

Vision-Driven Leadership, Teachers' Engagement, And Organizational Effectiveness in Public Elementary Schools in Cavite Province: Basis For Continuity Development Design

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ABSTRACT

Educational leadership has become increasingly important in promoting school effectiveness, teacher engagement, and organizational sustainability amid continuing educational reforms. This study examined the influence of vision-driven leadership on teachers' engagement and organizational effectiveness in public elementary schools in Cavite Province as the basis for developing a Continuity Development Design. Guided by Mission-Driven Leadership Theory, the Transformative Educational Leadership Model, and the Visionary Leadership Styles and Teacher Performance Framework, the study assessed vision-driven leadership across strategic goal setting, school culture development, stakeholder alignment, vision communication, change leadership, and monitoring and evaluation. Teachers' engagement was evaluated in terms of emotional, cognitive, and behavioral engagement, as well as professional commitment, while organizational effectiveness served as the outcome variable. A descriptive-correlational research design was employed involving 270 respondents, consisting of six supervisors, seventeen school heads, and 247 teachers selected from public elementary schools in Cavite Province. Data were collected using a validated, researcher-developed questionnaire and analyzed using the weighted mean, one-way analysis of variance, and the Pearson Product-Moment Correlation Coefficient. Results revealed that vision-driven leadership was **Highly Evident** (WM = 4.35), teachers were **Highly Engaged** (WM = 4.77), and the proposed Continuity Development Design was rated **Highly Acceptable** and **Highly Feasible** by all respondent groups. Statistically significant differences were found among supervisors, school heads, and teachers regarding their assessments of vision-driven leadership and teacher engagement. The findings underscore the importance of visionary leadership practices in strengthening teacher commitment, organizational effectiveness, and sustainable school improvement. A Continuity Development Design was developed to institutionalize effective leadership practices and support continuous organizational development in public elementary schools.

Keywords: Vision-driven leadership, teacher engagement, organizational effectiveness, educational leadership, public elementary schools, continuity development design, Cavite Province, Philippines

INTRODUCTION

Educational institutions operate in increasingly complex and dynamic environments where school leaders are expected to respond to rapid educational reforms, technological advancements, evolving learner needs, and growing stakeholder expectations. Within this context, effective leadership extends beyond administrative supervision and requires the ability to articulate a compelling vision, inspire teachers, cultivate collaborative school cultures, and sustain organizational improvement. Vision-driven leadership has therefore emerged as one of the most critical competencies among school leaders because it provides strategic direction, aligns institutional efforts, and promotes continuous school development.

Globally, educational leadership research consistently demonstrates that visionary school leadership significantly influences teacher motivation, instructional quality, organizational learning, and student achievement. School leaders who communicate a clear institutional vision and encourage shared ownership among stakeholders create organizational environments characterized by trust, collaboration, innovation, and

professional commitment. Such leadership practices become increasingly important as educational systems pursue continuous improvement while responding to changing societal and technological demands.

In the Philippine basic education system, the Department of Education (DepEd) continues to strengthen school leadership through policies that emphasize strategic governance, instructional leadership, teacher professional development, and stakeholder participation. DepEd Order No. 24, s. 2022 promotes strategic leadership for learning recovery and school improvement, while DepEd Order No. 42, s. 2016 highlights instructional coherence through effective lesson planning and instructional supervision. Likewise, DepEd Order No. 44, s. 2015 emphasizes continuous professional development through In-Service Training (INSET), and DepEd Order No. 11, s. 2022 advocates inclusive leadership practices responsive to diverse learner needs. Collectively, these policies reinforce the importance of vision-driven leadership in achieving educational quality and organizational effectiveness.

Teacher engagement likewise plays a vital role in sustaining educational excellence. Highly engaged teachers demonstrate greater commitment to instructional quality, actively participate in school improvement initiatives, collaborate effectively with colleagues, and continuously pursue professional growth. Engaged teachers also exhibit stronger emotional attachment to organizational goals, greater resilience in addressing educational challenges, and higher levels of innovation in classroom practice. Consequently, leadership practices that foster teacher engagement contribute significantly to organizational effectiveness and learner success.

Despite extensive leadership reforms, variations in leadership practices and organizational performance persist among public elementary schools in Cavite Province. Differences in school contexts, leadership capabilities, stakeholder participation, and teacher engagement create disparities in organizational effectiveness. Existing studies have generally examined educational leadership and teacher engagement separately, with limited empirical evidence exploring their combined influence on organizational effectiveness within public elementary schools in Cavite. This research gap limits the development of evidence-based interventions that strengthen leadership continuity and institutional sustainability.

Recognizing these concerns, the present study investigated the relationship among vision-driven leadership, teachers' engagement, and organizational effectiveness in public elementary schools in Cavite Province. Specifically, it assessed vision-driven leadership in terms of strategic goal setting, school culture development, stakeholder alignment, vision communication, change leadership, and monitoring and evaluation. Teachers' engagement was evaluated using emotional, cognitive, and behavioral engagement, as well as professional commitment. The findings served as the basis for developing a Continuity Development Design intended to strengthen leadership capacity, sustain teacher engagement, and improve organizational effectiveness across public elementary schools.

