

Psychological Capital and Its Influence On the Leadership Practices of Local Government Unit Heads in The Fourth District of Laguna: Toward A Capacity Development Plan

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ABSTRACT: This study examined the influence of psychological capital on the leadership practices of Local Government Unit (LGU) department heads and assistant heads. Specifically, it investigated the levels of psychological capital—including hope, self-efficacy, resilience, and optimism—demonstrated by the respondents, assessed their leadership practices across key dimensions, and analyzed the relationship between these internal strengths and leadership effectiveness. Using a mixed-methods approach, quantitative data were collected through structured questionnaires, while qualitative insights were obtained from interviews and focus group discussions. Findings revealed that respondents exhibited high levels of psychological capital, which positively impacted their ability to model behaviors, inspire a shared vision, challenge processes, enable others to act, and encourage the heart. A significant positive relationship was observed between psychological capital and leadership practices, indicating that internal psychological resources serve as key drivers of effective leadership. Based on these results, a comprehensive capacity development plan was proposed to enhance hope, optimism, confidence, and resilience through workshops, mentoring, simulations, and reflective exercises, aiming to foster resilient, empowering, and sustainable leadership practices within LGU departments.

KEYWORDS: Psychological Capital, Leadership Practices, Capacity Development, Public Sector Leadership

I. INTRODUCTION

Effective leadership is a cornerstone of efficient public service, especially within Local Government Units (LGUs) where department heads and their assistants oversee programs, guide personnel, and address complex socio-political demands. In today's volatile governance landscape, these leaders must demonstrate not only technical and administrative competence but also psychological fortitude to remain effective under stress and uncertainty. This highlights the need to examine the internal psychological resources that strengthen leadership effectiveness and resilience in public service.

The legal framework of Philippine governance reinforces the need for capable and resilient LGU leadership. Section 3 of the Local Government Code of 1991 (Republic Act 7160) promotes accountability, transparency, and efficiency in local governance, while Section 444 defines the powers and duties of local officials in delivering responsive services. Likewise, Article XI, Section 1 of the 1987 Philippine Constitution declares that public office is a public trust, mandating officials to serve with integrity and efficiency. These foundations underscore that leadership effectiveness depends not only on technical skills but also on psychological strengths that enable leaders to perform amid adversity.

One emerging construct that addresses this need is Psychological Capital (PsyCap)—a higher-order positive psychological resource composed of hope, self-efficacy, resilience, and optimism (Wang et al., 2024). PsyCap has been associated with adaptability, goal achievement, and positive work environments. Lei, Leaungkhamma, and Le (2020) found that transformational leaders promote innovation and organizational growth when they develop their own PsyCap and that of their teams. Similarly, Wang et al. (2024) showed that individuals with high PsyCap demonstrate greater satisfaction and performance—insights applicable to the public sector.

Aligned with this is Transformational Leadership Theory, which highlights five essential practices: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (Deng, 2023). These behaviors

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represent visionary and empowering leadership—qualities vital in LGUs. Studies confirm that transformational leadership strengthens PsyCap and fosters motivation, innovation, and engagement (Sawanglok & Thaweepaiboonwong, 2024). This link suggests that transformational leadership not only enhances performance but also sustains the psychological wellbeing of public servants facing demanding conditions.

Leadership in Philippine LGUs is often influenced by limited resources, compliance pressures, and the need to deliver equitable services. Department heads serve as key implementers of public policy, yet their effectiveness is sometimes constrained by bureaucracy, political interference, and public expectations. In these situations, psychological strengths such as optimism, resilience, and confidence become essential to maintain effective leadership and ethical conduct.

PsyCap has thus emerged as a significant predictor of leadership performance. Defined as the integration of hope, efficacy, resilience, and optimism, it helps leaders pursue goals, stay adaptive, and remain positive amid challenges (Wang et al., 2024). Al-Shebami (2021) found that PsyCap influences innovative behavior and job satisfaction, while Lee and Lee (2021) identified it as a mediator between authentic leadership and team member engagement. Ting et al. (2024) also recognized PsyCap as crucial in maintaining team cohesion during crises.

Meanwhile, Transformational Leadership Theory offers a lens to assess public sector leadership practices. According to Bass and Riggio (2019), transformational leaders articulate a compelling vision, serve as role models, and foster collaboration—qualities essential in governance. Research shows that transformational leadership positively relates to PsyCap, contributing to innovation and sustained engagement (Lei et al., 2020; Sawanglok & Thaweepaiboonwong, 2024).

Despite numerous international studies affirming the benefits of PsyCap and transformational leadership, few have examined these constructs within Philippine LGUs, where leaders face distinctive socio-political and resource challenges. Understanding how PsyCap shapes leadership practices can provide insights for leadership training, policy reform, and performance improvement.

Thus, this study examines the Psychological Capital of department heads and assistant heads in the LGUs within the 4th District of Laguna, and investigates how these internal psychological resources influence their leadership practices. It further aims to propose a Capacity Development Plan integrating psychological development with leadership training to enhance effective, ethical, and sustainable public service.

For the researcher, a Doctor of Public Administration (DPA) student, this inquiry holds personal and professional relevance. It provides an opportunity to deepen one's understanding of the human dimensions of leadership and to apply this knowledge toward meaningful reforms in governance. Hence, this study aspires to bridge the gap between leadership theory and public sector practice by highlighting the role of psychological empowerment in enhancing the performance and wellbeing of local government leaders.

Research Question

Leadership practices among LGU department heads and assistant heads play a significant role in organizational effectiveness and public service delivery. However, little is known about how Psychological Capital influences the way leaders perform and sustain effective leadership practices in local government settings. While leadership dimensions are commonly assessed quantitatively, the lived experiences and psychological resources that shape leadership behaviors remain underexplored.

To address this gap, the present study employs an exploratory sequential mixed-methods design, beginning with a qualitative phase to explore how Psychological Capital influences the leadership practices of LGU department heads and assistant heads. This is followed by a quantitative phase that aims to validate and generalize the findings across a larger group of respondents.

Guided by this design, the study seeks to answer the following questions:

1. What is the level of Psychological Capital of the respondents in terms of:
 - 1.1. Hope;
 - 1.2. Self-Efficacy (Confidence);
 - 1.3. Resilience; and
 - 1.4. Optimism?
2. To what Extent do the respondents demonstrate leadership practices in relation to the following dimensions:
 - 2.1. Modeling the Way;
 - 2.2. Inspiring a Shared Vision;
 - 2.3. Challenging the Process;
 - 2.4. Enabling Others to Act; and

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2.5. Encouraging the Heart?

3. Is there a significant relationship between the respondents' level of Psychological Capital and the Extent to which they demonstrate leadership practices?

Central Mixed Methods Research Question:

The central qualitative question guiding this qualitative phase is:

How does Psychological Capital influence the leadership practices of LGU department heads and assistant heads?

Qualitative Research Questions:

1. How do LGU department heads and assistant heads describe the influence of hope, self-efficacy, resilience, and optimism on their leadership practices?

2. How do respondents apply Psychological Capital in addressing leadership challenges and organizational demands?

3. What meanings do respondents derive from their experiences as leaders in relation to Psychological Capital?

4. What themes emerge from the experiences of respondents regarding Psychological Capital and leadership practices?

5. How can these findings inform the development of a capacity development plan for LGU leaders?

Quantitative Research Questions (Validation and Application Phase):

A. Instrument Validation (Measurement Focus)

1. What is the factor structure of the developed instrument measuring Psychological Capital and leadership practices?

2. To what Extent is the instrument reliable in measuring the constructs of Psychological Capital and leadership practices?

3. To what Extent is the instrument valid in terms of content and construct validity?

B. Instrument Application (Population-Level Analysis)

4. What is the level of Psychological Capital of the respondents in terms of:

4.1. Hope;

4.2. Self-Efficacy (Confidence);

4.3. Resilience; and

4.4. Optimism?

5. To what Extent do the respondents demonstrate leadership practices in relation to the following dimensions:

5.1. Modeling the Way;

5.2. Inspiring a Shared Vision;

5.3. Challenging the Process;

5.4. Enabling Others to Act; and

5.5. Encouraging the Heart?

6. Is there a significant relationship between the respondents' level of Psychological Capital and the Extent to which they demonstrate leadership practices?

II. SCOPE AND LIMITATION OF THE STUDY

This study focused on the department heads and assistant department heads of the Local Government Units (LGUs) within the 4th District of Laguna, which includes the municipalities of Cavinti, Famy, Kalayaan, Luisiana, Lumban, Mabitac, Magdalena, Majayjay, Paete, Pagsanjan, Pakil, Pangil, Pila, Santa Cruz, Santa Maria, and Siniloan. It specifically examines the influence of Psychological Capital (hope, self-efficacy, resilience, and optimism) on the demonstration of leadership practices, including modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart among LGU officials.

The study is limited to officials occupying formal leadership and managerial positions, as their duties encompass strategic planning, organizational Management, service delivery, and interdepartmental coordination. A total of 167 respondents were proportionally selected from a population of 288 office and department heads across the 16 municipalities of the district.

The research employed a mixed-method approach, integrating both quantitative and qualitative procedures. Quantitatively, structured self-report questionnaires were administered to measure the levels of Psychological Capital and leadership practices among the respondents. Qualitatively, semi-structured interviews were conducted to gain deeper insights into the quantitative results, reducing potential bias and enriching the interpretation of findings.

While this study provides valuable insights into leadership development and the role of Psychological Capital among LGU officials in the 4th District of Laguna, it has certain limitations. The results cannot be fully generalized to all LGUs in the province or the Philippines due to contextual differences in governance structure, institutional culture, and resource availability. Additionally, since data rely on self-reported questionnaires and interviews, responses may be affected by personal perceptions

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and social desirability. To address these limitations, measures such as respondent anonymity, the use of behavior-based indicators, and triangulation between quantitative and qualitative data were implemented to ensure the validity and reliability of the findings.

FRAMEWORK

This study is grounded on three interrelated theories—Psychological Capital Theory, Transformational Leadership Theory, and Servant Leadership Theory—which together create a comprehensive lens for understanding how internal psychological resources shape leadership practices in the challenging environment of local government units (LGUs). These theories are conceptually aligned and collectively inform the study's Input–Process–Output framework.

