

Strengthening Organizational Continuity Through Strategic Leadership Succession Plan: A Framework for Effective Transition and Sustainable Growth

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Abstract—The researcher believes that succession planning plays a crucial role in ensuring organizational resilience and continuity by identifying and developing future leaders. This research aims to delve deeper into the challenges, strategies, best practices, and outcomes of succession planning with the ultimate goal of strengthening organizational continuity through strategic leadership succession planning. Specifically, it sought to answer the following questions: (1) What is the level of leadership succession planning as to leadership development programs in terms of: Educational Progression; Trainings; Mentoring and Coaching; and Experiential Opportunities? (2) What is the level of leadership succession planning as to leadership competencies in terms of: Skills; Emotional Intelligence; Decision Making Abilities; and Ethical and Moral Standard? (3) What is the level of leadership succession planning as to adaptive leadership in terms of: Receptive; Risk-taking; and Innovation? (4) What is the level of leadership succession planning as to performance assessment in terms of: Monitoring; Evaluation; and Feedback? (5) What is the level of organizational continuity as to organizational performance in terms of: Employees Productivity; Stakeholder's Satisfaction; and Organizational Reputation? (6) What is the level of organizational continuity as to leadership transition in terms of: Phased Handover; Continuity of Projects; and Organizational Culture? (7) What is the level of organizational continuity as to long term impact in terms of: Resilience; Adaptability; and Sustainability. This study adopted a descriptive research design. The primary subjects of this study are composed of Principals, Head Teachers, Master Teachers and Teacher III. The participants were drawn from large school category of public elementary and secondary schools in the Division of Calamba City. A total of one hundred thirty (130) respondents were selected from the different large category schools of Bucal Elementary School, E. Barretto Sr. Elementary School, Halang Elementary School, Tiyani Elementary School, Calamba City Science Integrated School, Camp Vicente Lim Integrated School, Castor Alviar National High School, E. Barreto Sr. Integrated School, and Lecheria Integrated School. The interview questions focused on how school organization effectively implement leadership succession planning to ensure seamless transitions, mitigate risks, and sustain organizational continuity. Based on the data gathered, the researcher found out that there was "significant relationship" between Leadership Succession Planning and Organizational Continuity. The findings, in general, supported the conclusion that a leadership succession plan is essential for ensuring an organization's continuity. Organizations that invest in strategic leadership succession planning are better positioned to achieve sustained growth and continuity in an ever-evolving educational environment. In view of the presented findings and conclusions, the following recommendations are hereby recommended; (1) The school organization must develop a school-based comprehensive succession plan. (2) The school principal

should enhance leadership training through mentorship, coaching, and experiential learning. Program Framework for Strategic Leadership Planning made by the researcher can be a basis as first step. (3) The teachers are encourage to proactively develop leadership skills through continuous learning and professional growth, to ensure a continuous pipeline of capable leaders ready to step up when needed. (4) The school must promote transparency in the selection and promotion process to foster trust, fairness, and motivation within the organization. (5) The school may regularly evaluate and improve succession plan, conduct periodic assessments of the leadership succession framework to identify areas for improvement and ensure its effectiveness in maintaining organizational stability. (6) Finally, the researcher recommends that further studies may be conducted to investigate the long-term impact of strategic leadership succession planning on organizational stability, employee performance, and overall institutional growth. Future research may also explore innovative approaches to leadership development.

I. INTRODUCTION

"The function of leadership is to produce more leaders, not more followers."

-Ralph Nader

In a competitive school structure, leadership and succession planning are crucial for ensuring the continuity and survival of an institution. Employees' availability and long-term value must be considered in an organization's human resource strategy. Consequently, simply having a workforce is no longer sufficient to provide with a competitive advantage.

The need for leadership succession planning is a key component in guaranteeing continuity, resilience, and long-term sustainability in today's continuously changing organizational environment. As organizations confront rapid technological advancements, demographic shifts, and geopolitical uncertainties, the need to groom and develop a pipeline of capable leaders to navigate future challenges becomes increasingly paramount.

Leadership succession planning involves comprehensive strategies aimed at anticipating and mitigating the risks associated with leadership turnover, whether due to retirements, promotions, unexpected departures, or strategic realignments. It encompasses various elements such as talent identification, grooming potential successors, and implementing transition frameworks to ensure smooth leadership handovers. At its core, it involves the systematic identification of high-potential individuals, the cultivation of

requisite skills and competencies, and the strategic deployment of leadership talent to align with organizational objectives. Effective succession planning entails not only identifying potential successors for key leadership roles but also fostering a culture of leadership development and knowledge transfer throughout the organization.

Field of education across the country teach students the importance of planning and understanding the necessity of succession plans. The necessity of succession planning is emphasized by educators, but succession management strategies are uncommon inside educational settings. (Johnson et.al 2021)

Public educational institutions often face significant challenges in implementing effective succession planning. Study of Vichetera (2020) focused on the Malaysian Ministry of Education revealed that the absence of structured leadership development programs and a lack of awareness about the importance of succession planning impede the preparation of future leaders. Similarly, in Tanzania's public sector, challenges like staff shortages, insufficiently qualified personnel, and an aging workforce hinder effective succession planning. (Nkondola 2019)

The Philippine public education sector faces significant challenges in succession planning, particularly concerning the shortage of school principals. As of early 2025, over half of the country's 45,199 public school approximately 24,916 institutions operate without principals. The poor passing rates in the National Qualifying Exam for School Heads (NQESH) further contribute to this leadership deficit, with just 0.64% of applicants passing in 2018 and 36.93% in 2021. The Department of Education (DepEd) lacks a formalized succession plan, leaving newly appointed principals without structured support, thereby affecting the quality of education and school management. (Philippine News 2025)

The researcher believes that succession planning plays a crucial role in ensuring organizational resilience and continuity by identifying and developing future leaders. This research aims to delve deeper into the challenges, strategies, best practices, and outcomes of succession planning with the ultimate goal of strengthening organizational continuity through strategic leadership succession planning.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The connection between a strategic leadership succession plan and the continuity of the organization was examined in this research.