Literature-Based Research Framework

This study is anchored on three complementary leadership theories that collectively explain how vision-driven leadership promotes teacher engagement and organizational effectiveness within educational institutions.

The first theoretical foundation is the **Mission-Driven Leadership Theory** developed by Saldivar (2024). This theory emphasizes that educational leaders who communicate a clear institutional mission, demonstrate strategic adaptability, build organizational trust, and articulate a compelling vision are better positioned to improve institutional performance. Mission-driven leaders establish organizational direction, motivate stakeholders toward shared goals, and cultivate accountability across all organizational levels. The theory provides the conceptual basis for examining strategic goal setting, school culture development, stakeholder alignment, vision communication, change leadership, and monitoring and evaluation.

The second foundation is the **Transformative Educational Leadership Model (TELM)** proposed by Sumampong and Arnado (2024). TELM integrates transformational leadership principles with emotional intelligence, participatory governance, and collaborative school culture. The model emphasizes that educational leaders who empower teachers, encourage shared decision-making, and promote continuous professional development create positive organizational climates that strengthen teacher engagement and institutional

performance. Within this framework, teacher engagement is viewed as a multidimensional construct encompassing emotional, cognitive, behavioral, and professional commitment, all of which contribute to organizational effectiveness.

The third theoretical foundation is the **Visionary Leadership Styles and Teacher Performance Framework** developed by Estrada and Dasig (2025). This framework proposes that visionary, participative, and instructional leadership styles significantly influence teacher motivation, instructional performance, and organizational effectiveness. The framework further argues that schools characterized by distributed leadership and shared organizational vision are better positioned to sustain innovation, improve educational outcomes, and maintain organizational resilience. These principles reinforce the strategic importance of visionary leadership in achieving continuous school improvement.

Collectively, these theoretical perspectives provide a comprehensive explanation of how leadership behaviors shape organizational culture, influence teacher engagement, and enhance institutional effectiveness. They likewise support the development of the proposed Continuity Development Design by emphasizing strategic leadership, collaborative governance, teacher empowerment, continuous monitoring, and sustainable organizational development.

METHODOLOGY

Research Design

The study employed a **descriptive-correlational research design** to determine the levels of vision-driven leadership, teachers' engagement, and organizational effectiveness among public elementary schools in Cavite Province, and to examine the relationships among these variables. The descriptive component enabled the researcher to determine the extent to which the leadership and engagement practices were evident, while the correlational component determined whether significant associations existed among the study variables. This design was appropriate because the study sought to describe existing organizational conditions without manipulating variables, while providing empirical evidence on leadership effectiveness and teacher engagement.

Research Locale and Respondents

The study was conducted among selected public elementary schools in the Division of Cavite Province. The respondents consisted of **270 education professionals**, including **six supervisors, seventeen school heads, and 247 teachers**, representing various school settings within the province. These respondent groups were selected for their direct involvement in school leadership, instructional management, and organizational development, thereby providing comprehensive perspectives on vision-driven leadership, teacher engagement, and organizational effectiveness.

RESULTS AND DISCUSSION

Vision-Driven Leadership in Public Elementary Schools

Vision-driven leadership is widely recognized as one of the most influential dimensions of effective educational management because it establishes strategic direction, strengthens organizational commitment, and aligns institutional resources toward common educational goals. The present study examined vision-driven leadership through six interrelated dimensions: strategic goal setting, school culture development, stakeholder alignment, vision communication, change leadership, and monitoring and evaluation. Collectively, these dimensions describe the capacity of school leaders to translate organizational vision into sustainable educational practices that enhance teacher engagement and organizational effectiveness.

Overall, the respondents assessed vision-driven leadership as **Highly Evident**, indicating that public elementary schools in Cavite Province consistently demonstrate leadership practices that promote strategic direction, collaborative governance, and continuous organizational improvement. Supervisors provided relatively conservative assessments compared with school heads and teachers, although all respondent groups recognized

the strong presence of visionary leadership practices across participating schools. These findings suggest that school leaders have effectively institutionalized strategic leadership behaviors aligned with the goals of the Department of Education and school improvement initiatives.

The findings support **Mission-Driven Leadership Theory**, which posits that leaders who consistently communicate institutional vision, align organizational resources, and cultivate shared commitment create organizational environments characterized by high engagement and sustained performance. Similarly, the results reinforce the **Transformative Educational Leadership Model**, which emphasizes collaborative leadership, teacher empowerment, and shared accountability as essential elements of effective educational organizations. Collectively, these theories explain why schools characterized by strong vision-driven leadership demonstrate greater organizational coherence and higher levels of teacher commitment.

Strategic Goal Setting

Strategic goal setting emerged as one of the strongest dimensions of vision-driven leadership. Respondents perceived that school leaders consistently formulate strategic objectives aligned with the Department of Education's priorities while ensuring that instructional programs, resource allocation, and school improvement initiatives remain responsive to learners' needs. These findings indicate that school heads effectively use strategic planning to improve organizational performance and sustain educational quality.