At the input stage, the study draws on Psychological Capital Theory (Wang et al., 2024), which highlights four core psychological capacities: hope, self-efficacy, resilience, and optimism. Collectively referred to as Psychological Capital (PsyCap), these strengths equip leaders to stay motivated, recover from setbacks, and maintain a positive outlook. Within LGUs, where leaders face political dynamics, limited resources, and community demands, PsyCap serves as the foundational resource that influences how leaders approach their roles and responsibilities.

Moving into the process stage, leadership practices are explained through the dual lenses of Transformational Leadership Theory and Servant Leadership Theory. Transformational Leadership, as advanced by Bass and Avolio (1994), focuses on behaviors that inspire and mobilize others—modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. These practices empower followers, foster innovation, and build resilience, making them essential in the adaptive context of LGUs.

Complementing this, Servant Leadership Theory (Greenleaf, 1977) provides the ethical and developmental lens through which these practices are enacted. Servant leadership stresses empathy, stewardship, humility, and people-centered decision-making, ensuring that leadership effectiveness is not measured solely by performance outcomes but also by integrity, inclusivity, and community responsiveness. Together, these leadership perspectives represent the bridge that links internal psychological resources to observable leadership practices.

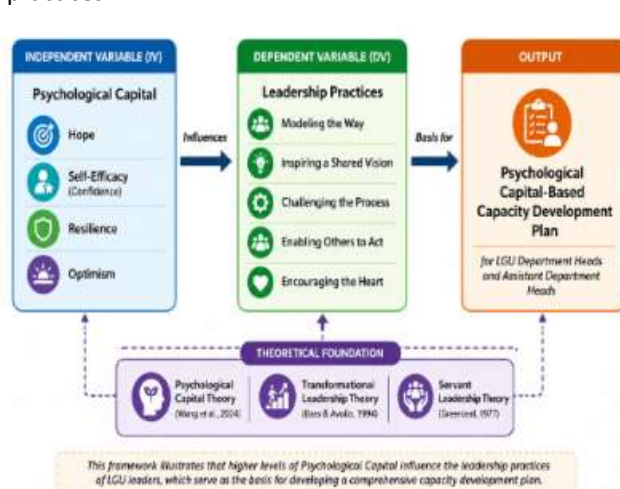


Figure 1 presents the conceptual framework of the study, which illustrates the hypothesized relationship between Psychological Capital and leadership practices among department heads and assistant department heads in the Local Government Units (LGUs) of the 4th District of Laguna. The framework posits that Psychological Capital serves as the independent variable that influences the leadership practices demonstrated by LGU leaders.

Psychological Capital is conceptualized through four dimensions: hope, self-efficacy, resilience, and optimism. These positive psychological resources enable leaders to remain motivated in pursuing goals, maintain confidence in performing leadership responsibilities, recover effectively from setbacks, and sustain a positive outlook despite organizational challenges. Within the context of local governance, these psychological capacities are expected to strengthen leaders' ability to navigate complex administrative demands, manage limited resources, and respond effectively to the needs of the communities they serve.

The dependent variable of the study is leadership practices, which are reflected through the dimensions of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. These practices represent observable leadership behaviors that contribute to organizational effectiveness, team member engagement,

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innovation, and the successful delivery of public services. The framework assumes that leaders who possess higher levels of Psychological Capital are more likely to exhibit stronger and more effective leadership practices.

The relationship between Psychological Capital and leadership practices is explained through the complementary perspectives of Psychological Capital Theory, Transformational Leadership Theory, and Servant Leadership Theory. Psychological Capital Theory provides the foundational explanation of how positive psychological resources influence individual behavior and performance. Transformational Leadership Theory explains how leaders utilize these psychological strengths to inspire, motivate, and influence followers toward the achievement of organizational goals. Meanwhile, Servant Leadership Theory provides the ethical and people-centered perspective that emphasizes empathy, stewardship, service, and commitment to the growth and wellbeing of others. Together, these theories offer a comprehensive explanation of how internal psychological resources translate into effective leadership behaviors within public organizations.

In the end, the findings derived from examining the relationship between Psychological Capital and leadership practices will serve as the basis for the development of a Psychological Capital-Based Capacity Development Plan. This proposed intervention is intended to strengthen leadership effectiveness, enhance organizational performance, and support responsive, ethical, and sustainable governance within Local Government Units. The framework, therefore, not only explains the relationship among the study variables but also provides a practical pathway for leadership development in the public sector.

Research Design

This study employed a quantitative research design, specifically a descriptive-correlational approach, to examine the level of Psychological Capital and its relationship to leadership practices among LGU department heads.

The descriptive component of the design was used to determine the Extent of respondents' Psychological Capital in terms of hope, self-efficacy, resilience, and optimism, as well as their leadership practices in terms of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

Meanwhile, the correlational component was utilized to determine whether a significant relationship exists between Psychological Capital and leadership practices among the respondents. This allowed the study to assess how psychological resources are associated with leadership behaviors in the local government context.

The quantitative design was deemed appropriate for this phase of the study because it allows for the systematic measurement of variables and the use of statistical analysis to identify patterns and relationships among them. As emphasized by Creswell (2023), descriptive-correlational research is suitable when the objective is to describe variables and examine their associations without manipulating any conditions.

Overall, this phase provides the empirical foundation of the study by generating numerical data that will support evidence-based insights for the development of a Capacity Development Plan aimed at enhancing leadership effectiveness among LGU department heads.

Research Instrument

To collect the necessary data for this study, a researcher-made questionnaire was used. The instrument was developed based on a thorough review of related literature and established theoretical frameworks, particularly Psychological Capital Theory and Transformational Leadership Theory, to ensure that the items are aligned with the study's objectives and constructs.

The questionnaire is composed of two main parts, both designed to quantitatively assess the core variables of the study:

Part I consists of 20 items measuring the level of Psychological Capital among LGU department heads. It includes five items each for the four key components identified by Wang et al. (2024), such as Hope, Self-Efficacy (Confidence), Resilience – the ability to bounce back from setbacks and remain adaptive, and Optimism.

Part II contains 25 items designed to assess the Extent to which LGU department heads demonstrate transformational leadership practices, based on the model of Han et al. (2025). The items are grouped into five dimensions, with five items per dimension, such as Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. These items reflect behaviors and strategies critical to effective leadership in public sector Management.

To complement the quantitative data, a semi-structured interview guide was used to gather qualitative insights from selected department heads. This aims to support Statement of the Problem No. 4, which explores how Psychological Capital influences leadership practices.

The interview included open-ended questions that allowed selected participants to share their personal leadership experiences, especially how their hope, self-efficacy, resilience, and optimism affect the way they lead. Questions focused on situations where these psychological strengths helped them make decisions, overcome challenges, motivate their team, or improve their leadership style.

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The responses were used to gain deeper insights and were analyzed through thematic analysis to identify common patterns related to the influence of Psychological Capital on leadership. This qualitative data complemented the results of the questionnaire and helped provide a well-rounded understanding of the research problem.

The research instrument was constructed based on a comprehensive review of relevant literature, empirical studies, and the theoretical frameworks underpinning this study—namely, Psychological Capital Theory and Transformational Leadership Theory. Careful attention was given to ensure that each item reflected the constructs being measured and was appropriate for the leadership context of local government units (LGUs).

The development process involved drafting clear and concise statements that align with the study's variables and objectives. Items were reviewed for clarity, relevance, and consistency with the identified dimensions of psychological capital and leadership practices. The structure and wording of each question were carefully designed to ensure ease of understanding by respondents and to minimize potential bias or misinterpretation.

On the other hand, the questionnaire responses were provided in a fixed-alternative format, where each item had predefined answer choices. To quantify the responses, a four-point rating scale was used. Moreover, the following mean ranges, along with their corresponding interpretations, were applied to interpret the computed weighted mean, thus allowing for a clearer understanding of the overall trends and individual response patterns.

Scale	Mean Ranges	Interpretation
4	3.51 - 4.00	High Level/ Highly Demonstrated
3	2.51 - 3.50	Moderate Level /Moderately Demonstrated
2	1.51 - 2.50	Low Level/Slightly Demonstrated
1	1.00 - 1.50	Very Low Level/ Least Demonstrated

Statistical Treatment

The qualitative data gathered from the in-depth interviews were analyzed using thematic analysis, a systematic approach for identifying, organizing, and interpreting patterns of meaning within qualitative data.

The analysis followed a step-by-step process. First, the researcher familiarized herself with the data by repeatedly reading the transcribed interviews to gain a deep understanding of participants' responses. This step allowed the researcher to become immersed in the data and identify initial ideas relevant to the research questions.

Second, initial codes were generated by systematically highlighting significant statements, phrases, and ideas related to Psychological Capital and leadership practices. These codes represented meaningful units of data that captured key concepts expressed by the participants.

Third, the generated codes were organized into potential themes by grouping similar patterns together. These themes reflected recurring ideas regarding how Psychological Capital influences leadership behaviors such as decision-making, resilience in challenges, motivation, and interpersonal relationships within the LGU context.

Fourth, the themes were reviewed and refined to ensure coherence, consistency, and alignment with the coded data and the research objectives. Redundant or overlapping themes were merged, while unclear themes were revised or redefined.

Fifth, the finalized themes were clearly defined and named to accurately reflect their meaning and significance. This step ensured that each theme represented a distinct aspect of the participants' lived experiences. Finally, the researcher produced a narrative report of the findings,

direct quotations from participants to support and illustrate each theme. This ensured that the analysis remained grounded in the actual experiences and voices of the respondents.

In summary, this thematic analysis procedure allowed for a systematic and rigorous interpretation of qualitative data, providing deeper insights into how Psychological Capital shapes leadership practices among LGU department heads and assistant department heads.

III. RESULTS

This chapter presents the discussion and interpretation of the major findings of the study in relation to the research questions, conceptual framework, and existing scholarly literature. The statistical results presented in Chapter 4 are examined in greater depth to explain their meaning, significance, and implications within the context of the research problem. The discussion integrates the findings with relevant theories and previous studies to highlight how the results contribute to the existing body of knowledge. In addition, this chapter examines the theoretical, practical, and

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policy implications of the findings and discusses their relevance to broader national and global development priorities. Finally, the chapter presents the researcher's critical reflections on the study and its contributions to the field.