Specifically it sought to answer the following questions:

1. What is the level of leadership succession planning as to leadership development programs in terms of:
 - 1.1 Educational Progression;
 - 1.2 Trainings;
 - 1.3 Mentoring and Coaching; and
 - 1.4 Experiential Opportunities?
2. What is the level of leadership succession planning as to leadership competencies in terms of:
 - 2.1 Skills;
 - 2.2 Emotional Intelligence;

- 2.3 Decision Making Abilities; and
- 2.4 Ethical and Moral Standard?
3. What is the level of leadership succession planning as to adaptive leadership in terms of:
 - 3.1 Receptive;
 - 3.2 Risk-taking; and
 - 3.3 Innovation?
4. What is the level of leadership succession planning as to performance assessment in terms of:
 - 4.1 Monitoring;
 - 4.2 Evaluation; and
 - 4.3 Feedback?
5. What is the level of organizational continuity as to organizational performance in terms of:
 - 5.1 Employees Productivity;
 - 5.2 Stakeholder's Satisfaction; and
 - 5.3 Organizational Reputation?
6. What is the level of organizational continuity as to leadership transition in terms of:
 - 6.1 Phased Handover;
 - 6.2 Continuity of Projects; and
 - 6.3 Organizational Culture?
7. What is the level of organizational continuity as to long term impact in terms of:
 - 7.1 Resilience;
 - 7.2 Adaptability; and
 - 7.3 Sustainability?
8. Is there any significant relationship between leadership succession planning and organizational continuity?

II. METHODOLOGY

This study adopted a descriptive research design. The primary subjects of this study are composed of Principals, Head Teachers, Master Teachers and Teacher III. The participants were drawn from large school category of public elementary and secondary schools in the Division of Calamba City. A total of one hundred thirty (130) respondents were selected from the different large category schools of Bucal Elementary School, E. Barretto Sr. Elementary School, Halang Elementary School, Tiyani Elementary School, Calamba City Science Integrated School, Camp Vicente Lim Integrated School, Castor Alviar National High School, E. Barretto Sr. Integrated School, and Lecheria Integrated School. The interview questions focused on how school organization effectively implement leadership succession planning to ensure seamless transitions, mitigate risks, and sustain organizational continuity.

III. RESULTS AND DISCUSSION

This chapter analyzes and interprets the data gathered that determined the relationship between strategic leadership planning in strengthening organizational continuity.

Level of Leadership Succession Planning as to Leadership Development Programs

The level of leadership succession planning as to organizational continuity in terms of leadership development programs, leadership competencies, adaptive leadership,

performance assessment, organizational performance, leadership transition, and long term effect were treated statistically using weighted mean and standard deviation.

TABLE 1. Leadership Succession Planning as to Leadership Development Programs in terms of Educational Progression

Statements	Mean	SD	Remarks
Courses and professional development opportunities play a crucial role in preparing individuals for leadership positions.	6.41	0.77	Strongly Agree
Courses provided by universities (masteral and doctorate) effectively prepare individuals for higher positions.	6.33	0.75	Strongly Agree
Courses impacted readiness for a leadership or advanced role within the organization.	6.27	0.77	Strongly Agree
Weighted Mean	6.34		
SD	0.70		
Verbal Interpretation	Always Observed		

Table 1 shows level of leadership succession planning as to leadership development programs in terms of educational progression. Also shows the statements, mean, standard deviation and remarks.

Higher education programs help educators to gain more knowledge in management and leadership, make it easy for the organization to find successors. The mean (M = 6.41) interpreted as Strongly Agree suggests a high level of opportunities of the crucial role of educational progression in preparing individuals for leadership positions. Also the courses provided by universities (masteral and doctorate) effectively prepare individuals for higher positions with the mean (M = 6.33) and the courses impact on the readiness for leadership with the mean (M = 6.27) were both interpreted as Strongly Agree.

The level of leadership succession planning as to leadership development programs in terms of educational progression with mean of 6.34 and standard deviation of 0.70 and was verbally interpreted as Always Observed among the respondents.

In summary, findings indicate that leadership succession planning in terms of educational progression is highly emphasized, with the crucial role of courses in preparing individuals for leadership positions, the role of courses provided by universities (masteral and doctorate) that effectively prepare individuals for higher positions and the courses impact on the readiness for leadership.

The above findings were supported by Jones et al. (2020), according to him master's and doctoral programs provide individuals with both technical and leadership skills, which are crucial for leadership succession in organizational settings. Master's and doctoral degrees are designed to hone leadership skills, decision-making capabilities, and strategic thinking.

Moreover, leadership readiness, as discussed by Thompson and Roberts (2017) is greatly enhanced by the education provided in advanced degree programs, helping organizations prepare future leaders for high-stakes decision-making. Master's and doctoral degree programs equip individuals with both theoretical and practical knowledge about managing change, handling crises, and leading teams. This readiness is

key in succession planning, where leadership transitions need to be smooth and effective.

