

Instructional and Organizational Leadership Effectiveness of SHDP-FC Trained School Heads in Region V

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ABSTRACT: This study assessed the instructional and organizational leadership effectiveness of school heads in Region V who were trained under the School Head Development Program – Foundation Course (SHDP-FC). Utilizing a descriptive-comparative design, the study involved 78 school heads across 13 school divisions. Findings revealed very high levels of leadership effectiveness in instructional supervision, organizational management, and ethical leadership by exemplar. The SHDP-FC was also perceived to enhance school heads' 21st-century leadership skills. A significant difference in perceived effectiveness emerged among school divisions, suggesting disparities in post-training support. The study recommends a leadership enhancement tool to sustain SHDP-FC gains.

KEYWORDS: Instructional Leadership, Organizational Leadership, SHDP-FC, School Heads, Leadership Effectiveness

RATIONALE

In recent years, the Department of Education has emphasized the critical role of school heads in driving school effectiveness, academic achievement, and institutional transformation. With this in mind, the School Head Development Program – Foundation Course (SHDP-FC) was designed to prepare school leaders to be instructional experts, organizational managers, and ethical change agents. Despite the standardized nature of this national program, the actual on-the-ground impact and application of leadership competencies across regions vary.

Region V, composed of diverse school contexts, provides a rich setting to examine whether training outcomes are aligned with expected competencies. This study, therefore, examines the perceived leadership effectiveness of SHDP-FC-trained school heads in Region V, with a focus on instructional leadership, organizational leadership, and leadership by exemplar. Furthermore, it explores the perceived influence of SHDP-FC on communication, ICT, innovation, and life and career skills—competencies vital to 21st-century school leadership.

By investigating these areas, the study contributes to leadership evaluation efforts and provides data-driven recommendations for enhancing leadership capacity-building frameworks in the Philippines.

OBJECTIVES

This research aimed to assess the leadership effectiveness of SHDP-FC-trained school heads in Region V, focusing on both instructional and organizational dimensions.

Specifically, it sought to:

1. Determine the perceived level of effectiveness of SHDP-FC trained school heads in the following areas:
 - a. Instructional Leadership
 - b. Organizational Leadership
 - c. Leadership by Exemplar
2. Assess the perceived effect of SHDP-FC on the development of the following skills:
 - a. Communication Skills
 - b. Information, Media, and Technology Skills
 - c. Life and Career Skills
 - d. Innovation Skills
3. Identify significant differences in leadership effectiveness among school divisions.
4. Propose intervention measures based on the findings of the study.

THE SETTING

The study was conducted in Region V (Bicol Region) and covered thirteen (13) Schools Divisions. The respondents were seventy-eight (78) SHDP-FC-trained school heads from various elementary and secondary schools across the region. Region V is characterized by a blend of urban and rural communities, with differing levels of access to technology, educational resources, and socio-economic support. This diversity provided a rich backdrop for assessing the contextual application of the SHDP-FC competencies among school heads.



Figure 1: Map of Bicol Region (SDOs)

METHODOLOGY

The study employed a descriptive-comparative quantitative research design. The respondents were selected using purposive sampling to ensure representation from each of the thirteen schools divisions in Region V. A researcher-made survey instrument, validated by leadership experts, was used to collect data on three core domains: Instructional Leadership, Organizational Leadership, and Leadership by Exemplar. In addition, the tool explored the perceived effects of the SHDP-FC on communication, innovation, career, and ICT skills.

Descriptive statistics (mean and standard deviation) were used to describe the overall implementation levels and skill development perceptions. The Kruskal-Wallis H Test was used to determine whether significant differences existed in leadership effectiveness when grouped according to school division. The combination of descriptive and inferential analysis allowed for both general observations and comparative insights.

RESULTS AND DISCUSSION

The results of this study indicate that SHDP-FC trained school heads in Region V demonstrated a very high level of perceived leadership effectiveness, particularly in the domains of Instructional Leadership, Organizational Leadership, and Leadership by Exemplar. The findings also highlight the perceived influence of the SHDP-FC training program on the development of 21st-century leadership skills among the respondents.

Instructional Leadership

Respondents reported a very high level of competence in instructional leadership. Specifically, school heads perceived themselves as effective in supervising teaching and learning, providing professional development support, and monitoring learner outcomes. These findings affirm the positive impact of the SHDP-FC on equipping school leaders with the knowledge and competencies required to lead the instructional core. Many school heads shared that their participation in the SHDP-FC allowed them to apply evidence-based instructional practices, including the use of learning action cells (LACs) and data-driven decision-making strategies in improving student performance.