This section presents the assessment of the respondents' psychological capital, measured across four dimensions: hope, self-efficacy (confidence), resilience, and optimism. The results indicate the Extent to which teachers demonstrate positive psychological resources that enable them to face challenges, remain motivated, and achieve their goals effectively.

Table 2 presents the assessment of the respondents' psychological capital in terms of hope. It shows the Extent to which the respondents are able to set goals, remain motivated, and develop alternative strategies when faced with challenges, as reflected in their weighted mean scores, standard deviations, interpretations, and ranks.

Table 2. Assessment of the Level of Psychological Capital of the Respondents in terms of Hope

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I can think of many ways to reach my goals.	3.6766	0.46916	High Level	2
2. I energize myself by imagining a successful future	3.6407	0.48123	High Level	3
3. I remain motivated even when I face obstacles.	3.5389	0.52352	High Level	4
4. I can develop alternative paths when faced with setbacks.	3.5090	0.51330	High Level	5
5. I believe every challenge has a solution.	3.7066	0.46970	High Level	1
Overall	3.6144	0.32824	High Level	High Level

The table presents the assessment of the respondents' psychological capital in terms of hope, a core dimension of psychological capital that reflects an individual's positive motivational state characterized by goal-directed energy (agency) and the ability to identify multiple pathways to achieve goals. Hope is widely recognized as a critical factor in leadership and organizational contexts, enabling individuals to remain persistent, adapt strategies, and overcome obstacles (Hu et al., 2022).

The overall weighted mean of 3.6144 indicates that respondents possess a high level of hope, suggesting that leaders in the Local Government Units generally demonstrate strong motivation and cognitive flexibility to pursue professional objectives and respond positively to challenges.

Among the individual items, the statement "I believe every challenge has a solution" received the highest mean score (3.7066), indicating that respondents most strongly endorse the belief in their capacity to find solutions even when faced with difficulties. This reflects the agency component of hope, which emphasizes goal-directed determination and confidence in achieving desired outcomes.

Conversely, the statement "I can develop alternative paths when faced with setbacks" had the lowest mean score (3.5090), though it is still interpreted as high. This suggests that respondents may find pathways thinking—the ability to generate alternative strategies—slightly less intuitive than other aspects of hope. Research shows that agency and pathways, the two components of hope, can vary in strength among individuals, with agency often being more pronounced in goal pursuit while pathways thinking requires deliberate planning (Hu et al., 2022).

In summary, the high level of hope among respondents indicates that leaders are likely to approach goals with determination, maintain motivation in the face of obstacles, and sustain confidence in achieving solutions. These psychological resources are crucial for effective leadership performance, particularly in dynamic administrative environments where persistence, problem-solving, and flexibility are essential.

Table 3 presents the assessment of the respondents' psychological capital in terms of self-efficacy. This refers to an individual's belief in their capacity to execute tasks successfully, make effective decisions, and achieve desired outcomes.

Self-efficacy is a fundamental dimension of psychological capital that strengthens confidence, problem-solving, and leadership effectiveness in professional settings (Stajkovic & Luthans, 2022). As seen in the table, the overall weighted mean of 3.5281 indicates a high level of self-efficacy, suggesting that LGU department heads and assistant department heads generally perceive themselves as capable of handling complex responsibilities, performing under pressure, and guiding their teams toward positive outcomes.

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Table 3. Assessment of the Level of Psychological Capital of the Respondents in terms of Self-efficacy

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I am confident in handling difficult leadership responsibilities.	3.5269	0.52428	High Level	3
2. I can perform effectively even under pressure.	3.5569	0.53329	High Level	1
3. I trust in my ability to lead others.	3.5150	0.54724	High Level	4
4. I can influence my team towards positive outcomes.	3.5329	0.52394	High Level	2
5. I set challenging leadership goals and achieve them.	3.5090	0.53626	High Level	5
Overall	3.5281	0.53603	High Level	High Level

Leaders with high self-efficacy are more likely to set ambitious goals, inspire their teams, and maintain motivation, contributing to higher organizational performance and effective decision-making (Yen et al., 2022).

Among the individual items, the statement “I can perform effectively even under pressure” received the highest mean score (3.5569). This indicates that respondents are most confident in their ability to maintain performance and make sound decisions during stressful or high-demand situations, which is critical for sustaining leadership effectiveness in dynamic administrative environments. Conversely, the statement “I set challenging leadership goals and achieve them” had the lowest mean score (3.5090), although it is still interpreted as high. This suggests that while respondents are confident in their capabilities, they may perceive the process of setting and accomplishing highly ambitious leadership goals as slightly more challenging than other aspects of self-efficacy. Recent studies suggest that the specific dimensions of self-efficacy, such as goal-setting, may vary depending on organizational resources, support systems, and individual experience (Kim & Lee, 2023).

Overall, the high level of self-efficacy among respondents indicates that LGU leaders are well-prepared to approach responsibilities with confidence, influence their teams positively, and sustain performance even under pressure. This psychological resource is essential for effective leadership and achieving organizational goals in professional and administrative settings.

Table 4 presents the assessment of the respondents’ psychological capital in terms of resilience, which is a critical component of psychological capital reflecting an individual’s ability to recover from setbacks, adapt to changes, and sustain performance under challenging conditions. Resilience enables leaders to manage stress effectively, maintain motivation, and continue functioning productively even in dynamic and unpredictable environments (Jackson, Firtko & Edenborough, 2022).

The overall weighted mean of 3.5784 indicates a high level of resilience among the respondents, suggesting that LGU department heads and assistant department heads generally possess the capacity to cope with challenges, adapt to workplace changes, and persist in achieving organizational objectives.

Among the individual items, the statement “I continue to work hard despite setbacks” received the highest mean score (3.6647), indicating that respondents are most confident in their perseverance and determination in the face of difficulties. This demonstrates the leaders’ capacity for sustained effort and goal-directed behavior, which is essential for achieving results and maintaining team morale during challenging periods. Research highlights that leaders with high resilience tend to remain proactive, adapt strategies effectively, and maintain high levels of engagement despite workplace stressors (Jackson, Firtko & Edenborough, 2022).

Table 4. Assessment of the Level of Psychological Capital of the Respondents in terms of Resilience

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I bounce back quickly after a stressful event.	3.5329	0.55737	High Level	4
2. I stay calm when things don't go as planned.	3.4970	0.53632	Moderate Level	5
3. I adapt well to changes in the workplace.	3.5988	0.50372	High Level	2.5
4. I learn from mistakes rather than dwell on them.	3.5988	0.51554	High Level	2.5
5. I continue to work hard despite setbacks.	3.6647	0.48608	High Level	1
Overall	3.5784	0.54294	High Level	High Level

In contrast, the statement “I stay calm when things don’t go as planned” had the lowest mean score (3.4970), although it is still considered a moderate to high level. This suggests that while respondents generally demonstrate resilience, some may experience difficulty regulating emotional responses during unexpected situations or crises. Studies indicate that emotional

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regulation is a key subcomponent of resilience, and variation in this area is common depending on individual experience, stress levels, and situational complexity (Nguyen, Hoang & Tran, 2022).

Overall, the high level of resilience among respondents suggests that LGU leaders are equipped with psychological resources that enable them to persevere, adapt to change, and maintain effective performance under pressure. Such resilience is essential for sustaining leadership effectiveness, ensuring continuity in operations, and promoting organizational stability in the face of administrative challenges.

Table 5. Assessment of the Level of Psychological Capital of the Respondents in terms of Optimism

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank	
1. I usually expect the best outcomes from situations.	3.5988	0.56033	High Level	5	
2. I see opportunities in every problem	3.6467	0.52730	High Level	4	
3. I remain hopeful even during crises.	3.6946	0.49955	High Level	2	
4. I believe that things will work out for the best.	3.7126	0.47973	High Level	1	
5. I encourage others to maintain a positive outlook.	3.6766	0.49418	High Level	3	
Composite Mean	3.6659	0.38492	High Level	High Level	High Level

Table 5 presents the assessment of the respondents' psychological capital in terms of optimism, a dimension of psychological capital that reflects a positive outlook, expectation of favorable outcomes, and the ability to perceive challenges as opportunities for growth. Optimism enables leaders to maintain motivation, encourage team members, and approach problems with a solution-focused mindset, which is particularly important in dynamic organizational environments (Carver & Scheier, 2022). The composite mean of 3.6659 indicates a high level of optimism among the respondents, suggesting that LGU department heads and assistant department heads generally demonstrate a positive outlook toward their roles, responsibilities, and professional challenges. High optimism is linked to greater resilience, proactive problem-solving, and improved organizational performance, as optimistic leaders are more likely to persevere through setbacks and maintain team morale (Luthans & Youssef-Morgan, 2022).

Among the individual items, the statement "I believe that things will work out for the best" received the highest mean score (3.7126), indicating that respondents strongly endorse a confident expectation of positive outcomes even in uncertain or challenging situations. This reflects the core aspect of optimism—maintaining hope and confidence—which can enhance decision-making, inspire teams, and support sustained effort toward organizational goals.

On the other hand, the statement "I usually expect the best outcomes from situations" had the lowest mean score (3.5988), though it remains within the high range. This suggests that while respondents are generally optimistic, maintaining consistently high expectations in every situation may be slightly more difficult, potentially influenced by contextual challenges or past experiences. Research shows that optimism varies among leaders based on situational complexity and prior outcomes, yet high levels contribute to proactive coping and effective leadership behavior (Carver & Scheier, 2022; Luthans & Youssef-Morgan, 2022).

In essence, the high level of optimism among respondents indicates that LGU leaders are likely to approach professional challenges with a positive outlook, motivate their teams, and maintain confidence in achieving desired outcomes. This psychological resource is essential for sustaining leadership effectiveness, fostering team engagement, and promoting organizational success in the face of administrative challenges.

Table 6. Summary of the Assessment on the Respondents' Level of Psychological Capital

Parameters	Weighted Mean	Standard Deviation	Interpretation	Rank
Hope	3.6144	0.32824	High Level	2
Self-Efficacy	3.5281	0.38603	High Level	4
Resilience	3.5784	0.34294	High Level	3
Optimism	3.6659	0.38492	High Level	1
Overall Assessment	3.5967	0.30479	High Level	High Level

Table 6 presents a summary of the respondents' psychological capital, consolidating the four dimensions: Hope, Self-Efficacy, Resilience, and Optimism. Psychological capital represents a set of positive psychological resources that enable individuals to achieve goals, persist through challenges, and maintain motivation in professional contexts. High psychological capital has been linked to effective leadership, enhanced performance, and adaptive workplace behaviors (Luthans & Youssef-Morgan, 2022).