TABLE 2. Leadership Succession Planning as to Leadership Development Programs in terms of Trainings

Statements	Mean	SD	Remarks
The training programs offered by my school align with the goals of succession planning.	6.32	0.74	Strongly Agree
I feel more prepared to take on leadership roles after participating in school training programs.	6.19	0.81	Strongly Agree
Staff members who complete leadership training more likely to be promoted into leadership roles.	6.08	0.84	Agree
Weighted Mean	6.20		
SD	0.69		
Verbal Interpretation	Always Observed		

Table 2 shows level of leadership succession planning as to leadership development programs in terms of trainings. Also shows the statements, mean, standard deviation and remarks.

Training helps succession planning by equipping potential leaders with the necessary skills, knowledge, and experience to seamlessly transition into key roles within an organization. The mean (M = 6.32) interpreted as Always Observed, training programs offered by the organization was align with the goals of succession planning. Also, after participating in school training programs, the respondents feel more prepared to take on leadership roles with the mean (M= 6.19) interpreted as Always Observed. Staff members who complete leadership training more likely to be promoted into leadership roles got the lowest mean (M=6.08) interpreted as Frequently Observed.

The level of leadership succession planning as to leadership development programs in terms of training with the mean of 6.20 and a standard deviation of 0.69 was verbally interpreted as Always Observed.

In summary, findings indicate that leadership succession planning in terms of training is highly emphasized in that training programs offered was align with the goals of succession planning and the respondents are more prepared to take on leadership roles after participating in school training programs. On other hand the concept that members who complete leadership training more likely to be promoted into leadership roles need to be improved.

In support, Taylor and Francis (2020) found that leadership training programs improved participants' problem-solving skills, which significantly contributed to their readiness for leadership transitions. Training programs provide employees with specific skills required for leadership roles, such as decision-making, conflict resolution, and people management.

It was supported by Johnson and Mitchell (2021) who stated that leadership training in change management improved leaders' adaptability, which is crucial in maintaining continuity and driving success during leadership transitions. Leaders must be able to adjust to change in today's rapidly changing society. Training programs focused on change management help potential successors develop the flexibility. Also, Reh (2014) demonstrated that organizations with

comprehensive training programs for potential leaders experienced fewer challenges during leadership transitions.

TABLE 3. Leadership Succession Planning as to Leadership Development Programs in terms of Mentorship and Coaching

Statements	Mean	SD	Remarks
Mentors play a key role in developing the skills needed for future leaders in schools.	6.53	0.68	Strongly Agree
Experienced leaders in my school actively mentor emerging leaders to ensure a smooth leadership transition.	6.42	0.78	Strongly Agree
I have benefited from a formal mentorship program aimed at leadership development.	6.32	0.86	Strongly Agree
Weighted Mean	6.42		
SD	0.71		
Verbal Interpretation	Always Observed		

Table 3 shows level of leadership succession planning as to leadership development programs in terms of mentoring and coaching. The mean, standard deviation, comments, and assertions are also displayed.

Leadership succession planning through mentorship and coaching, emphasizing the role in developing future leaders by providing guidance, knowledge transfer, and hands-on experience for leadership readiness. The mean (M = 6.53) interpreted as Strongly Agree, mentors play a key role in developing the skills needed for future leaders in schools. Additionally, with mean of (M = 6.42) experienced leaders their organization actively mentor emerging leaders to ensure a smooth leadership transition and that the respondents benefited from a formal mentorship program aimed at leadership development with the mean of (M = 6.32) were also verbally interpreted as Strongly Agree.

The level of leadership succession planning as to leadership development programs in terms of mentorship and coaching with the mean of 6.42 and a standard deviation of 0.71 was verbally interpreted as Always Observed.

In summary, findings indicate that leadership succession planning in terms of mentorship and coaching is highly emphasized, that mentors play a key role in developing the skills needed for future leaders, experienced leaders in organization actively mentor emerging leaders and respondents benefited from a formal mentorship program.

It was supported by the study of Karkoulian et.al. (2016) found that mentees developed better leadership skills, strategic thinking, and cultural awareness through mentor relationships. These mentoring relationships were key in transferring institutional knowledge and ensuring leadership continuity.

TABLE 4. Leadership Succession Planning as to Leadership Development Programs in terms of Experiential Opportunities

Statements	Mean	SD	Remarks
Experiential opportunities, such as leading projects or teams, are a key part of preparing future leaders.	6.51	0.70	Strongly Agree
Experiential learning should be an integral part of the succession planning process in my school.	6.45	0.74	Strongly Agree
I have been given opportunities to take on responsibilities that prepare me for a leadership role.	6.28	0.94	Strongly Agree
Weighted Mean	6.41		
SD	0.71		
Verbal Interpretation	Always Observed		

Table 4 shows level of leadership succession planning as to leadership development programs in terms of experiential opportunities. Also shows the statements, mean, standard deviation and remarks.

The results indicate a strong emphasis on leadership succession planning through experiential opportunities, highlighting the importance of hands-on experiences in enhancing leadership preparedness and development. The mean (M = 6.51) in experiential opportunities, such as leading projects or teams, are a key part of preparing future leaders, the mean of (M = 6.45) on the idea that experiential learning should be an integral part of the succession planning process in my school and with the mean (M = 6.28) stating that the respondents have been given opportunities to take on responsibilities that prepare for a leadership role are all verbally interpreted as Strongly Agree.

The level of leadership succession planning as to leadership development programs in terms of experiential opportunities with the mean of 6.41 and a standard deviation of 0.71 was verbally interpreted as Always Observed.

In summary, findings indicate that leadership succession planning in terms of experiential opportunities is highly emphasized that experiential opportunities, such as leading projects or teams, are a key part of preparing future leaders, experiential learning should be an integral part of the succession planning and that members have been given opportunities to take on responsibilities that prepare for a leadership role are all verbally interpreted as Always Observed.