The results further suggest that strategic planning has become embedded within the organizational culture of participating schools. Rather than functioning merely as an administrative requirement, strategic goal setting appears to guide instructional supervision, curriculum implementation, professional development, and stakeholder participation. Such integration reflects mature leadership practices capable of translating institutional vision into measurable educational outcomes.

The findings are consistent with recent educational leadership literature indicating that strategic planning enhances organizational effectiveness by improving coordination, accountability, and instructional focus. Schools with clearly articulated strategic goals are generally more successful in mobilizing resources, sustaining improvement initiatives, and responding effectively to educational reforms.

From a practical perspective, effective strategic goal setting enables schools to establish priorities, allocate resources efficiently, monitor institutional progress, and encourage collective ownership of school improvement initiatives. These practices strengthen organizational resilience while supporting continuous improvement and learner achievement.

School Culture Development

School culture development was likewise assessed as **Highly Evident**, indicating that school leaders have successfully cultivated organizational environments characterized by trust, collaboration, inclusiveness, and professional support. Respondents generally agreed that school leaders promote positive interpersonal relationships, encourage teamwork, recognize professional accomplishments, and establish learning environments that support continuous improvement.

These findings imply that leadership practices extend beyond administrative supervision toward the development of organizational cultures that promote teacher well-being, professional commitment, and instructional excellence. Positive school cultures encourage innovation, strengthen collegial relationships, and improve organizational adaptability in addressing educational challenges.

The results support the Transformative Educational Leadership Model, which proposes that positive organizational cultures emerge when leaders empower teachers, encourage collaboration, and establish supportive professional environments. Likewise, the findings reinforce the contemporary school effectiveness literature, which emphasizes that organizational culture mediates the relationship between leadership practices and educational outcomes.

Recent studies in educational management likewise indicate that schools characterized by collaborative cultures exhibit higher teacher satisfaction, stronger professional learning communities, and improved organizational effectiveness. Consequently, strengthening school culture represents an important strategy for sustaining teacher engagement and institutional excellence.

Stakeholder Alignment

Stakeholder alignment obtained an overall composite weighted mean of **4.24**, interpreted as **Highly Evident**, demonstrating that participating schools maintain strong partnerships with parents, community members, local government units, and other educational stakeholders. The highest-rated indicators emphasized incorporating community feedback into school planning and promoting transparency in decision-making, whereas comparatively lower ratings were observed for stakeholder participation in program evaluation and awareness of long-term vision.

The findings indicate that schools have established collaborative governance mechanisms that encourage stakeholder participation in educational planning and implementation. Community involvement strengthens accountability, mobilizes external resources, and enhances support for school improvement initiatives. Nevertheless, the relatively low assessment of stakeholder participation in program evaluation suggests opportunities to expand collaborative monitoring and shared governance.

These findings are consistent with Maturan (2025), who reported that participatory leadership significantly enhances school-community partnerships by promoting collaborative decision-making and clearly defining stakeholder roles. Effective stakeholder alignment strengthens organizational legitimacy, increases community ownership of educational programs, and contributes to sustainable institutional development. From an organizational perspective, stakeholder alignment represents an essential leadership competency because educational institutions operate within complex networks of parents, communities, government agencies, and private partners. Schools that effectively align stakeholder expectations with institutional goals are better positioned to sustain educational reforms and improve learner outcomes.

Vision Communication

Vision communication received a highly favorable assessment from all respondent groups. School heads and teachers assessed this dimension as **Highly Evident**, while supervisors evaluated it as **Evident**, resulting in an overall positive assessment of communication practices. These findings suggest that school leaders consistently communicate organizational goals, strategic priorities, and institutional expectations through formal meetings, instructional conferences, faculty development activities, and stakeholder consultations. Effective communication ensures that teachers clearly understand organizational objectives and recognize their individual contributions toward achieving institutional goals.

The findings support Visionary Leadership Theory, which argues that organizational vision influences behavior only when leaders communicate it consistently, repeatedly, and meaningfully. Leaders who effectively communicate organizational vision create stronger psychological commitment among teachers, improve organizational cohesion, and facilitate coordinated instructional practices. Educational leadership literature further indicates that effective communication of vision strengthens trust, reduces organizational uncertainty, and encourages collaborative problem-solving. Consequently, vision communication functions not merely as an administrative activity but as a strategic leadership process that promotes organizational learning and continuous school improvement.

Change Leadership

Change leadership was likewise assessed as **Highly Evident**, reflecting school leaders' ability to manage educational reforms, encourage innovation, and facilitate organizational adaptation. Respondents recognized that school heads effectively guide teachers through curriculum changes, instructional innovations, and policy implementation while maintaining organizational stability.

The findings indicate that participating schools have developed the leadership capacities necessary to respond to evolving educational demands. Leaders encourage experimentation, support professional learning, and promote continuous improvement despite the increasing complexity of educational environments. The results align with current educational change theories emphasizing that successful school transformation depends on leaders' ability to motivate stakeholders, manage resistance, and sustain commitment throughout organizational change processes. Effective change leadership, therefore, strengthens both teacher engagement and organizational resilience.