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The overall weighted mean of 3.5967 indicates that respondents possess a high level of psychological capital, suggesting that LGU department heads and assistant department heads generally demonstrate strong motivation, confidence, adaptability, and positive outlooks in fulfilling their leadership and administrative roles. Such high psychological capital equips leaders with the cognitive and emotional resources necessary to navigate complex tasks, manage stress, and foster team engagement (Stajkovic & Luthans, 2022).

Among the four dimensions, optimism received the highest weighted mean (3.6659), reflecting respondents' strong tendency to expect positive outcomes, maintain hope even during crises, and encourage positivity in others. This dimension indicates that leaders are likely to approach challenges proactively and inspire confidence within their teams. On the other hand, self-efficacy had the lowest weighted mean (3.5281), though still high, suggesting that while leaders generally feel capable of handling responsibilities and guiding teams, there may be slight variability in confidence when performing under pressure or setting ambitious goals. Research highlights that each dimension of psychological capital contributes uniquely to leadership effectiveness, with optimism and hope often enhancing motivation, while self-efficacy and resilience strengthen task performance and adaptive capacity (Yen, Lin & Tsai, 2022; Jackson, Firtko & Edenborough, 2022).

Hence, the high level of psychological capital among respondents indicates that LGU leaders are well-equipped with the psychological resources necessary for effective leadership, goal attainment, and organizational success. These strengths provide a foundation for sustaining performance, promoting resilience, and fostering a positive work environment in administrative and professional contexts.

The succeeding tables present the assessment of the respondents' Extent of leadership practice demonstration across the five practices identified by Kouzes and Posner: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. The analysis provides insight into how LGU department heads and assistant department heads exhibit leadership behaviors in relation to setting examples, motivating others, fostering collaboration, and promoting a positive organizational environment.

Table 7 illustrates the respondents' level of demonstration of Modeling the Way, which reflects how consistently leaders behave in ways that align with shared values, fulfill commitments, and set examples for others to emulate. This leadership practice underscores the significance of credibility and integrity in leadership, where followers observe and mirror the behaviors of their leaders as part of the social influence process.

Table 7. Assessment of the Extent of Leadership Practices Demonstration in Relation to Modeling the Way

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I set a personal example of what I expect from others.	3.6407	0.51743	Highly Demonstrated	2
2. I align actions with shared values.	3.5808	0.53017	Highly Demonstrated	4
3. I keep commitments I make.	3.6527	0.47755	Highly Demonstrated	1
4. I seek feedback to improve my leadership.	3.6287	0.49687	Highly Demonstrated	3
5. I clarify the principles that guide my leadership decisions.	3.5210	0.52456	Highly Demonstrated	5
Overall	3.6048	0.36797	Highly Demonstrated	Highly Demonstrated

The overall weighted mean of 3.6048 indicates that respondents highly demonstrate this leadership practice, suggesting that leaders within the Local Government Units not only understand the importance of role modeling but also consistently enact behaviors that resonate with their teams. Research shows that leaders who embody values and act with congruence between words and deeds foster trust and psychological ownership among followers, leading to stronger organizational commitment and alignment (Ye et al., 2022).

Examining specific items, "I keep commitments I make" recorded the highest mean score (3.6527), which indicates that respondents place a strong emphasis on following through with their promises. Keeping commitments is a key indicator of reliability and ethical leadership, and it signals to followers that their leaders are dependable and accountable. In contrast, "I clarify the principles that guide my leadership decisions" had the lowest mean score (3.5210), suggesting that, while leaders may act according to core values, they may not always articulate the underlying principles as clearly. Prior research highlights that explicitly communicating decision principles enhances followers' understanding and can further strengthen leader-follower alignment.

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It is worth noting that the high demonstration of Modeling the Way suggests that respondents are viewed as credible role models whose actions reflect organizational values and expectations. Such a demonstration supports an environment where ethical conduct, consistency in behavior, and value alignment promote trust and cooperative effort.

Table 8. Assessment of the Extent of Leadership Practices Demonstration in Relation to Inspiring a Shared Vision

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank	
1. I talk about future possibilities with enthusiasm.	3.5868	0.55151	Highly Demonstrated	1	
2. I create a compelling vision of the future.	3.5569	0.57670	Highly Demonstrated	2	
3. I show others how their long-term interests can be realized by enlisting in a common vision.	3.5329	0.55737	Highly Demonstrated	4	
4. I appeal to others to share my dream of the future.	3.4731	0.61912	Moderately Demonstrated	5	
5. I describe a future that is worth striving for.	3.5389	0.58853	Highly Demonstrated	3	
Composite Mean	3.5377	0.44119	Highly Demonstrated	Highly Demonstrated	Highly Demonstrated

Table 8 displays the assessment of the respondents' demonstration of leadership behaviors related to Inspiring a Shared Vision, a practice that reflects a leader's capacity to envision a meaningful future and enlist others in pursuing that vision. This leadership dimension emphasizes not only articulating an attractive future state but also motivating others to commit emotionally and cognitively to shared goals, fostering a collective sense of purpose. Research on visionary leadership highlights that leaders who effectively communicate future possibilities and align team aspirations with organizational goals can enhance follower engagement and collective motivation (Sosik & Dworakowski, 2022).

The composite mean of 3.5377 indicates that respondents highly demonstrate Inspiring a Shared Vision overall. This suggests that LGU department heads and assistant department heads generally communicate future possibilities with enthusiasm and articulate a compelling vision that resonates with others.

The findings indicate that respondents are effective in communicating future possibilities and creating compelling visions, which are important for steering teams toward long-term goals. However, the relatively lower score in appealing for shared ownership of that vision may point to opportunities for strengthening interpersonal engagement strategies—particularly in inviting others to internalize and co-construct the shared future. Growing evidence highlights that leaders who balance vision articulation with vision co-creation tend to achieve higher levels of collective buy-in and sustained performance (Shin et al., 2023).

Table 9. Assessment of the Extent of Leadership Practices Demonstration in Relation to Challenging the Process

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank	
1. I seek out challenging opportunities to test my leadership.	3.4431	0.59723	Moderately Demonstrated	5	
2. I question processes that are inefficient or outdated.	3.4731	0.54678	Moderately Demonstrated	4	
3. I take risks and experiment with new approaches.	3.5090	0.57945	Highly Demonstrated	3	
4. I learn from failures and apply the lessons learned.	3.6587	0.48808	Highly Demonstrated	2	
5. I encourage innovation in my department.	3.7006	0.49716	Highly Demonstrated	1	
Overall	3.5569	0.38659	Highly Demonstrated	Highly Demonstrated	Highly Demonstrated

Table 9 presents the assessment of the respondents' demonstration of leadership practices in relation to Challenging the Process, a dimension that involves seeking innovative opportunities, questioning outdated procedures, learning from failures, and fostering experimentation. This leadership practice reflects a willingness to move beyond the status quo, take calculated risks, and encourage improvement within the organization. Research on adaptive leadership highlights that leaders who actively challenge

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existing norms and promote innovation create conditions that support continuous learning and organizational renewal (Uhl-Bien et al., 2022).

The overall weighted mean of 3.5569 indicates that respondents highly demonstrate Challenging the Process, suggesting that department heads and assistant department heads generally engage in behaviors that support innovation and continuous improvement. This overall finding implies that respondents are not only receptive to change but also take deliberate actions to encourage new ways of thinking, which is critical in environments that demand adaptability and proactive problem-solving. solving (Sosik & Godshalk, 2023).

Among the specific statements, “I encourage innovation in my department” recorded the highest mean score (3.7006), indicating that respondents most strongly emphasize creating an environment where new ideas are welcomed and explored. Encouraging innovation is a key catalytic behavior that enables organizational units to adapt to evolving demands, and such emphasis is associated with higher team creativity and performance outcomes (Zhou *et al.*, 2022).

Following closely, “I learn from failures and apply the lessons learned” also exhibited a high score (3.6587), highlighting that respondents recognize the value of learning through experience. This is a behavior that strengthens resilience and adaptive capacity. In contrast, the statement “I seek out challenging opportunities to test my leadership” had the lowest mean score (3.4431) and was interpreted as moderately demonstrated. This suggests that while respondents support innovation and learning, they may be less inclined to consistently pursue personally challenging leadership opportunities that push boundaries beyond familiar routines.

Similarly, “I question processes that are inefficient or outdated” was moderately demonstrated (3.4731), pointing to areas where respondents may benefit from further reinforcing critical inquiry and reflective evaluation of practices. Research suggests that actively questioning existing processes is essential for transformative change, but it can vary among leaders depending on organizational culture and risk tolerance (DeRue *et al.*, 2022).

However, the moderately demonstrated elements imply opportunities for further strengthening leadership behaviors that involve seeking out new challenges and critically examining entrenched practices. These insights can inform professional development efforts focused on enhancing adaptive leadership competencies in local government contexts.

Table 10. Assessment on the Extent of Leadership Practices Demonstration in Relation to Enabling Others to Act

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I foster collaboration among team members.	3.7006	0.47230	Highly Demonstrated	4
2. I actively support the development of others.	3.6946	0.47482	Highly Demonstrated	5
3. I give people the authority and responsibility to make decisions.	3.7485	0.47489	Highly Demonstrated	3
4. I create an atmosphere of mutual respect.	3.7665	0.45185	Highly Demonstrated	1
5. I ensure that people grow in their jobs.	3.7605	0.44192	Highly Demonstrated	2
Composite Mean	3.7341	0.33970	Highly Demonstrated	Highly Demonstrated

Table 10 reports the respondents’ assessment of the Extent to which they demonstrate the leadership practice Enabling Others to Act, a behavior that centers on fostering collaboration, empowering team members, building mutual trust, and supporting others’ growth. This leadership dimension reflects an inclusive and participative style that encourages shared responsibility, decision-making authority, and interpersonal respect among team members — all of which are essential for high? functioning teams and organizational effectiveness.