The above findings were supported by McCall and Hollenbeck (2018) leaders who had undergone experiential learning were more adaptable to organizational changes, making them more effective during leadership transitions. Experiential learning enables individuals to encounter challenges that are reflective of the actual complexities they will face in leadership roles.

TABLE 5. Leadership Succession Planning as to Leadership Competencies in terms of Skills

Statements	Mean	SD	Remarks
Identifying and developing key skills is essential for preparing employees for future leadership roles.	6.51	0.76	Strongly Agree
Employees with strong leadership skills are more likely to be considered for succession into higher positions.	6.43	0.81	Strongly Agree
My organization provides sufficient support and resources for skills development related to succession planning.	6.18	0.82	Strongly Agree
Weighted Mean	6.38		
SD	0.70		
Verbal Interpretation	Always Observed		

Table 5 shows level of leadership succession planning as to leadership competencies in terms of skills are always observed, as shown by the overall average mean of 6.38 which verbally interpreted as Always Observed. This means that respondents agreed skills play a crucial role in succession planning.

Among the specific indicators, the highest-rated practice is the essential identifying and developing key skills on

preparing employees for future leadership roles with a mean of (M= 6.51) reflecting a verbal interpretation of Strongly Agree. Employees with strong leadership skills are more likely to be considered for succession into higher positions with the mean of (M= 6.43) and organization provides sufficient support and resources for skills development related to succession planning with the mean of (M= 6.18) that were verbally interpreted as Strongly Agree.

The level of leadership succession planning as to leadership competencies in terms of skills with the mean of 6.38 and a standard deviation of 0.70 was verbally interpreted as Always Observed. In summary, these results emphasize the organization's commitment in preparing employees for leadership through continuous skills enhancement.

According to the study of Wong and Cheng (2018) skill development in succession planning within multinational corporations. The research found that technical skills, combined with soft skills such as collaboration, adaptability, and leadership, were crucial for successful leadership transitions.

For further discussion, Table 6 shows level of leadership succession planning as to leadership competencies in terms of Emotional Intelligence are always observed, as shown by the overall average mean of 6.30 which verbally interpreted as Always Observed. This means that respondents agreed emotional intelligence play a crucial role in succession planning.

TABLE 6. Leadership Succession Planning as to Leadership Competencies in terms of Emotional Intelligence

Statements	Mean	SD	Remarks
Leaders in my organization demonstrate high levels of emotional intelligence.	6.14	0.89	Agree
Emotional intelligence skills, such as empathy and self-awareness, are critical for future leaders in my organization.	6.42	0.71	Strongly Agree
Leaders who possess high emotional intelligence are more successful in handling leadership challenges.	6.34	0.77	Strongly Agree
Weighted Mean	6.30		
SD	0.67		
Verbal Interpretation	Always Observed		

Among the specific indicators, the highest-rated practice with a mean of (M= 6.42) emotional intelligence skills, such as empathy and self-awareness, are critical for future leaders in my organization. Leaders who possess high emotional intelligence are more successful in handling leadership challenges with a mean of (M= 6.34) and leaders in their organization demonstrate high levels of emotional intelligence with a mean of (M= 6.14) verbally interpreted as Strongly Agree.

The level of leadership succession planning as to leadership competencies in terms of emotional intelligence with the mean of 6.30 and a standard deviation of 0.67 was verbally interpreted as Always Observed. In summary, emotional intelligence is a critical factor for future leaders in the organization, with empathy and self-awareness receiving the highest rating. Leaders with high emotional intelligence

are more successful in managing, and it is consistently demonstrated within the organization.

Goleman et al. (2020) emphasized that emotionally intelligent leaders are more effective in handling conflict and motivating teams, making them better equipped for leadership transitions. Leaders who can regulate emotions and maintain composure during change are essential for smooth transitions.

Table 7 shows level of leadership succession planning as to leadership competencies in terms of decision making are always observed, as shown by the overall average mean of 6.55 and a standard deviation of 0.65 which verbally interpreted as Always Observed. This means that respondents agreed the importance of decision making.

TABLE 7. Leadership Succession Planning as to Leadership Competencies in terms of Decision Making

Statements	Mean	SD	Remarks
Strong decision-making skills are essential for effective leadership in my organization.	6.59	0.71	Strongly Agree
Decision-making abilities are considered as a primary criterion in my organization's succession planning process.	6.51	0.74	Strongly Agree
Leaders with strong decision-making skills are more successful in navigating complex challenges.	6.55	0.72	Strongly Agree
Weighted Mean	6.55		
SD	0.65		
Verbal Interpretation	Always Observed		

A key skill for success in both personal and professional environments is the capacity to make wise choices. It enables individuals to analyze situations, weigh options, and choose the best course of action, leading to positive outcomes. With the highest mean of (M= 6.59) strong decision-making skills are essential for effective leadership in organization. Leaders with strong decision-making skills are more successful in navigating complex challenges with the mean of (M= 6.55) and decision-making abilities are considered as a primary criterion in the respondent organization's succession planning process with the mean of (M= 6.51) which were all verbally interpreted as Strongly Agree.

In summary, findings indicate that leadership succession planning in terms of decision making is highly emphasized such as strong decision-making skills, decision-making abilities are considered as a primary criterion, and Leaders with strong decision-making skills are more successful in navigating complex challenges.

According to Robbins and Judge (2020), leaders with effective decision-making abilities are able to assess the complexities of organizational change during succession planning, allowing them to make informed decisions that lead to successful leadership transitions.

Table 8 shows level of leadership succession planning as to leadership competencies in terms of ethical and moral standards. Also shows the statements, mean, standard deviation and remarks.