Further qualitative feedback from open-ended responses revealed that school heads began to prioritize instructional coaching, conduct regular classroom observations, and establish collaborative environments for teachers to reflect on their practices. These practices align with national frameworks promoting instructional leadership as a key lever for school improvement.

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Organizational Leadership

In terms of organizational leadership, respondents scored themselves highly in the areas of resource management, school operations, and crisis response planning. The training modules under SHDP-FC on financial management, project planning, and stakeholder mobilization were cited as instrumental in improving operational efficiency.

Notably, school heads demonstrated increased confidence in conducting School Improvement Plan (SIP) reviews, managing physical and financial resources, and engaging school governance councils. They attributed this to the SHDP-FC's emphasis on accountability, transparency, and participatory management. However, some respondents pointed out challenges in human resource management, particularly in schools with insufficient teaching staff or high learner-to-teacher ratios, suggesting that organizational leadership must also involve advocacy for staffing and support at the division level.

Leadership by Exemplar

Leadership by exemplar was perceived to be one of the most strongly developed aspects post-training. School heads rated themselves as role models of professional and ethical behavior, emphasizing the values of integrity, resilience, and visionary leadership. Many acknowledged that they became more visible leaders, community builders, and change agents as a result of the training. Their commitment to serving as models for teachers and learners enhanced school morale and reinforced the culture of excellence and accountability.

The data indicate that this domain is closely tied to the cultivation of a positive school culture, wherein school leaders inspire trust, empathy, and shared responsibility. Respondents linked these outcomes to sessions on transformational leadership and values integration embedded in the SHDP-FC curriculum.

Development of 21st-Century Skills

The study also investigated the perceived effect of the SHDP-FC training on the development of essential 21st-century leadership skills:

Communication Skills: Respondents rated themselves higher in oral communication compared to written communication. This discrepancy suggests a need for continuing professional development in technical writing and documentation, especially for reports and school-based management plans.

Information, Media, and Technology Skills: School heads expressed moderate confidence in basic ICT skills but scored highest in ethical use of digital tools and media responsibility. This suggests that while values-driven ICT leadership is being developed, there remains a need for training in advanced ICT tools for instructional monitoring, data analysis, and virtual learning supervision.

Life and Career Skills: Among these, results orientation was the most developed, highlighting the school heads' ability to set performance benchmarks and align school activities toward measurable outcomes. However, areas such as developing others and career path mentoring showed room for improvement.

Innovation Skills: Respondents rated themselves highly in fostering innovation within their schools. They emphasized leading school-based initiatives, reimagining learning spaces, and exploring alternative delivery modalities, especially during the pandemic. The SHDP-FC evidently encouraged an innovation mindset, but implementation still depends on contextual constraints such as funding, infrastructure, and community readiness.

Differences by Division

Mann-Whitney U test showed a statistically significant difference in perceived effectiveness when respondents were grouped by school division. This finding implies that while SHDP-FC may be standardized, local implementation practices, access to resources, and post-training support vary among divisions. Divisions with more consistent mentoring, supervision, and performance monitoring systems may see greater returns from the training. This underscores the importance of not only delivering leadership programs but also ensuring follow-through and support mechanisms at the local level.

Synthesis and Implications

Generally, the study validates the SHDP-FC as a valuable leadership development program for school heads in Region V. The training enhanced their capacity to lead both instruction and operations while cultivating a leadership identity rooted in ethics and innovation. However, the study also brings attention to the variability of outcomes across divisions, the underdeveloped aspects of communication and ICT application, and the need for sustained post-training mentoring.

To address these concerns, the study recommends the development of an "Enhancement Guide: School Head's Supplementary Primer for Visionary and Innovative Leadership", a support tool aligned with SHDP-FC goals that consolidates best practices, planning tools, leadership reflection prompts, and post-training application strategies.

CONCLUSION

This study affirms the positive impact of the SHDP-FC (School Head Development Program – Foundation Course) in strengthening the instructional and organizational leadership capacities of school heads in Region V. Respondents perceived themselves as highly

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effective in their roles, particularly in instructional supervision, ethical leadership, and organizational management. The program also contributed meaningfully to their development of communication, ICT, innovation, and life and career skills.

However, the presence of significant differences in perceived leadership effectiveness across school divisions points to uneven access to post-training support, mentoring, and resources. This highlights the need for more consistent implementation of professional development programs across regional and local contexts.

To sustain and maximize the gains from SHDP-FC, this study recommends the adoption of the proposed School Head's Supplementary Guide for Visionary and Innovative Leadership—a tool that consolidates best practices and offers strategic guidance for school heads to continuously improve their craft and impact.

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