The composite mean of 3.7341 indicates that respondents highly demonstrate Enabling Others to Act, suggesting that LGU department heads and assistant department heads predominantly cultivate environments that empower team members and promote teamwork. This high level of demonstration implies that leaders not only create collaborative structures but also actively support the professional development of others, aligning with contemporary leadership models that emphasize empowerment as a lever for performance, innovation, and engagement.

Looking at specific items, the statement “I create an atmosphere of mutual respect” scored the highest weighted mean (3.7665), indicating that respondents most strongly exhibit behaviors that promote respect and trust within their teams. Creating mutual respect is foundational to enabling others, as it builds psychological safety, encourages open communication, and

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strengthens interpersonal bonds, all of which contribute to team cohesion and shared accountability (Collaborative Leadership review, 2025).

The statement with the next highest score, “I ensure that people grow in their jobs” (3.7605), further highlights the respondents’ commitment to the growth and professional development of their staff. This is a key aspect of empowerment that enhances competence, confidence, and organizational commitment. In contrast, although still highly demonstrated, “I actively support the development of others” had the lowest mean score (3.6946).

Therefore, the high demonstration of Enabling Others to Act among respondents points to a leadership culture that values collaboration, respects individual contributions, and fosters empowerment. These behaviors not only facilitate greater team involvement and shared responsibility but also align with evidence that leader support and inclusive practices enhance collective performance and organizational well-being.

Table 11. Assessment of the Extent of Leadership Practices Demonstration in Relation to Encouraging the Heart

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I recognize individuals for their contributions.	3.8323	0.39044	Highly Demonstrated	2.5
2. I celebrate team accomplishments.	3.7904	0.43675	Highly Demonstrated	4
3. I express appreciation when people excel	3.8323	0.40557	Highly Demonstrated	2.5
4. I create a spirit of community and belonging.	3.8084	0.42418	Highly Demonstrated	5
5. I show genuine care and concern for team members.	3.8743	0.35021	Highly Demonstrated	1
Composite Mean	3.8275	0.31958	Highly Demonstrated	Highly Demonstrated

Table 11 presents the respondents’ assessment of the leadership practice Encouraging the Heart, which emphasizes recognizing individual contributions, celebrating achievements, expressing appreciation, and cultivating a sense of community. This practice reflects leaders’ commitment to motivating and emotionally supporting team members, reinforcing positive behaviors, and fostering morale. Research highlights that recognition and encouragement are critical components of transformational and servant leadership, as they strengthen team cohesion, engagement, and overall performance (Baker & Salas, 2022; Wang et al., 2023).

The composite mean of 3.8275 indicates that respondents highly demonstrate Encouraging the Heart, suggesting that LGU department heads and assistant department heads actively acknowledge accomplishments and foster a supportive work environment.

At the item level, “I show genuine care and concern for team members” received the highest mean score (3.8743), indicating that respondents prioritize the emotional and personal wellbeing of their staff. Demonstrating genuine concern is essential for building trust and psychological safety, which encourages team members to contribute fully and take initiative (Wang et al., 2023). On the other hand, the statements “I recognize individuals for their contributions” and “I express appreciation when people excel” both scored 3.8323, slightly lower than the highest but still reflecting strong performance. These items highlight that while formal recognition and verbal appreciation are highly practiced, the most prominent strength lies in authentic interpersonal care.

Overall, the high level of demonstration in Encouraging the Heart indicates that respondents effectively cultivate motivation and a sense of belonging within their teams. By celebrating achievements, showing genuine concern, and fostering community spirit, leaders not only enhance morale but also reinforce behaviors that support team performance and organizational success. Research suggests that such emotionally supportive practices are associated with sustained engagement, reduced turnover, and higher collective efficacy (Baker & Salas, 2022; Wang et al., 2023).

Table 12 provides a consolidated overview of the respondents’ assessment of their demonstration of leadership practices across five key dimensions: Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart.

The overall mean of 3.6522 indicates that the respondents consistently exhibit high-level leadership behaviors, reflecting an ability to foster teamwork, accountability, and organizational effectiveness. Among the dimensions, Encouraging the Heart scored the highest (3.8275), demonstrating that leaders place strong emphasis on recognizing contributions, celebrating achievements, and nurturing a positive team culture (Baker & Salas, 2022).

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Table 12. Summary of the Assessment on the Extent of Leadership Practices Demonstration

Parameters	Weighted Mean	Standard Deviation	Interpretation	Rank
Modeling the Way	3.6048	0.36797	Highly Demonstrated	3
Inspiring a Shared Vision	3.5377	0.44119	Highly Demonstrated	5
Challenging the Process	3.5569	0.38659	Highly Demonstrated	4
Enabling Others to Act	3.7341	0.33970	Highly Demonstrated	2
Encouraging the Heart	3.8275	0.31958	Highly Demonstrated	1
Overall Assessment	3.6522	0.29865	Highly Demonstrated	Highly Demonstrated

These findings reveal that the participants excel in relational and motivational aspects of leadership, particularly in empowering and supporting their teams. However, strengthening vision communication and alignment strategies could further enhance their influence and the organization's capacity to achieve long-term objectives.

Table 13 presents the summary of computations testing the relationship between the respondents' level of psychological capital and the Extent of leadership practices demonstrated across five dimensions. The correlation analysis reveals moderate positive correlations for all leadership practices: Modeling the Way ($r = 0.580$), Inspiring a Shared Vision ($r = 0.532$), Challenging the Process ($r = 0.481$), Enabling Others to Act ($r = 0.593$), and Encouraging the Heart ($r = 0.425$), with an overall correlation of $r = 0.561$. The corresponding p-values ($p < 0.001$) indicate that all correlations are statistically significant, leading to the rejection of the null hypothesis.

These results suggest that higher levels of psychological capital among respondents are associated with greater demonstration of leadership practices. In other words, participants who possess stronger psychological resources such as hope, self-efficacy, resilience, and optimism are more likely to engage in behaviors that reflect effective leadership, including modeling desired behaviors, motivating others, fostering collaboration, encouraging innovation, and recognizing achievements. This finding aligns with research indicating that psychological capital enhances leaders' confidence, motivation, and capacity to influence and support their teams (Avey, Luthans, & Jensen, 2022).

Table 13. Summary of Computations on the Test of the Relationship between the Respondents' Level of Psychological Capital and the Extent of Leadership Practices Demonstration

Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Modeling the Way	0.580	Moderate Positive	0.000	Reject	Significant
Inspiring a Shared Vision	0.532	Moderate Positive	0.000	Reject	Significant
Challenging the Process	0.481	Moderate Positive	0.000	Reject	Significant
Enabling Others to Act	0.593	Moderate Positive	0.000	Reject	Significant
Encouraging the Heart	0.425	Moderate Positive	0.000	Reject	Significant
Overall Assessment	0.561	Moderate Positive	0.000	Reject	Significant

Note: Reject H_0 if p-value is less than $\alpha = 0.05$.

Notably, Enabling Others to Act shows the strongest correlation ($r = 0.593$), implying that the empowerment and development of others is most closely linked to the respondents' psychological capital. This finding supports the idea that leaders who are psychologically resilient and optimistic are better able to build trust, delegate authority, and facilitate team growth.

On the other hand, Encouraging the Heart, while still significantly correlated ($r = 0.425$), exhibits the lowest coefficient, suggesting that emotional recognition and motivation may be influenced by additional factors beyond psychological capital, such as organizational culture or existing incentive systems (Avey et al., 2022).

The significant relationships across all dimensions underscore the importance of developing psychological capital as a foundational resource for effective leadership. Organizations that invest in enhancing leaders' hope, self-efficacy, resilience, and optimism may see corresponding improvements in leadership behaviors that drive team engagement, collaboration, and goal

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achievement (Newman et al., 2023). These findings highlight the interplay between internal psychological resources and observable leadership practices, emphasizing that personal capacities directly influence professional effectiveness.

The following tables present the experiences and perspectives of LGU heads regarding the influence of their psychological strengths on leadership effectiveness and team performance. Each table corresponds to a specific aspect of leadership, including hope and optimism, confidence, resilience, overall psychological strengths, and the use of personal resources to empower subordinates.

Table 14 illustrates how hope and optimism serve as pivotal psychological resources that LGU department heads influence to direct leadership challenges and influence team mindset and performance.

Table 14. Overcoming Leadership Challenges Through Hope and

Optimism

<p>LGU Head 1</p> <p>Verbatim Response: My hope and optimism helped me overcome a leadership challenge by keeping my team motivated and focused on finding solutions instead of dwelling on setbacks. The outcome was a successful resolution of the challenge, and my positive outlook inspired others to stay confident and work together toward our goal.</p> <p>Translation: none</p> <p>Theme: The Power of Optimism in Overcoming Leadership Challenges</p>
<p>LGU Head 2</p> <p>Verbatim Response: During the early part of my career as head of the Municipal Accounting Department, I found it challenging to be the youngest in the department while being the head of the department. It was quite a challenge to change the way they do things that they have been doing for a very long time. Being optimistic really helped a lot to achieve our goal as a team. The outcome was really astonishing that we did the unimaginable. We were able to catch up with what seems to be insurmountable backlog and was able to get a qualified opinion from the commission on audit. This was such an accomplishment at that time, considering that we had been receiving adverse opinion 3 years in a row.</p> <p>Translation: none</p> <p>Theme: Overcoming Resistance to Change and Achieving Success as a Young Leader</p>
<p>LGU Head 3</p> <p>Verbatim Response: As the designated Planning Section Chief of the 2025 Anihan sa Ambling Festival Incident Management Team activation, there was a certain day wherein I was left with the responsibility of managing the entire team. There is unexpected happening that rattled up the operations section. The team didn't know how to handle the situation. Everyone looked restless. Tension rose and productivity dropped because the team was embracing the setbacks rather than solving the problem. Thinking that we should solve the problem and to the hope that we need to recover, I gathered the team leaders for a conversation discussing the strategies. Motivating the team leaders, they began suggesting ideas again. By believing that we can solve the unexpected problem is what kept the teams going.</p> <p>Translation: none</p> <p>Theme: Restoring Focus and Productivity Under Pressure Through</p>