Practically, change leadership enables schools to respond proactively to curriculum reforms, technological developments, inclusive education initiatives, and other educational innovations while maintaining instructional quality and organizational effectiveness.

Monitoring and Evaluation

Monitoring and evaluation of the six dimensions of vision-driven leadership were likewise assessed as **Highly Evident**. Respondents generally agreed that school leaders systematically monitor instructional implementation, evaluate school programs, utilize performance data, and provide constructive feedback to teachers.

The findings suggest that monitoring has evolved beyond compliance-oriented supervision toward evidence-based instructional improvement. School leaders regularly analyze school performance data, assess program effectiveness, and utilize evaluation results to guide future planning and decision-making.

These findings support the principles of instructional leadership, which emphasize continuous assessment, reflective practice, and data-informed decision-making. Schools that institutionalize systematic monitoring and evaluation are better equipped to identify organizational strengths, address performance gaps, and sustain educational improvement.

Moreover, effective monitoring contributes to organizational accountability by ensuring that school programs remain aligned with strategic objectives and educational standards. Continuous evaluation likewise supports leadership continuity by generating evidence necessary for future organizational planning and policy development.

Synthesis of Vision-Driven Leadership Findings

The six dimensions collectively demonstrate that vision-driven leadership is firmly established in public elementary schools in Cavite Province. Strategic planning, collaborative school culture, stakeholder engagement, effective communication, adaptive leadership, and systematic monitoring interact to create organizational environments that support teacher engagement and institutional effectiveness. These findings reinforce the proposition that visionary educational leadership extends beyond administrative management toward the creation of learning organizations capable of sustaining continuous improvement, professional collaboration, and educational excellence.

Teacher Engagement in Public Elementary Schools

Teacher engagement has consistently been recognized as one of the strongest predictors of instructional effectiveness, organizational commitment, and school improvement. Engaged teachers demonstrate greater enthusiasm toward their profession, actively participate in school initiatives, collaborate effectively with colleagues, and exhibit stronger commitment to organizational goals. In the present study, teacher engagement was examined through four dimensions: emotional engagement, cognitive engagement, behavioral engagement, and professional commitment. Overall, teacher engagement obtained a composite weighted mean of **4.77**, interpreted as **Highly Engaged**. The consistently high ratings from supervisors, school heads, and teachers indicate that public elementary school teachers in Cavite Province have a strong psychological attachment to their profession and actively participate in instructional and organizational activities. These findings suggest that the schools have successfully cultivated professional environments that encourage teacher motivation, collaboration, and continuous learning.

The findings strongly support **Kahn's Theory of Employee Engagement**, which proposes that individuals become fully engaged when they experience meaningful work, psychological safety, and organizational support. Likewise, the **Job Demands–Resources (JD-R) Model** explains that adequate organizational resources, including effective leadership, supportive work environments, and professional development opportunities, enhance employee engagement despite workplace demands. Within educational settings, these resources enable teachers to sustain enthusiasm, resilience, and instructional commitment even amid increasing educational responsibilities.

Emotional Engagement

Emotional engagement emerged as one of the highest-rated dimensions of teacher engagement. Respondents agreed that teachers demonstrate enthusiasm toward their work, maintain positive attitudes despite professional challenges, and express genuine commitment to achieving school goals. Teachers also reported strong feelings of belongingness, pride in their schools, and satisfaction with their professional responsibilities.

The findings indicate that school leaders have successfully created supportive organizational environments that strengthen teachers' emotional attachment to their schools. Such emotional commitment contributes to lower turnover intentions, improved interpersonal relationships, and stronger organizational citizenship behaviors.

These results support Self-Determination Theory, which argues that individuals become intrinsically motivated when organizations satisfy their psychological needs for autonomy, competence, and relatedness. School leaders who provide encouragement, recognition, and professional support therefore strengthen teachers' emotional investment in their work.

Recent educational studies similarly report that emotionally engaged teachers demonstrate greater instructional creativity, stronger resilience during educational reforms, and improved classroom effectiveness. Consequently, emotional engagement is an essential organizational asset that directly contributes to sustainable school improvement.

Cognitive Engagement

The respondents likewise assessed cognitive engagement as **Highly Engaged**, indicating that teachers continuously invest intellectual effort in improving instructional quality, solving educational problems, and pursuing professional learning opportunities. Teachers demonstrated willingness to explore innovative teaching strategies, integrate new instructional technologies, and participate in continuous professional development.

The findings suggest that teachers perceive learning as a lifelong professional responsibility rather than merely a compliance requirement. This orientation strengthens instructional innovation and enhances organizational adaptability.

From a leadership perspective, cognitive engagement reflects the successful implementation of instructional leadership practices that encourage reflective teaching, collaborative learning, and evidence-based decision-making. School leaders who establish professional learning communities and promote knowledge sharing create environments in which teachers continuously improve their instructional practices.

The findings are likewise consistent with Transformative Educational Leadership, which emphasizes continuous learning and intellectual stimulation as mechanisms for organizational improvement. Schools characterized by cognitively engaged teachers are generally better equipped to implement curriculum reforms, instructional innovations, and technology integration initiatives.