The results indicate a strong emphasis on leadership succession planning through ethical and moral standards, highlighting the importance of ethical and moral standards in enhancing leadership preparedness and development.

Succession planning efforts in organization should place greater emphasis on ethical and moral standards and leaders in organization are expected to uphold high ethical and moral standards with the mean (M = 6.39) were verbally interpreted as Strongly Agree. Sufficient resources and training available in organization to promote ethical behavior among future leaders with the mean of (M = 6.22) and verbally interpreted as Strongly Agree.

TABLE 8. Leadership Succession Planning as to Leadership Competencies in terms of Ethical and Moral Standard

Statements	Mean	SD	Remarks
Succession planning efforts in my organization should place greater emphasis on ethical and moral standards.	6.39	0.74	Strongly Agree
There are sufficient resources and training available in my organization to promote ethical behavior among future leaders.	6.22	0.82	Strongly Agree
Leaders in my organization are expected to uphold high ethical and moral standards.	6.39	0.80	Strongly Agree
Weighted Mean	6.34		
SD	0.68		
Verbal Interpretation	Always Observed		

The level of leadership succession planning as to leadership competencies in terms of ethical and moral standards with the mean of 6.34 and a standard deviation of 0.68 was verbally interpreted as Always Observed.

In summary, findings indicate that leadership succession planning in terms of ethical and moral standard is highly emphasize. Organization should place greater emphasis on ethical and moral standards, upholding high ethical and moral standards and resources and training available in organization to promote ethical behavior among future leaders.

The above findings were supported by Brown and Treviño (2019) ethical leadership creates a foundation of trust, which is critical in succession planning, ensuring that the new leaders are accepted and respected by their teams. Ethical leadership was shown to increase employees' willingness to follow a new leader. Leaders who uphold ethical and moral standards are more likely to be trusted by employees and stakeholders, which is crucial during leadership transitions.

Table 9 shows level of leadership succession planning as to adaptive leadership in terms of receptive. It also displays the assertions, mean, standard deviation, and observations.

Strong emphasis on leadership succession planning as to adaptive leadership in terms of receptive was visible. With the mean of (M = 6.50) receptive leaders are better able to mentor potential successors verbally interpreted as Strongly Agree. Leaders who are receptive to new ideas contribute to the effectiveness of succession planning with the mean of (M = 6.48). With the lowest mean of (M = 6.47) a culture of receptiveness in leadership helps identify potential successors more effectively verbally interpreted as Strongly Agree.

The level of leadership succession planning as to adaptive leadership in terms of receptive with the mean of 6.48 and a standard deviation of 0.65 was verbally interpreted as Always Observed.

In summary, the findings highlight the strong emphasis on leadership succession planning in relation to adaptive

leadership, particularly in terms of receptiveness. These results emphasize the critical role of receptiveness in ensuring a smooth and effective leadership transition within the organization.

TABLE 9. Leadership Succession Planning as to Adaptive Leadership in terms of Receptive

Statements	Mean	SD	Remarks
Leaders who are receptive to new ideas contribute to the effectiveness of succession planning.	6.48	0.71	Strongly Agree
A culture of receptiveness in leadership helps identify potential successors more effectively.	6.47	0.69	Strongly Agree
Receptive leaders are better able to mentor potential successors.	6.50	0.71	Strongly Agree
Weighted Mean	6.48		
SD	0.65		
Verbal Interpretation	Always Observed		

It was supported by Heifetz (2017) receptive leaders are those who are open to change and adaptive problem-solving, are more likely to foster innovation within the organization.

TABLE 10. Leadership Succession Planning as to Adaptive Leadership in terms of Risk-Taking

Statements	Mean	SD	Remarks
Taking calculated risks is essential for effective succession planning.	6.31	0.78	Strongly Agree
Organizations that encourage risk-taking in succession planning tend to develop stronger leadership pipelines.	6.31	0.74	Strongly Agree
Risk-taking in leadership development helps identify potential successors with high growth potential.	6.32	0.78	Strongly Agree
Weighted Mean	6.31		
SD	0.71		
Verbal Interpretation	Always Observed		

Table 10 shows level of leadership succession planning as to adaptive leadership in terms of risk-taking. Also shows the statements, mean, standard deviation and remarks.

Strong emphasis on leadership succession planning as to adaptive leadership in terms of risk-taking was visible. With the mean of (M = 6.32) Risk-taking in leadership development helps identify potential successors with high growth potential verbally interpreted as Strongly Agree. Taking calculated risks is essential for effective succession planning and organizations that encourage risk-taking with the mean of (M = 6.31) verbally interpreted as Strongly Agree

The level of leadership succession planning as to adaptive leadership in terms of risk-taking with the mean of 6.31 and a standard deviation of 0.71 was verbally interpreted as Always Observed.

In summary, the findings highlight the strong emphasis on leadership succession planning in relation to adaptive leadership, particularly in terms of risk-taking. Highlighting the importance of calculated risks in identifying high-potential successors and ensuring effective leadership transitions.

Gentry (2019) explored how leadership development programs that encourage risk-taking foster innovation and agility among potential successors. Future leaders who take strategic risks are more likely to implement innovative ideas

and drive change, which enhances the effectiveness of succession planning.

TABLE 11. Leadership Succession Planning as to Adaptive Leadership in terms of Innovation

Statements	Mean	SD	Remarks
The leadership in my organization encourages creativity and new ideas.	6.48	0.81	Strongly Agree
Innovation in leadership is crucial for identifying and grooming leaders capable of meeting future challenges.	6.48	0.75	Strongly Agree
Innovative leadership practices have improved the overall effectiveness of our succession planning process.	6.48	0.75	Strongly Agree
Weighted Mean	6.48		
SD	0.69		
Verbal Interpretation	Always Observed		

Table 11 shows level of leadership succession planning as to adaptive leadership in terms of innovation. Also shows the statements, mean, standard deviation and remarks.