Hope-Based Leadership

<p>LGU Head 4</p> <p>Verbatim Response: As a Head of Department, one situation where my hope and optimism played a crucial role in overcoming a leadership challenge was during a period when our team faced a sudden decline in performance and morale due to unexpected workload changes. Alam mo na, kapag nasa gobyerno, minsan bigla natang na andami mong gagawin. Pero despite the tension, I remained hopeful that with the right support and collaboration laho na sa department namin, we could navigate the transition successfully. I communicated to the team that although the situation was demanding, I believed in their capability, resilience, and professionalism. My optimism helped set the tone for our next steps.</p> <p>Translation: none</p> <p>Theme: Maintaining Morale and Belief in Team Resilience Amidst Sudden Workload Crises</p>
<p>LGU Head 5</p> <p>Verbatim Response: Ang problema sa Department namin hindi naman nawawala, especially kapag may mga tao na kailangan tanggalm or ilpat sa iba. Yun nga lang, bilang Head, kailangan ikaw yung maging example sa kanila. Ang ginagawa ko minomotivate ko yung sarili ko saka sila na din para maniwala kameng lahat na kaya namin. Tapos ayun, naging successful naman.</p> <p>Translation: The problems in our department never really go away, especially when there are people who need to be dismissed or transferred elsewhere. That said, as the Head, you need to be the example for them. What I do is I motivate myself and also them so that we all believe that we can handle it. And then, well, we are successful.</p> <p>Theme: Sustaining Success Through Self-Motivation and Leading by Example</p>
<p>LGU Head 6</p> <p>Verbatim Response: There are some political icons kasi ako that give me hope for me to continue doing what is right for my department. It keeps me motivated to do better and come up with greater projects for our team.</p> <p>Translation: There are some political icons that give me hope for me to continue doing what is right for my department. It keeps me motivated to do better and come up with greater projects for our team.</p> <p>Theme: Finding Motivation and Guidance for Ethical Leadership Through Inspiring Icons</p>
<p>LGU Head 7</p> <p>Verbatim Response: A situation where my hope and optimism helped me</p>

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<p>overcome a leadership challenge was when my team faced unexpected setbacks on a major project. Morale dropped, and some members felt the deadline was impossible. I stayed optimistic, focused on solutions, and reassured the team that we could still succeed. By breaking down the tasks and keeping everyone motivated, we regained momentum and completed the project on time.</p> <p>Translation: none</p> <p>Theme: Restoring Momentum and Achieving Project Completion Through Solution-Focused Optimism</p>
<p>LGU Head 8</p> <p>Verbatim Response: As the head of our department, it is indispensable to face a tough project deadline. During this difficult time, all of us are stressed and our morale is low. But instead of thinking about the problem, I told them to stay calm and focus on our team goal. That moment helped our team to lead a successful hitting of deadline and project implementation.</p> <p>Translation: none</p> <p>Theme: Steadfast Focus and Goal Orientation as Tools for Overcoming Project Deadline Stress</p>
<p>LGU Head 9</p> <p>Verbatim Response: Leaders like me has a big responsibility and so we have also a big risk to take anytime. I am a kind of leader that is more likely to take calculated risk, but I ensure that I am not underestimating the challenges.</p> <p>Translation: none</p> <p>Theme: Responsible Leadership Through Calculated Risk-Taking and Prudent Challenge Assessment</p>
<p>LGU Head 10</p> <p>Verbatim Response: Being positive boosts the team morale. If you believe that you can accomplish everything, the entire team will also believe in the same. This situation can bring a positive working environment.</p> <p>Translation: none</p> <p>Theme: The Direct Impact of Positive Leadership Belief on Team Morale and Work Environment</p>

Across varied scenarios, respondents reported that a strong belief in their capabilities allowed them to make timely, objective, and well-reasoned decisions even under pressure or uncertainty. For instance, leaders described trusting their judgment to guide project implementation, evaluate alternatives, and act decisively during crises or organizational shifts. Many also noted that this confidence helped them remain calm and composed, preventing hesitation from derailing progress or eroding team trust. This is the influence of the self? efficacy aligns with recent research indicating that high self-efficacy? efficacy enhances proactive engagement, persistence in the face of challenges, and adaptive problem-solving behaviors (Newman *et al.*, 2023).

Moreover, confident leaders tend to engender confidence in others, creating a cascading effect that improves clarity, coordination, and collective performance within teams. In summary, the table demonstrates that self-efficacy not only reinforces individual leadership capability but also shapes team trust and responsiveness, thereby strengthening overall leadership performance in LGU contexts.

On the other hand, Table 16 presents narratives that underscore the critical role of resilience in enabling leaders to persist through setbacks while sustaining team performance and service continuity.

Leaders recounted experiences such as managing workflow changes, balancing staffing shortages, and reorganizing operations under pressure, illustrating that resilience allowed them to remain steadfast, reorganize resources, and motivate teams to complete tasks despite obstacles.

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Table 16. Persisting Through Setbacks: An Experience of Resilience in

Departmental Leadership

<p>LGU Head 1 Verbatim Response: When our project faced delays, my resilience kept me focused on finding solutions, encouraging my team to stay committed until we successfully completed our tasks. I learned that perseverance and a positive attitude can turn challenges into growth opportunities, shaping me into a more patient and determined leader. Translation: none Theme: Resilience and Perseverance as Drivers for Project Completion and Personal Leadership Growth</p>
<p>LGU Head 2 Verbatim Response: When one of our best personnel in the department was transferred to other department for better opportunity, it was a challenge to replace her with someone who can be as efficient as her. We were understaffed for a while. Delivering same quality service while having problems in personnel was a bit challenging. Having experienced being understaffed in my previous assignment helped me cope up with the situation and we were able to deliver what was expected to us. <i>I learned that expectations from us do not change whether we are understaffed or not. We have to deliver on time no matter what.</i> Translation: none Theme: Leveraging Past Experience to Maintain Service Quality During Staffing Deficits</p>
<p>LGU Head 3 Verbatim Response: There was a time wherein rather than overwhelming the leaders with the problem, I divided the recovery actions. Assigning specific task to specific teams, giving the objectives in each team. It only proves that how you react to a certain situation is what matters and that is resilience. Translation: none Theme: Resilience Manifested Through Tactical Delegation and Structured Problem Decomposition</p>
<p>LGU Head 4 Verbatim Response: In the municipal setting ksi lalo na sa amin, yung desisyon dapat talaga involve yung multiple stakeholders gaya ng community members, local officials, partner agencies, and frontline staff. My confidence helps me evaluate input from all sides without becoming overwhelmed or hesitant. I am able to weigh data, consider long-term implications, and choose actions that are both practical and aligned with municipal policies. Halimbawa na lamang kapag confronted ako with conflicting recommendations</p>
<p>from staff and community representatives, my confidence allows me to stand firm on what is fair, compliant, and feasible for the municipality. Rather than delaying action or avoiding difficult choices, I make informed decisions and explain the rationale clearly so everyone understands the direction. Translation: In the municipal setting, especially in our case, the decision really has to involve multiple stakeholders such as community members, local officials, partner agencies, and frontline staff. My confidence helps me evaluate input from all sides without becoming overwhelmed or hesitant. I am able to weigh data, consider long-term implications, and choose actions that are both practical and aligned with municipal policies. For example, when I am confronted with conflicting recommendations from staff and community representatives, my confidence allows me to stand firm on what is fair, compliant, and feasible for the municipality. Rather than delaying action or avoiding difficult choices, I make informed decisions and explain the rationale clearly so everyone understands the direction. Theme: Leveraging Confidence to Achieve Firm, Stakeholder-Aligned Decision-Making in a Complex Municipal Setting</p>
<p>LGU Head 5 Verbatim Response: Hmmmmm noong meron kaming hinihintay na bagong staff, kasi tambak ang aming trabaho, talagang naging matatag kami na kaya namin i-hit ang deadline, makapag submit ng mga pertinent papers. lilan lang kame kasi noon sa department, kaya ang ginawa ko kung merong pagkakataon na makakatulong ang isa't isa, gawin nalang kasi matatapos din naman lahat yan. I can say na naging pasensyoso akong leader. Hindi ako nag reklamo at ginawa ko nalang yung dapat. Translation: Hmmmmm, when we were waiting for a new staff member because our workload was piled up, we were truly steadfast that we could hit the deadline and submit the pertinent papers. We were only a few in the department then, so what I did was, if there was an opportunity for us to help each other, we should just do it because everything will be finished eventually. I can say that I became a patient leader. I didn't complain and I just did what was necessary. Theme: Steadfast Resilience and Collaborative Patience in Managing High Workload and Staff Shortages</p>
<p>LGU Head 6 Verbatim Response: When our department rolled out a new workflow system that initially caused confusion and delays, I showed resilience during a minor setback. I stayed composed, gathered feedback, clarified issues, and created simple tools to help the team adjust. This experience taught me that resilience often stems from calm, patient leadership. It also shaped my approach by underscoring the importance of clear communication, empathy, and breaking complex tasks into manageable steps.</p>

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Translation: none Theme: Calm Resilience and Empathetic Communication to Overcome Workflow Adoption Setbacks
LGU Head 7 Verbatim Response: One experience where my resilience helped me persist was when our department faced a sudden increase in workload due to simultaneous inspections and documentation requirements. The team was overwhelmed, and delays started to build up. Instead of getting discouraged, I stayed focused, reorganized our workflow, and personally handled urgent tasks to keep things moving. I also encouraged the team and reminded them that we could get through the pressure together. Through consistent effort and patience, we were able to catch up and complete all requirements on time. Translation: none Theme: Resilient Leadership in Reorganizing Workload and Personally Stabilizing Operations During Peak Pressure
LGU Head 8 Verbatim Response: There is a transition in our department where we implement a new electronic system. But suddenly, the system crashed during an update. I told the team to work manually to put in place to ensure continuity of work. So I learned that as a leader, you should be flexible at all times. Translation: none Theme: Demonstrating Leadership Flexibility to Ensure Work Continuity During System Failure
LGU Head 9 Verbatim Response: Just like what I have said, challenges will come at any given time, but you have to be resilient that nothing is impossible to accomplish especially when the team has a transparent communication and collaboration. When understaffed and I delegate task with the team, I told them to focus on our goal and I motivate them. Translation: none Theme: Demonstrating Leadership Flexibility to Ensure Work Continuity During System Failure
LGU Head 10 Verbatim Response: Again, I can say that I am resilient in learning new things like performing computer application. As a leader, you need to adopt on challenging situation and be flexible. Translation: none Theme: Demonstrating Leadership Flexibility to Ensure Work Continuity During System Failure

Many respondents emphasized that resilience—a core dimension of psychological capital—helped them reinterpret adversity as manageable and foster collaborative efforts to achieve outcomes. These findings are supported by research showing that resilience enhances individuals' ability to recover from stress and contributes to positive performance outcomes and adaptive functioning in demanding work environments (Avey et al., 2022). Importantly, the narratives suggest that resilience functions not only as an individual attribute but also as a social influence, as leaders modeling resilient behavior helped normalize patience, persistence, and flexibility among subordinates. Thus, the findings in the table illustrate that resilience strengthens leadership effectiveness by enabling leaders to manage setbacks constructively, sustain team momentum, and foster a work culture that embraces adaptability and perseverance.

