al., 2020). International studies similarly indicate that leadership effectiveness, adequate infrastructure, and a collaborative school culture positively influence teachers' engagement in professional learning and their capacity to implement new strategies (Huang et al., 2020). Such transformation is sustained when supported by both organizational and technical resources, as well as consistent stakeholder involvement.

Teacher efficacy, defined as the belief in one's ability to positively affect student learning, is influenced by leadership practices, organizational conditions, and access to professional development (Bandura, 1997; Grissom et al., 2021). In the Philippine context, the Philippine Professional Standards for Teachers (PPST) provide a framework for assessing and enhancing teacher competencies in areas such as content knowledge, pedagogy, and professional growth (Department of Education, 2017). Research shows that teachers working in supportive environments with effective leaders report higher levels of efficacy, which in turn contributes to improved student achievement and school performance (Faizuddin et al., 2022; Thien et al., 2022). The interrelationship between leadership development, organizational transformation, and teacher efficacy underscores the need for integrated policies and practices that address these dimensions collectively.

Methodology

This study employed a descriptive-correlational research design to examine the relationship between school heads' professional development, teachers' efficacy, and organizational transformation in DepEd Caraga. The respondents consisted of 328 school heads and 380 proficient teachers selected through random sampling across 12 Schools Division Offices. Two validated survey questionnaires, aligned with the Philippine Professional Standards for School Heads (PPSSH), the Philippine Professional Standards for Teachers (PPST), and the School-Based Management (SBM) framework, were used to gather data. Descriptive statistics (frequency, percentage, mean, standard deviation) were applied to profile respondents and determine levels of the variables, while t-tests, one-way ANOVA, and Pearson's correlation were used to test differences and relationships at a 0.05 significance level. Ethical considerations included securing permission from the DepEd Caraga Regional Office, obtaining informed consent from all participants, and ensuring confidentiality and integrity in data handling.

Results and Discussion

Table 1. Profile of Respondents

Category	Subcategory	School Heads (%)	Teachers (%)
Age	≤30 years	12.2	21.8
	31–40 years	28.0	35.3
	≥41 years	59.8	42.9
Sex	Male	39.3	41.5
	Female	60.7	58.5
Education	Master's or higher	78.4	62.6
Experience	≥11 years in current role/teaching	65.2	54.9
School Classification	Elementary	57.1	55.8
	Secondary	42.9	44.2

As shown in table 1, respondents were predominantly female, aged 41 years and above, with substantial experience and postgraduate qualifications. This profile suggests a workforce with significant professional maturity, potentially influencing leadership effectiveness and instructional quality.

Table 2. School Heads' Professional Development

Domain	Mean	Interpretation
Instructional Leadership	3.65	Advanced
Learning Environment	3.62	Advanced
Human Resource Management & Development	3.59	Advanced
Parents' Involvement & Community Partnership	3.58	Advanced
School Leadership, Management & Operations	3.61	Advanced
Overall	3.61	Advanced

Table 2 indicates that school heads reported advanced proficiency across all PPSSH leadership domains, reflecting consistent engagement in capacity-building programs and strong alignment with leadership standards.

Table 3. Organizational Transformation

Dimension	Mean	Interpretation
Curriculum and Teaching	3.62	Highly Transformed
Learning Environment	3.59	Highly Transformed
Leadership	3.64	Highly Transformed
Governance and Accountability	3.61	Highly Transformed
Human Resources & Team Development	3.58	Highly Transformed
Finance & Resource Management & Mobilization	3.57	Highly Transformed
Overall	3.60	Highly Transformed

Table 3 shows that both school heads and teachers assessed their institutions as highly transformed, particularly in leadership and curriculum implementation, suggesting effective SBM practices.

Table 4. Teachers' Efficacy

Domain	Mean	Interpretation
Content Knowledge & Pedagogy	3.63	Advanced
Learning Environment & Diversity of Learners	3.60	Advanced
Curriculum, Planning, Assessment & Reporting	3.58	Advanced
Personal Growth & Professional Development	3.57	Advanced
Plus Factor	3.55	Advanced
Overall	3.59	Advanced

In table 4, teachers demonstrated advanced efficacy across all PPST domains, indicating high instructional confidence and professional competence, as perceived by their school heads.

Table 5. Summary of Inferential Results

Test	Result	Significance
Differences in PD by profile variables	Mixed	Some sig.
Differences in OT by profile variables	Mixed	Some sig.
Differences in OT (heads vs. teachers)	Not significant	ns
PD ↔ OT correlation	$r = 0.42$	$p < .01$
PD ↔ Teachers' Efficacy correlation	$r = 0.08$	ns
OT ↔ Teachers' Efficacy correlation	$r = 0.39$	$p < .01$

Professional development in table 5 was moderately and positively correlated with organizational transformation, and organizational transformation was also positively correlated with teachers' efficacy. No significant direct correlation was found between professional development and teachers' efficacy, suggesting a possible mediating role of organizational transformation.

Implications of the Results

The results indicate that professional development for school heads plays a crucial role in fostering organizational transformation, which subsequently contributes to higher levels of teacher efficacy. This relationship suggests that leadership training initiatives should extend beyond enhancing individual competencies to include strategies for building supportive and adaptive school environments in line with the School-Based Management framework. The absence of a direct, significant relationship between professional development and teacher efficacy highlights the importance of addressing institutional factors—such as governance, resource management, and collaborative culture—that can bridge leadership growth with improvements in classroom practice. Such findings underscore the need for a holistic approach where leadership development, organizational systems, and teacher capacity-building are interconnected to achieve sustained educational improvement.

Conclusion

This study concludes that school heads in DepEd Caraga generally exhibit advanced professional competencies and lead schools that are considered highly transformed, while teachers demonstrate advanced efficacy across key professional standards. The analysis revealed that professional development is significantly associated with organizational transformation, and organizational transformation is in turn significantly associated with teacher efficacy. These findings imply that the influence of leadership development on teacher performance is primarily indirect, mediated by improvements in the organizational environment. Strengthening this link can enhance the

overall effectiveness of educational leadership, promote teacher confidence, and support the achievement of improved learning outcomes in the region.

Recommendations

Based on the results, it is recommended that DepEd Caraga design and implement leadership development programs that explicitly integrate organizational change strategies to ensure that gains in professional competencies lead to tangible school improvements. School heads should actively promote a collaborative culture by involving teachers in decision-making processes and aligning professional growth opportunities with school transformation goals. Policymakers should prioritize resource allocation to strengthen the facilitating conditions that underpin both effective leadership and high levels of teacher performance, such as infrastructure, professional support networks, and stakeholder engagement. Future research may adopt longitudinal and qualitative approaches to examine how leadership development translates into organizational transformation and enhanced teacher efficacy over time, offering deeper insights into the long-term impact of leadership practices in public school settings.

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