The mean level of leadership succession planning in terms of adaptive leadership in terms of innovation underscores the importance of fostering creativity and forward-thinking strategies to ensure effective leadership transitions. All the indicators got the mean (M = 6.48) organization encourages creativity and new ideas, innovation in leadership is crucial for identifying and grooming leaders capable of meeting future challenges, interpreted Strongly Agree.

The level of leadership succession planning as to adaptive leadership in terms of innovation with the mean of 6.48 and a standard deviation of 0.69 was verbally interpreted as Always Observed.

In summary, the findings highlight the strong emphasis on leadership succession planning in relation to adaptive leadership in terms of innovation.

Gentry (2019) suggested that encouraging risk-taking and innovation in leadership development leads to stronger succession planning outcomes. Leaders who can innovate and adapt to new circumstances are better prepared to steer organizations through periods of leadership change. Additionally, Christensen, Raynor, and McDonald (2015) stated that innovation is critical for developing future leaders who can navigate disruptive changes. Organizations that integrate innovation into their succession planning processes ensure that future leaders can implement new ideas, driving sustained growth and competitive advantage during leadership transitions.

TABLE 12. Leadership Succession Planning as to Performance Assessment in terms of Monitoring

Statements	Mean	SD	Remarks
Our school has a well-structured system for monitoring staff performance.	6.36	0.87	Strongly Agree
Monitoring of staff performance helps identify potential leaders for succession planning.	6.44	0.82	Strongly Agree
Succession planning is strengthened by regular performance monitoring that tracks staff growth and potential.	6.41	0.83	Strongly Agree
Weighted Mean	6.41		
SD	0.77		
Verbal Interpretation	Always Observed		

Table 12 shows level of leadership succession planning as to performance assessment in terms of monitoring. Also shows the statements, mean, standard deviation and remarks.

The level of leadership succession planning as to performance assessment in terms of monitoring highlights the importance of continuous evaluation in identifying and developing future leaders effectively. With the mean of (M = 6.44) monitoring of staff performance helps identify potential leaders. Succession planning is strengthened by regular performance monitoring with the mean of (M = 6.41). Organization has a well-structured system for monitoring staff performance with the mean of (M = 6.36). The above findings were verbally interpreted as Strongly Agree.

The level of leadership succession planning as to performance assessment in terms of monitoring with the mean of 6.41 and a standard deviation of 0.77 was verbally interpreted as Always Observed.

In summary, monitoring emphasizes the crucial role of continuous tracking and evaluation in ensuring the effective identification and development of future leaders.

Monitoring is a critical element of succession planning, as it allows organizations to track the progress and readiness of potential leaders. Rothwell (2021) emphasized that continuous monitoring of leadership candidates helps identify gaps in their development and provides insights for targeted interventions. Monitoring ensures that leadership pipelines remain strong and aligned with organizational goals.

TABLE 13. Leadership Succession Planning as to Performance Assessment in terms of Evaluation

Statements	Mean	SD	Remarks
Performance evaluations help identify staff members with leadership potential.	6.48	0.79	Strongly Agree
Staff evaluations contribute to succession planning by highlighting areas for leadership development.	6.48	0.80	Strongly Agree
The performance evaluation process plays a crucial role in the success of succession planning in our school.	6.45	0.80	Strongly Agree
Weighted Mean	6.47		
SD	0.76		
Verbal Interpretation	Always Observed		

Table 13 shows level of leadership succession planning as to performance assessment in terms of evaluation. Also shows the statements, mean, standard deviation and remarks.

The findings highlight the importance of evaluation in leadership succession planning as part of performance assessment. Consistently observed, evaluation plays a crucial role in identifying and developing potential leaders by measuring their competencies, progress, and readiness for leadership roles. With the mean of (M = 6.48) performance evaluations help identify staff members with leadership potential and evaluations contribute to succession planning by highlighting areas for leadership development, verbally interpreted as Strongly Agree. With the mean of (M = 6.45) the performance evaluation process plays a crucial role in the success of succession planning in our school which is verbally interpreted as Strongly Agree.

In summary, with the mean of 6.47 and standard deviation 0.76, verbally interpreted as Always Observed reflecting a structured and reliable assessment process, the results emphasize that organizations benefit from systematic evaluation methods to ensure effective leadership transitions.

Groves (2017) argued that evaluation is essential in succession planning to assess the effectiveness of leadership development programs. Regular evaluation ensures that leadership candidates are progressing in their competencies and that the organization's leadership pipeline is being prepared to meet future challenges. Evaluation provides measurable data that helps organizations adjust their strategies as needed.

It is supported by Wang and He (2018) who also conducted research on the integration of performance assessments evaluation into succession planning in public sector organizations. Their study showed that performance assessments helped public institutions recognize talent within their workforce and prepare these individuals for future leadership roles. The research concluded that the systematic use of performance data improved the effectiveness of leadership transitions by aligning leadership capabilities with the organization's needs.

Table 14 shows level of leadership succession planning as to performance assessment in terms of feedback. Also shows the statements, mean, standard deviation and remarks.

Feedback is essential in succession planning as it provides potential leaders with insights into their strengths and areas for improvement, ensuring continuous development and readiness for future roles. With the mean of (M = 6.35) school provides timely and constructive feedback as part of the performance assessment process and feedback in performance assessments contributes to a stronger and more effective succession planning which is verbally interpreted Strongly Agree. Feedback focuses on both strengths and areas for professional growth, with the mean (M = 6.35) was also verbally interpreted as Strongly Agree.