The evidence in Table 17 shows that leaders' psychological strengths have a direct and observable impact on team motivation, performance, and work environment.

Respondents consistently described how their optimism, confidence, resilience, and composure shaped the emotional climate and performance behaviors of their teams. Leaders noted that when they remained positive, calm, and consistent in their approach, subordinates exhibited enhanced trust, cohesion, and proactive engagement with tasks.

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Table 17. The Impact of Psychological Strengths on Team Motivation and Performance

<p>LGU Head 1 Verbatim Response: My psychological strengths, such as optimism and resilience, help boost my team's motivation and performance by creating a positive and supportive work environment. Yes, I noticed that my positive mindset encouraged better teamwork, open communication, and a stronger sense of trust among team members. Translation: none Theme: The Impact of Leader's Psychological Strengths on Fostering a Motivated, Trusting Team Environment</p>
<p>LGU Head 2 Verbatim Response: Subordinates follow leaders. When the leader shows strength, they get stronger. When they see that their leader is weak, they fear for themselves. They will not be able to release their true potential when they are not seeing strength from their leader. <i>I have implemented several drastic changes in our systems. All of which are based on my mindset and philosophy.</i> Translation: none Theme: The Direct Correlation Between Leader Strength and Subordinate Potential/Performance</p>
<p>LGU Head 3 Verbatim Response: When I display confidence by communicating clearly, the team knows where we're going. It's a great thing to execute things faster. My psychological strengths are not only with me. It affects my environment and the people I share the objectives with. Translation: none Theme: The Leadership Multiplier Effect of Confident and Clear Communication</p>
<p>LGU Head 4 Verbatim Response: Ito mahalaga talaga eh. When facing bureaucratic challenges, budget constraints, or community pressures, my ability to stay resilient models persistence for my team. Kumbaga nahahawa sila ganon. They see that setbacks are temporary and that solutions can be found, which encourages them to remain committed and proactive. Translation: This is really important. When facing bureaucratic challenges,</p>
<p>budget constraints, or community pressures, my ability to stay resilient models persistence for my team. It's like they catch it (the resilience/persistence), you see. Theme: Modeling Resilience and Persistence to Cultivate a Contagiously Strong Team Ethos</p>
<p>LGU Head 5 Sabi ko nga bilang Head, ikaw yung model ba sa iyong subordinates. Kung weak ang isang leader, hindi malabong manyare na weak din ang inyong organization. Yung psychological strength mahalaga talaga kasi ikaw yung mag set ng ambviance sa department nyo. So need imo talagang maging strong inside and out. Kaya kapag ginalingan ko sa trabaho, ang ganda din ng performance ng mga kasamahan ko. Translation: As I said, as the Head, you are the model for your subordinates. If a leader is weak, it is not unlikely that your organization will also be weak. Psychological strength is really important because you are the one who sets the ambience in your department. So you really need to be strong inside and out. That's why when I perform excellently in my work, the performance of my colleagues is also excellent. Theme: The Leader as a Psychological Role Model for Organizational Strength and Performance</p>
<p>LGU Head 6 Verbatim Response: My psychological strengths, primarily my resilience, optimistic vision, and high empathy are foundational to my team's success. My composure under pressure prevents panic and keeps the team focused, ensuring effective performance during crises. My clear, positive vision translates daily tasks into a meaningful public mission, which is the key driver of their sustained motivation. Lastly, my empathy builds a high-trust culture where staff feel valued, maximizing their collaboration and individual accountability. Yes, I've observed significant positive shifts because of my consistent behavior. By demonstrating resilience and clear direction, the team now exhibits a more proactive, solution-oriented approach during challenges, reducing earlier tendencies toward hesitation and blame. My consistent empathy and commitment to transparency have significantly increased internal trust, fostering greater accountability and encouraging staff to openly share innovative ideas for better cross-departmental collaboration and public service delivery. Translation: none Theme: The Foundational Role of Leader's Resilience and Empathy in Driving Performance, Trust, and Public Mission Alignment</p>
<p>LGU Head 7</p>

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<p>Verbatim Response: My psychological strengths—such as optimism, confidence, and resilience—directly influence my team’s motivation and performance. When I stay positive and composed during challenges, the team feels more secure and focused.</p> <p>My confidence helps them trust the direction we take, while my resilience shows them that setbacks are manageable. These strengths create a supportive environment where people feel encouraged, motivated, and more willing to give their best effort.</p> <p>Translation: none</p> <p>Theme: Creating a Secure and High-Effort Team Environment Through Leader’s Optimism, Confidence, and Resilience</p>
<p>LGU Head 8</p> <p>Verbatim Response: My psychological strength brings positivity and resilience that can inspire my team members.</p> <p>I observed that emotional contagion is present during this time.</p> <p>Translation: none</p> <p>Theme: Utilizing Leader’s Psychological Strength to Generate Positive Emotional Contagion</p>
<p>LGU Head 9</p> <p>Verbatim Response: It is important as a leader to stay calm and manage the team stress. By this, the team will have a smooth working environment.</p> <p>I observe this always that a team who work in calmly manner can finish the work on time.</p> <p>Translation: none</p> <p>Theme: The Crucial Role of Leader Composure in Fostering a Smooth and Timely Work Environment</p>
<p>LGU Head 10</p> <p>Verbatim Response: Leader is the role model of its subordinates. You set the tone to cope with different challenges in your department.</p> <p>When my team needs to talk to a certain seminar, they got shy, but I always told them that they can do that like me. Coping with challenges I know nothing about at first.</p> <p>Translation: none</p> <p>Theme: The Leader as a Role Model for Overcoming Shyness and Embracing Unfamiliar Challenges</p>

Many also reflected that their strength either inspired team members to give their best effort or encouraged a supportive atmosphere that reduced stress and improved collaboration. These responses align with contemporary research demonstrating that psychological capital contributes to a positive psychological climate, which in turn fosters higher levels of work engagement, team effectiveness, and collective performance (Rego et al., 2022). The data suggest that leaders’ internal psychological resources function as social signals that profoundly shape how teams perceive challenges, allocate effort, and maintain productivity. Consequently, Table 16 supports the view that the influence of psychological strengths extends beyond individual leaders to create motivational and performance benefits at the team level.

Furthermore, Table 18 illustrates that LGU heads consciously utilize their psychological capital to empower and motivate subordinates, fostering autonomy, initiative, and professional growth.

Table 18. Leveraging Personal Psychological Strengths to Inspire and Empower Subordinates

<p>LGU Head 1</p> <p>Verbatim Response: I use my confidence, optimism, and empathy to encourage my subordinates, helping them believe in their abilities and take initiative in their tasks. Yes, when I stayed calm and positive during a stressful deadline, my team followed my lead, stayed focused, and finished the project successfully and on time.</p> <p>Translation: none</p> <p>Theme: The Leader’s Role in Inspiring Initiative and Success Through Emotional Modeling</p>
<p>LGU Head 2</p> <p>Verbatim Response: I train them to be critical thinker as well. I want them to be making the right decisions from time to time without the need to consult me. In this manner, our department is more efficient and</p>

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<p>effective. <i>Before, they always ask for my go signal for their every action. Today, they are independently and smoothly doing their tasks more efficiently and with minimum supervision. Their confidence continuously grows as days go by.</i> Translation: none Theme: Developing Subordinate Critical Thinking and Independence for Increased Departmental Efficiency</p>
<p>LGU Head 3 Verbatim Response: Whenever we hit a setback, I show resilience by breaking problems into manageable tasks, staying committed to solutions, and keeping momentum moving forward. My confidence with the solutions I make adopts a similar confidence and attitude to the team. Translation: none Theme: Translating Confident, Structured Problem-Solving into Contagious Team Momentum</p>
<p>LGU Head 4 Verbatim Response: By leveraging psychological resources, I create an environment where my subordinates feel supported, capable, and inspired to perform at their best—fostering collaboration, innovation, and resilience within the department. Translation: none Theme: Utilizing Psychological Resources to Foster a Supportive Culture of Collaboration, Innovation, and Resilience</p>
<p>LGU Head 5 Verbatim Response: Ang sakin siguro bilang leader, ang madalas kong ginagamit na strength ko ay yung mag tiwala lage yung mga kasamahan ko sa kakayahan nila. Kasi kaya naman sila napunta sa posisyon na yon dahil my angkin silang galing, talino at kaalaman. Kapag sinasabi ko sa kanila yung gagawin naming or bagong target, sinasabi ko kaya natin yan, matatapos natin yan. Then ayon it seems na sa mga ginagawa namin, nandon na yung passion nila to move and work forward. Translation: For me, perhaps as a leader, the strength I often use is making sure my colleagues always trust their own abilities. Because they were placed in those positions precisely because they possess inherent skill, intelligence, and knowledge. When I tell them what we're going to do or our new target, I tell them: "We can do this, we will finish this." Then, in the things we do, it seems their passion to move and work forward is present. Theme: Empowering Subordinates Through Confidence and Shared Optimism for Mission Success</p>
<p>LGU Head 6 Verbatim Response: I use my personal psychological resources for my subordinates to feel at ease when they are working. It is necessary for them to</p>
<p>work comfortably as it makes them empowered. By getting into my positive psychological resources, my team excel in whatever they do and finish the work on time. Translation: none Theme: Creating Team Empowerment and Efficiency Through a Leader-Driven Psychological State of Ease</p>
<p>LGU Head 7 Verbatim Response: I use my personal psychological resources—like optimism, confidence, and resilience—to inspire and empower my subordinates by modeling the mindset I want the team to adopt. When challenges arise, I stay calm and solution-oriented, which helps them feel supported rather than stressed. I show confidence in their abilities, give them opportunities to take initiative, and acknowledge their efforts. By maintaining a positive outlook and demonstrating perseverance, I create an environment where they feel capable, valued, and motivated to perform at their best. Translation: none Theme: Empowering Subordinates Through Modeled Optimism, Resilience, and Valued Initiative</p>
<p>LGU Head 8 Verbatim Response: I use my psychological resources to recognize and manage my emotion to bring a positive working environment. It is necessary to always be comfortable working with one another. Translation: none Theme: Utilizing Emotional Management for a Comfortable and Positive Team Working Environment</p>
<p>LGU Head 9 Verbatim Response: As a leader, I use affirmations to boost my own confidence and the team as well. By this, motivation to have a successful work will be gained. Translation: none Theme: Utilizing Affirmations to Cultivate Shared Confidence and Drive Motivation</p>
<p>LGU Head 10 Verbatim Response: You are not just a leader to your subordinates. There are times that you also need to mentor and coach them to help the team members develop their skills and achieve the goals of the organization. Translation: none Theme: The Leader's Expanded Role as Mentor and Coach for Subordinate Skill Development and Goal Achievement</p>