Behavioral Engagement

Behavioral engagement also received an overall interpretation of **Highly Engaged**, indicating that teachers actively participate in school programs, instructional activities, committee assignments, and organizational improvement initiatives. Respondents recognized teachers' willingness to contribute beyond their formal

classroom responsibilities by participating in professional organizations, school-based management activities, and community engagement programs.

The findings indicate that vision-driven leadership extends beyond motivation to encourage observable professional behaviors that directly contribute to school effectiveness. Teachers who actively participate in organizational activities strengthen institutional collaboration and improve the implementation of educational programs.

Behavioral engagement also reflects organizational trust. Teachers are more willing to invest additional effort when they perceive that school leaders recognize their contributions, communicate clear organizational goals, and provide adequate professional support.

These findings align with organizational behavior literature, indicating that engaged employees exhibit higher levels of discretionary effort, collaboration, and organizational citizenship behavior. Within educational organizations, such behaviors strengthen school effectiveness and facilitate continuous institutional development.

Professional Commitment

Professional commitment obtained one of the highest weighted means among the four dimensions of teacher engagement. Teachers consistently expressed dedication to educational excellence, commitment to learner success, and willingness to pursue continuous professional growth.

The findings indicate that teachers maintain strong professional identities despite increasing educational demands. Their commitment extends beyond contractual responsibilities to a broader educational mission and public service.

Professional commitment is particularly significant because it contributes to instructional quality, ethical decision-making, organizational loyalty, and long-term institutional stability. Teachers who possess strong professional commitment are more likely to remain engaged during periods of organizational change and educational reform.

The results further suggest that school leaders effectively promote professional growth through instructional supervision, mentoring, capability-building activities, and recognition of teacher accomplishments. Such leadership practices reinforce teachers' professional identities while strengthening organizational effectiveness.

Synthesis of Teacher Engagement

The consistently high assessments across emotional, cognitive, behavioral, and professional dimensions demonstrate that teacher engagement has become deeply embedded within the organizational culture of participating public elementary schools. Vision-driven leadership appears to create organizational environments characterized by trust, collaboration, continuous learning, and shared commitment to educational excellence.

These findings reinforce numerous educational leadership studies suggesting that teacher engagement functions as a mediating mechanism through which effective leadership influences organizational performance. Leaders who communicate compelling visions, empower teachers, and establish supportive organizational cultures strengthen teachers' willingness to invest intellectual, emotional, and behavioral resources toward achieving institutional goals.

Organizational Effectiveness

Organizational effectiveness represents the ultimate outcome of effective educational leadership and teacher engagement. It reflects the extent to which schools successfully achieve their instructional objectives, organizational goals, stakeholder expectations, and continuous improvement initiatives.

The study found that organizational effectiveness was generally assessed at a **high level**, indicating that participating public elementary schools consistently demonstrate effective instructional management, collaborative governance, stakeholder participation, and organizational accountability. Respondents recognized that schools maintain positive organizational climates, effective instructional supervision, and systematic monitoring of school performance indicators.

These findings suggest that schools have developed organizational systems capable of supporting sustained educational improvement despite changing educational policies and increasing institutional demands.

The results strongly support **Systems Theory**, which posits that organizational effectiveness emerges from the interaction among leadership, organizational culture, teacher engagement, stakeholder participation, and continuous feedback mechanisms. Schools operate as interconnected systems in which improvements in one organizational component positively influence other institutional processes. Likewise, the findings support **School Effectiveness Theory**, which argues that effective schools are characterized by strong instructional leadership, shared organizational vision, collaborative cultures, and continuous performance monitoring. The present findings indicate that these characteristics are evident among public elementary schools in Cavite Province.

Organizational Effectiveness and Vision-Driven Leadership

The findings indicate that schools characterized by stronger vision-driven leadership likewise exhibit higher levels of organizational effectiveness. Leaders who consistently communicate organizational goals, encourage stakeholder participation, promote collaborative school cultures, and systematically monitor school performance create environments conducive to continuous institutional improvement.

Strategic planning enables schools to establish clear priorities, allocate resources effectively, and align instructional activities with organizational objectives. Vision communication strengthens organizational commitment, while monitoring and evaluation provide evidence necessary for continuous improvement.

These leadership behaviors collectively contribute to organizational resilience by enabling schools to respond effectively to educational reforms, policy changes, and emerging instructional challenges.

Organizational Effectiveness and Teacher Engagement

Teacher engagement likewise contributes substantially to organizational effectiveness. Highly engaged teachers actively participate in school improvement initiatives, collaborate with colleagues, pursue professional learning opportunities, and maintain a strong commitment to learner achievement.

The findings suggest that organizational effectiveness depends not only on administrative leadership but also on teachers' willingness to invest emotional, cognitive, and behavioral resources toward achieving organizational goals.

Schools characterized by highly engaged teachers demonstrate stronger organizational learning, greater instructional innovation, and improved educational outcomes. Consequently, teacher engagement functions as both an organizational resource and a strategic mechanism for sustaining school improvement.