TABLE 14. Leadership Succession Planning as to Performance Assessment in terms of Feedback

Statements	Mean	SD	Remarks
Our school provides timely and constructive feedback as part of the performance assessment process.	6.35	0.85	Strongly Agree
Feedback in our school focuses on both strengths and areas for professional growth.	6.34	0.85	Strongly Agree
Feedback in performance assessments contributes to a stronger and more effective succession planning process in our school.	6.35	0.83	Strongly Agree
Weighted Mean	6.35		
SD	0.80		
Verbal Interpretation	Always Observed		

In summary, with the mean of 6.35 and standard deviation 0.80, verbally interpreted as Always Observed implicate that regular and constructive feedback fosters a culture of growth, helping organizations identify and nurture the best candidates for leadership transition.

Charan et al. (2020) emphasized the necessity of monitoring and giving ongoing input to future leaders, which

backs up the aforementioned conclusions. They argue that without regular monitoring and feedback, succession planning becomes a passive process. Active engagement through feedback loops ensures that leaders are adequately prepared and that any issues are addressed before transitions occur.

Performance assessment is essential in succession planning because it provides a structured and objective way to identify and evaluate potential leaders within an organization. By systematically measuring employees' competencies, skills, and achievements, performance assessments help ensure that succession decisions are based on merit and readiness rather than subjective factors.

Table 15 shows level of leadership organizational continuity as to organizational performance in terms of employee's productivity. Also shows the statements, mean, standard deviation and remarks.

The level of leadership organizational continuity as to organizational performance in terms of employee productivity, highlights the crucial link between effective leadership transitions and workforce efficiency. With the highest mean (M = 6.40) staff are more productive when they see clear pathways for career advancement through succession planning verbally interpreted as Strongly Agree. School positively affects staff morale and engagement with the mean of (M = 6.29), and succession planning fosters an environment that encourages professional growth and increased productivity with the mean of (M = 6.25) were both verbally interpreted as Strongly Agree.

TABLE 15. Organizational Continuity as to Organizational Performance in terms of Employees' Productivity

Statements	Mean	SD	Remarks
Succession planning in our school positively affects staff morale and engagement.	6.29	0.86	Strongly Agree
Succession planning fosters an environment that encourages professional growth and increased productivity.	6.25	0.84	Strongly Agree
Staff are more productive when they see clear pathways for career advancement through succession planning.	6.40	0.81	Strongly Agree
Weighted Mean	6.31		
SD	0.78		
Verbal Interpretation	Always Observed		

In summary, with the mean of 6.31 and standard deviation 0.78, verbally interpreted as Always Observed, the findings suggest that well-structured succession planning enhances employee engagement, motivation, and overall performance.

According to Kim (2014) succession planning can positively influence employee engagement, which is closely tied to productivity. Employees are more inclined to be involved in their jobs when they can see clear chances for career advancement inside a firm.

Table 16 shows level of leadership organizational continuity as to organizational performance in terms of stakeholder's satisfaction. Also shows the statements, mean, standard deviation and remarks.

The shows level of leadership organizational continuity as to organizational performance in terms of stakeholder satisfaction underscores the importance of strong leadership

transitions in maintaining trust, meeting expectations, and ensuring long-term organizational success. With the highest mean (M = 6.32) stakeholders express satisfaction with the school’s ability to maintain high standards during leadership transitions verbally interpreted as Strongly Agree. Succession planning has helped build trust between the school administration and its stakeholders (teachers, parents, community) with the mean of (M = 6.28), and parents as well as the community are satisfied with the stability and leadership continuity provided by our succession planning with the mean of (M = 6.24) were both verbally interpreted as Strongly Agree.

TABLE 16. Mean Level of Organizational Continuity as to Organizational Performance in terms of Stakeholder’s Satisfaction

Statements	Mean	SD	Remarks
Parents and the community are satisfied with the stability and leadership continuity provided by our succession planning.	6.24	0.82	Strongly Agree
Succession planning has helped build trust between the school administration and its stakeholders (teachers, parents, community).	6.28	0.80	Strongly Agree
Stakeholders express satisfaction with the school’s ability to maintain high standards during leadership transitions.	6.32	0.78	Strongly Agree
Weighted Mean	6.28		
SD	0.76		
Verbal Interpretation	Always Observed		

In summary, with the mean of 6.28 and standard deviation 0.76, verbally interpreted as Always Observed, highlights its crucial role in maintaining trust, stability, and confidence in the school’s leadership continuity and high standards.

Succession planning has a direct impact on stakeholders’ satisfaction by ensuring the continuity and stability of leadership within organizations. According to Rothwell (2015), organizations that implement effective succession planning processes send a clear message to stakeholders that they are prepared for the future. This preparedness reduces uncertainty and instills confidence in the organization’s long-term sustainability, leading to higher stakeholder satisfaction.

TABLE 17. Organizational Continuity as to Organizational Performance in terms of Organizational Reputation

Statements	Mean	SD	Remarks
Succession planning positively impact the school’s overall public image.	6.39	0.82	Strongly Agree
The school’s reputation for maintaining high educational standards is strengthened by effective succession planning.	6.40	0.81	Strongly Agree
Stakeholders recognize the school’s commitment to leadership excellence due to its strong succession planning strategies.	6.41	0.78	Strongly Agree
Weighted Mean	6.40		
SD	0.76		
Verbal Interpretation	Always Observed		

Table 17 shows level of leadership organizational continuity as to organizational performance in terms of organizational reputation. Also shows the statements, mean, standard deviation and remarks.