Leaders described how they modeled optimism, confidence, resilience, and emotional regulation to create an environment where team members felt valued, capable, and motivated to take ownership of tasks. Some respondents highlighted that they encouraged critical thinking, delegated responsibility, and provided emotional support to help staff feel empowered

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rather than dependent on constant direction. This pattern resonates with research demonstrating that leaders with high psychological capital not only perform more effectively themselves but also influence follower attitudes and behaviors in ways that enhance learning, self-efficacy, and work performance (Luthans & Youssef, Morgan, 2022). By modeling psychological strengths, these leaders helped subordinates internalize similar attitudes and behaviors, contributing to greater independence, improved decision-making, and a more proactive team culture. Therefore, the findings in Table 17 support the understanding that psychological capital operates as both a personal resource and a relational tool that leaders use to inspire, empower, and elevate the performance of those they lead.

The findings of this study revealed that psychological capital—comprising hope, self-efficacy, resilience, and optimism—plays a significant role in shaping the leadership practices of Local Government Unit (LGU) department heads. Leaders who demonstrate strong psychological capital are more capable of effectively modeling desired behaviors, articulating and inspiring a shared vision, enabling others to act, challenging existing processes, and sustaining team motivation. These leadership practices are essential in strengthening organizational performance, improving service delivery, and promoting effective governance within LGUs.

In response to these findings, this study proposes a Capacity Development Plan anchored on Psychological Capital Theory, which posits that positive psychological resources enhance individual functioning and performance outcomes. The plan is further aligned with the Leadership Practices framework, ensuring that psychological development is directly translated into observable leadership behaviors. This integration ensures that leadership development is both theoretically grounded and practically applicable. Table 19 presents the proposed Capacity Development Plan.

Table 19. Proposed Capacity Development Plan to Enhance Leadership Practices of LGU Department Heads Through Psychological Capital

Objective	PsyCap Component / Theoretical Basis	Capacity Development Activity	Persons Involved	Resources Needed	Timeline	Expected Outcome	Evaluation Indicators
Strengthen goal-setting and future orientation	Hope (Goal-setting Theory – Locke & Latham)	Goal-setting workshops and strategic planning sessions	Department Heads, HR Officer	Training materials, venue	2 days	Clear leadership goals and direction	Pre/post goal clarity assessment; strategic plan output
Enhance positive thinking and reframing skills	Optimism (Positive Psychology – Seligman)	Cognitive reframing workshops and reflective journaling	Department Heads, Facilitator	Journal, materials	3 days	Increased optimism and positive mindset	Optimism scale scores; reflective journal analysis
Improve decision-making confidence	Self-efficacy (Bandura Social Cognitive Theory)	Simulation exercises and case-based learning	Department Heads, Mentors	Case materials	1 month	Improved decision-making confidence	Simulation performance scores; supervisor rating
Strengthen mentoring-based leadership competence	Self-efficacy (Bandura)	Coaching and mentoring sessions	Department Heads, Senior Leaders	Mentoring guides	2 months	Increased leadership capability	Mentoring evaluation forms; LPI scores
Develop adaptability in challenging situations	Resilience (Stress Coping Theory)	Role-playing and crisis simulation	Department Heads	Training materials	3 sessions	Improved adaptability and problem-solving	Crisis response evaluation checklist
Enhance stress management and emotional control	Resilience	Stress management workshops and peer sharing	Department Heads, Psychologist	Workshop materials	6 weeks	Reduced stress levels	Stress scale scores; self-report survey
Promote collaborative leadership practices	Leadership Practice Theory (Russett & Plesner)	Team-building and collaborative activities	Department Heads, Staff	Activity materials	3 months	Improved teamwork and collaboration	Team performance ratings; peer evaluation
Strengthen delegation and empowerment efforts	Leadership Practice Theory	Delegation exercises and coaching	Department Heads	Monitoring tools	3 months	Increased employee initiative	Subordinate performance feedback
Integrate PsyCap into leadership practice	Integrated PsyCap Model	Leadership development with reflection sessions	Department Heads	Training resources	6 months	Sustained leadership improvement	Longitudinal leadership assessment
Foster recognition and motivation	Positive Reinforcement Theory	Recognition programs and feedback systems	Department Heads, HR	Feedback tools	Ongoing	Improved morale and satisfaction	Employee engagement survey



Figure 2. Program Flow of the Proposed Capacity Development Plan

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The implementation of the proposed Capacity Development Plan follows a structured and cyclical process composed of five interrelated phases: Assessment, Capability Building, Application, Evaluation, and Sustainability. This program flow ensures that leadership development among LGU department heads is systematic, evidence-based, and continuous, rather than a one-time intervention.

The Assessment Phase serves as the foundation of the entire program. In this phase, baseline data on the psychological capital and leadership practices of LGU department heads are gathered using standardized and validated instruments. This includes measuring levels of hope, self-efficacy, resilience, and optimism, as well as assessing current leadership behaviors. The purpose of this phase is to establish an accurate profile of participants' strengths and developmental needs, which will guide the design and customization of subsequent interventions. By identifying gaps in both psychological and leadership domains, this phase ensures that the program is responsive and context-specific.

The Capability Building Phase focuses on strengthening psychological capital through targeted and structured development interventions. This includes workshops, simulation activities, mentoring sessions, coaching, and reflective exercises designed to enhance both psychological resources and leadership competencies. Each activity is aligned with specific leadership practices such as modeling the way, inspiring a shared vision, enabling others to act, and challenging the process. This phase is critical in equipping LGU department heads with the cognitive, emotional, and behavioral capacities needed for effective leadership performance.

The Application Phase translates learning into actual workplace practice. In this phase, participants are expected to apply the competencies and insights gained from the training in their respective offices and departments. This includes improved decision-making, more effective collaboration with subordinates, strategic delegation, and strengthened team empowerment. Coaching and mentoring support continue during this phase to ensure that learning is properly transferred into real-life leadership behaviors. This phase is essential because it bridges the gap between theoretical learning and practical implementation.

The Evaluation Phase determines the effectiveness and impact of the program. It involves both quantitative and qualitative assessment methods to measure changes in psychological capital and leadership practices after intervention. Standardized post-assessment tools are used alongside feedback from subordinates, peer evaluations, and reflective journals. This phase allows for the systematic monitoring of improvements, identification of areas that still require enhancement, and validation of whether the interventions have achieved their intended outcomes.

Lastly, the Sustainability Phase ensures the long-term continuation and institutionalization of the gains achieved through the program. This phase focuses on embedding psychological capital development into the regular human resource and leadership development systems of LGUs. Mechanisms such as continuous mentoring, peer coaching, periodic reflection sessions, and leadership reinforcement activities are implemented to maintain progress. Over time, this phase ensures that leadership growth becomes part of the organizational culture, fostering a resilient, motivated, and high-performing workforce that consistently aligns with public service goals.

Rationale

This plan is designed to enhance the leadership practices of LGU department heads through the systematic development of psychological capital. The plan is anchored on Psychological Capital Theory, which emphasizes that positive psychological resources—namely hope, self-efficacy, resilience, and optimism—contribute significantly to improved individual performance, motivation, and adaptive functioning. In addition, the plan is aligned with the Leadership Practices Framework of Kouzes and Posner, ensuring that psychological development is directly translated into observable and measurable leadership behaviors within the workplace.

The structure of the plan demonstrates a deliberate integration of theory, intervention, and evaluation. Each objective corresponds to a specific component of psychological capital and is supported by relevant theoretical foundations, ensuring that every intervention is grounded in established psychological and leadership theories. This alignment strengthens the conceptual rigor of the plan and ensures that interventions are not merely activity-based but are theoretically justified and evidence-informed.

The capacity development activities are designed to progressively build both psychological resources and leadership competencies through experiential learning approaches such as workshops, simulations, mentoring, coaching, reflective journaling, and team-based activities. These strategies allow participants to actively engage in learning while simultaneously applying leadership concepts in realistic and context-specific scenarios.

Furthermore, the inclusion of evaluation indicators for each objective ensures that the effectiveness of the interventions can be systematically measured. These indicators combine both quantitative measures, such as standardized assessment scores

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and performance ratings, and qualitative measures, such as reflective outputs and peer evaluations. This mixed-methods approach allows for a comprehensive assessment of changes in both psychological capital and leadership practices over time.

In general, the table illustrates a structured, theory-driven, and outcome-oriented capacity development plan that not only addresses the developmental needs of LGU department heads but also ensures that improvements in psychological capital are effectively translated into enhanced leadership performance. The plan emphasizes sustainability and continuous improvement, thereby supporting long-term leadership development and organizational effectiveness within local government units.

Moreover, to ensure systematic and theory-driven implementation, the proposed Capacity Development Plan is operationalized through a structured program flow consisting of five interrelated phases: Assessment, Capability Building, Application, Evaluation, and Sustainability. This cyclical design reflects the developmental nature of Psychological Capital, where psychological resources are progressively built, applied, and reinforced through continuous practice and feedback. Figure 2 illustrates the program flow consisting of five interrelated phases.

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