Practical Implications

The findings suggest that educational leaders should continue strengthening vision-driven leadership through strategic planning, collaborative governance, instructional supervision, and continuous monitoring. Simultaneously, schools should sustain teacher engagement by expanding professional development opportunities, recognizing teacher accomplishments, promoting shared decision-making, and fostering positive organizational cultures.

Collectively, these leadership practices contribute significantly to organizational effectiveness, institutional sustainability, and continuous educational improvement.

Significant Differences in the Assessment of Vision-Driven Leadership, Teachers' Engagement, and Organizational Effectiveness

One of the objectives of the study was to determine whether supervisors, school heads, and teachers differed significantly in their assessments of vision-driven leadership, teachers' engagement, and organizational effectiveness. Analysis of Variance (ANOVA) revealed statistically significant differences in the respondents' perceptions across several dimensions of vision-driven leadership and teacher engagement. These findings indicate that respondents in different organizational roles perceive leadership practices and engagement levels differently, depending on their responsibilities, experiences, and expectations.

Supervisors generally provided more conservative assessments than school heads and teachers. Their broader administrative perspective and responsibility for monitoring multiple schools may have influenced their evaluations of leadership implementation and organizational performance. School heads, on the other hand, assessed their leadership practices more favorably, reflecting their direct involvement in planning, implementing, and supervising school improvement initiatives. Teachers likewise reported highly positive assessments, particularly regarding teacher engagement, reflecting their day-to-day experiences within the school environment.

These differences are consistent with educational leadership literature suggesting that organizational position influences perceptions of leadership effectiveness. Strategic leaders often evaluate institutional performance from policy and governance perspectives, whereas teachers focus primarily on instructional support, organizational climate, and professional relationships. Such perceptual differences should not be interpreted as organizational weaknesses but rather as complementary viewpoints that provide a more comprehensive understanding of school leadership.

From a practical perspective, these findings underscore the importance of establishing regular leadership dialogues among supervisors, school heads, and teachers. Shared reflection sessions, collaborative planning workshops, and participatory evaluation processes can help reconcile differing perceptions while strengthening organizational alignment and mutual accountability.

Relationship Between Vision-Driven Leadership, Teachers' Engagement, and Organizational Effectiveness

Correlation analysis demonstrated significant positive relationships among vision-driven leadership, teachers' engagement, and organizational effectiveness. Schools characterized by stronger vision-driven leadership generally exhibited higher levels of teacher engagement and greater organizational effectiveness. Likewise, teacher engagement was positively associated with organizational effectiveness, suggesting that highly engaged teachers contribute substantially to institutional success.

These findings support the study's central proposition that visionary leadership establishes organizational conditions that foster teacher engagement, collaborative cultures, and continuous organizational improvement. Strategic goal setting, effective communication, stakeholder alignment, adaptive leadership, and systematic monitoring collectively strengthen organizational commitment and facilitate school effectiveness.

The findings likewise reinforce the Transformative Educational Leadership Model, which argues that educational leaders influence organizational outcomes indirectly through their effects on teacher motivation, organizational culture, and professional collaboration. Vision-driven leaders create learning organizations in which teachers willingly invest emotional, cognitive, and behavioral resources toward achieving institutional goals.

Multiple Linear Regression Analysis

To determine the predictive influence of vision-driven leadership and teachers' engagement on organizational effectiveness, multiple linear regression analysis was performed. The regression model examined whether the

combined dimensions of vision-driven leadership and teacher engagement significantly explained variations in organizational effectiveness.

The analysis revealed that although vision-driven leadership and teacher engagement were positively associated with organizational effectiveness, the overall regression model was **not statistically significant** ($F = 0.95$, $p = .56$).

This finding presents an important contribution to educational leadership research. While correlation analysis confirmed significant associations among the variables, the regression analysis suggests that organizational effectiveness cannot be explained solely by vision-driven leadership and teacher engagement. Other organizational variables—including school resources, instructional quality, community participation, organizational climate, financial support, learner characteristics, policy implementation, and external environmental factors—may also contribute substantially to school effectiveness.

Rather than weakening the theoretical framework, this finding reflects the multidimensional nature of educational organizations. Schools operate as complex adaptive systems in which leadership interacts with numerous contextual variables. Consequently, improving organizational effectiveness requires comprehensive interventions extending beyond leadership development and teacher engagement initiatives.

These results support Systems Theory, which proposes that organizational performance emerges from the interaction of multiple interdependent organizational components rather than a single leadership variable. Future studies may therefore incorporate organizational culture, instructional leadership, school climate, resource management, and stakeholder participation into more comprehensive predictive models.

Facilitating Factors

Respondents identified several facilitating factors that strengthen the implementation of vision-driven leadership and teacher engagement practices. Among the most frequently recognized facilitators were collaborative leadership, supportive organizational culture, continuous professional development, stakeholder participation, effective communication, and institutional commitment to educational excellence.

Collaborative leadership emerged as one of the strongest enabling conditions for organizational effectiveness. School leaders who encourage teacher participation in planning and decision-making create environments characterized by trust, shared responsibility, and collective ownership of school improvement initiatives. Such collaborative practices strengthen organizational resilience and improve the implementation of educational reforms. Professional development likewise serves as an important facilitator. Continuous training, mentoring, coaching, and instructional supervision enable teachers to strengthen pedagogical competencies while supporting organizational learning. Schools that invest in teacher development demonstrate greater adaptability, instructional innovation, and organizational sustainability. Stakeholder participation further enhances school effectiveness by mobilizing community resources, strengthening accountability, and promoting shared educational responsibility. Parents, local government units, alumni organizations, and community partners contribute valuable resources that support instructional programs and organizational development.

And as a whole, these facilitating factors demonstrate that organizational effectiveness depends on collaborative leadership, supported by professional learning, stakeholder engagement, and a positive organizational culture.

Hindering Factors

Although respondents generally assessed hindering factors as **Least Encountered**, several organizational concerns remain important for sustaining long-term school effectiveness. Among the identified constraints were increasing teacher workload, limited financial resources, insufficient instructional materials, rapidly changing educational policies, communication barriers, and varying levels of stakeholder participation.

Teacher workload remains a significant concern because increasing administrative responsibilities may reduce opportunities for instructional innovation, collaborative planning, and professional reflection. School leaders should therefore continue streamlining administrative processes while providing adequate instructional support.

Limited financial resources likewise affect the implementation of school improvement initiatives, professional development programs, and technology integration. Although school leaders effectively maximize available resources, sustained organizational improvement requires continued institutional and community support.

Communication barriers also influence organizational effectiveness. Despite strong leadership practices, occasional misunderstandings regarding policy implementation, organizational expectations, and stakeholder responsibilities may affect coordination and decision-making. Continuous communication strategies remain essential for maintaining organizational coherence. Finally, rapidly changing educational policies require school leaders to demonstrate adaptive leadership. Frequent curriculum revisions, assessment reforms, and policy updates demand continuous professional learning and organizational flexibility. The findings suggest that while these hindering factors are generally minimal, proactive organizational strategies remain necessary to prevent them from affecting long-term institutional performance.

Proposed Continuity Development Design

Based on the findings, a **Continuity Development Design (CDD)** was developed to institutionalize effective leadership practices and sustain organizational effectiveness in public elementary schools. The framework integrates vision-driven leadership, teacher engagement, stakeholder collaboration, and continuous organizational improvement into a systematic leadership development model.

The framework consists of four interconnected phases:

Phase 1: Leadership Capacity Enhancement

School leaders participate in continuous leadership development programs emphasizing strategic planning, instructional leadership, emotional intelligence, collaborative governance, and evidence-based decision-making.

Phase 2: Teacher Engagement Strengthening

Schools implement professional learning communities, mentoring systems, recognition programs, coaching initiatives, and collaborative instructional planning to sustain teacher motivation and professional commitment.

Phase 3: Organizational Sustainability

Strategic monitoring systems are established to evaluate school performance, instructional effectiveness, stakeholder participation, and organizational climate using measurable performance indicators aligned with the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and Results-Based Performance Management System (RPMS).

Phase 4: Continuous Organizational Evaluation

School leaders conduct periodic organizational assessments using leadership indicators, teacher engagement surveys, stakeholder satisfaction measures, and organizational effectiveness benchmarks. Evaluation findings serve as inputs for future planning and continuous improvement initiatives. The Continuity Development Design provides a practical roadmap for sustaining leadership effectiveness beyond individual administrative terms. By institutionalizing leadership practices rather than relying solely on individual leaders, schools can strengthen organizational resilience, improve succession planning, and maintain continuous educational excellence.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Vision-driven leadership is firmly embedded in public elementary schools in Cavite Province. School leaders consistently demonstrate effective practices in strategic goal setting, school culture development, stakeholder alignment, vision communication, change leadership, and monitoring and evaluation.

2. Teachers exhibit exceptionally high levels of engagement across emotional, cognitive, behavioral, and professional dimensions. The findings indicate that teachers maintain a strong commitment to instructional excellence, organizational goals, and continuous professional growth, reflecting positive organizational climates and supportive leadership practices.
3. Public elementary schools demonstrate high organizational effectiveness, suggesting that school leadership, collaborative cultures, instructional management, and stakeholder participation collectively contribute to the successful attainment of institutional goals.
4. Significant differences exist among supervisors, school heads, and teachers regarding their assessments of vision-driven leadership and teacher engagement. These differences reflect variations in organizational roles, leadership responsibilities, and professional experiences rather than inconsistencies in leadership implementation.
5. Vision-driven leadership is significantly associated with teacher engagement. Schools characterized by visionary leadership practices generally demonstrate stronger teacher commitment, greater organizational participation, and more positive professional attitudes.
6. Teacher engagement is positively associated with organizational effectiveness. Highly engaged teachers actively contribute to instructional improvement, collaborative learning, organizational innovation, and institutional sustainability.
7. Vision-driven leadership also demonstrates significant positive relationships with organizational effectiveness, emphasizing the strategic importance of visionary school leadership in promoting educational quality and organizational development.
8. The multiple linear regression analysis indicates that vision-driven leadership and teacher engagement alone do not significantly predict organizational effectiveness. Although positive relationships exist, school effectiveness appears to be influenced by multiple organizational variables beyond leadership and engagement, including school resources, organizational climate, instructional quality, stakeholder participation, and policy implementation.
9. Facilitating factors, including collaborative leadership, supportive organizational culture, continuous professional development, stakeholder participation, and effective communication, strengthen the implementation of vision-driven leadership and teacher engagement.
10. Hindering factors, although generally assessed as least encountered, include teacher workload, financial constraints, communication challenges, resource limitations, and rapidly changing educational policies. These factors require continuous organizational attention to sustain institutional effectiveness.
11. The proposed Continuity Development Design provides a comprehensive framework for institutionalizing effective leadership practices. By integrating leadership development, teacher engagement, organizational monitoring, and continuous evaluation, the framework supports long-term organizational sustainability and leadership continuity in public elementary schools.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed:

For the Department of Education

1. Strengthen leadership development initiatives by institutionalizing advanced training programs on vision-driven leadership, strategic planning, instructional leadership, organizational change management, and evidence-based decision-making.
2. Continue enhancing the implementation of the Basic Education Development Plan (BEDP 2030) by integrating leadership continuity and teacher engagement indicators into school performance monitoring systems.

For Schools Division Offices

1. Establish division-wide leadership mentoring programs where experienced supervisors and exemplary school heads provide coaching and professional guidance to newly appointed school administrators.
2. Develop standardized monitoring instruments that regularly assess vision-driven leadership, teacher engagement, organizational effectiveness, and stakeholder satisfaction across schools.

For School Heads

1. Continue strengthening strategic leadership practices by promoting collaborative decision-making, participatory governance, and shared accountability among teachers and stakeholders.
2. Expand professional learning communities (PLCs), coaching sessions, peer mentoring, and instructional supervision to sustain teacher engagement and instructional excellence.
3. Enhance stakeholder partnerships by increasing the participation of parents, local government units, alumni organizations, and community partners in school improvement planning and implementation.
4. Utilize data-driven decision-making by regularly analyzing school performance indicators, teacher engagement surveys, stakeholder feedback, and learner outcomes to guide organizational improvement.

For Teachers

1. Sustain professional commitment by actively participating in professional development programs, collaborative learning activities, action research, curriculum innovation, and school improvement initiatives.
2. Continue strengthening professional engagement through leadership participation, committee work, mentoring, and instructional innovation that contribute to organizational effectiveness.

For Future Researchers

1. Conduct similar studies involving other provinces, secondary schools, private educational institutions, and higher education institutions to validate the present findings.
2. Utilize more advanced analytical techniques such as Structural Equation Modeling (SEM), Hierarchical Linear Modeling (HLM), or Path Analysis to examine the complex interactions among leadership, engagement, organizational climate, school effectiveness, and learner achievement.
3. Investigate additional organizational variables such as instructional leadership, organizational trust, psychological safety, teacher well-being, innovation capability, digital leadership, and school climate as potential predictors of organizational effectiveness.

Practical Implications

The findings have important implications for educational leadership and policy development. First, the consistently high assessments of vision-driven leadership and teacher engagement indicate that school leaders in Cavite Province have successfully established organizational cultures that promote collaboration, professionalism, and continuous improvement. These strengths should be sustained through institutionalized leadership development programs and succession planning initiatives.

Second, the non-significant regression model suggests that improving organizational effectiveness requires a systems approach rather than relying exclusively on leadership development. Educational policymakers should therefore complement leadership interventions with investments in instructional resources, organizational climate enhancement, stakeholder engagement, and teacher well-being.

LIMITATIONS OF THE STUDY

Although the study provides valuable insights into the relationships among vision-driven leadership, teacher engagement, and organizational effectiveness, several limitations should be acknowledged.

The study was conducted exclusively among selected public elementary schools in Cavite Province; therefore, the findings may not be generalizable to private schools, secondary schools, or educational institutions in other regions. The descriptive-correlational design also limits causal interpretation of the observed relationships. Furthermore, the study relied primarily on self-reported perceptions, which may be influenced by respondents' personal experiences and organizational contexts.

Future studies employing longitudinal designs, mixed-method approaches, and multi-level statistical analyses may provide a deeper understanding of leadership continuity and organizational effectiveness across diverse educational settings.

Contribution To Educational Management

This study contributes to the growing body of educational leadership literature by demonstrating that vision-driven leadership and teacher engagement serve as complementary organizational resources that support school improvement. More importantly, the research introduces a **Continuity Development Design** that extends beyond traditional leadership models by emphasizing leadership succession, organizational learning, collaborative governance, and sustainability.

Unlike conventional leadership interventions that focus primarily on individual competencies, the proposed framework institutionalizes leadership practices, ensuring that organizational effectiveness can be sustained despite leadership transitions. This contribution is particularly relevant to public educational institutions seeking long-term organizational stability and continuous educational excellence.

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