The level of leadership organizational continuity in relation to organizational performance, particularly in terms of

organizational reputation, emphasizes the importance of stable and effective leadership in maintaining a positive public image. With the highest mean (M = 6.41) stakeholders recognize the school’s commitment to leadership excellence due to its strong succession planning strategies verbally interpreted as Strongly Agree. The school’s reputation for maintaining high educational standards is strengthened by effective succession planning with the mean of (M = 6.40) and succession planning positively impact the school’s overall public image with the mean of (M = 6.39) were both verbally interpreted as Strongly Agree.

In summary, with the mean of 6.40 and standard deviation 0.76, verbally interpreted as Always Observed the findings suggest that well-planned leadership transitions contribute to stakeholder confidence, institutional credibility, and sustained excellence. A strong reputation enhances trust, attracts support, and reinforces the organization’s long-term success.

It is supported by Rothwell (2015) stated that organizations with formal succession planning processes are seen as stable and forward-thinking, which contributes to a positive reputation. Organizations that demonstrate a proactive approach to leadership transitions are perceived as being well-managed and capable of sustaining long-term growth. This perception not only enhances stakeholder confidence but also strengthens the organization’s public image, attracting talent, and stakeholders.

TABLE 18. Organizational Continuity as to Leadership Transition in terms of Phased Handover

Statements	Mean	SD	Remarks
Succession planning in our school directly contributes to the success of phased handovers.	6.42	0.74	Strongly Agree
Phased handovers, as part of our succession planning, ensure that leadership changes are smooth and efficient.	6.37	0.74	Strongly Agree
Our stakeholders are confident in the phased handover process facilitated by our succession planning.	6.36	0.72	Strongly Agree
Weighted Mean	6.38		
SD	0.67		
Verbal Interpretation	Always Observed		

Table 18 shows level of leadership organizational continuity as to leadership transition in terms of phased handover. Also shows the statements, mean, standard deviation and remarks.

The level of leadership organizational continuity in relation to leadership transition, particularly in terms of phased handover, highlights the importance of a structured transition process in ensuring stability and operational efficiency. With the highest mean (M = 6.42) succession planning in our school directly contributes to the success of phased handovers verbally interpreted as Strongly Agree. Phased handovers, as part of succession planning, ensure that leadership changes are smooth and efficient with the mean of (M = 6.37) and stakeholders are confident in the phased handover process facilitated by succession planning with the mean of (M = 6.39) were both verbally interpreted as Strongly Agree.

In summary, with the mean of 6.38 and standard deviation 0.67, verbally interpreted as Always Observed the findings

suggest that well-executed phased handover minimizes disruptions, allows for knowledge transfer, and strengthens leadership preparedness.

According to Rothwell (2015) phased handovers, is where the outgoing and incoming leaders collaborate for a set period, are essential for knowledge transfer and minimizing disruption. This overlap period ensures that the new leader has a comprehensive understanding of the organization’s operations, ongoing projects, and culture, leading to smoother transitions and a reduction in operational risks. Phased handovers are particularly beneficial in complex organizations where leadership changes can affect many departments and stakeholders.

To continue Table 19 below shows level of leadership organizational continuity as to leadership transition in terms of continuity of projects. Also shows the statements, mean, standard deviation and remarks.

The level of leadership organizational continuity in relation to leadership transition, particularly in terms of continuity of projects, emphasizes the importance of seamless leadership shifts in maintaining ongoing initiatives and organizational progress. With the highest mean (M = 6.39) key stakeholders (staff, parents, community) recognize the role of succession planning in ensuring the completion of long-term school projects verbally interpreted as Strongly Agree. Succession planning helps maintain the continuity of important school projects during leadership transitions with the mean of (M = 6.38) verbally interpreted as Strongly Agree. And with the lowest mean of (M = 6.29) Key school projects are not delayed or disrupted during leadership changes due to effective succession planning verbally interpreted as Strongly Agree.

TABLE 19. Organizational Continuity as to Leadership Transition in terms of Continuity of Projects

Statements	Mean	SD	Remarks
Succession planning helps maintain the continuity of important school projects during leadership transitions.	6.38	0.67	Strongly Agree
Key school projects are not delayed or disrupted during leadership changes due to effective succession planning.	6.29	0.77	Strongly Agree
Key stakeholders (staff, parents, community) recognize the role of succession planning in ensuring the completion of long-term school projects.	6.39	0.74	Strongly Agree
Weighted Mean	6.36		
SD	0.67		
Verbal Interpretation	Always Observed		

In summary, with the mean of 6.36 and standard deviation 0.67, verbally interpreted as Always Observed the findings suggest that effective succession planning ensures projects remain on track, minimizing disruptions and sustaining organizational goals. This highlights the critical role of leadership continuity in fostering long-term stability and success.

According to Conger and Fulmer (2023) the need for succession planning that aligns leadership transitions with organizational strategies. Succession planning allows organizations to prepare future leaders with the specific

competencies required to continue or refine strategic objectives. This alignment ensures that during leadership transitions, the organization’s strategic initiatives are not compromised, and new leaders can pick up projects without significant shifts or interruptions. Succession planning provides continuity in leadership that is crucial for the long-term execution of organizational goals.

TABLE 20. Organizational Continuity as to Leadership Transition in terms of Organizational Culture

Statements	Mean	SD	Remarks
The succession planning process helps reinforce the school’s organizational values and culture.	6.35	0.72	Strongly Agree
Leadership transitions are handled in a way that maintains the stability of our school culture.	6.33	0.70	Strongly Agree
The succession planning process promotes a sense of belonging and community within our school.	6.35	0.72	Strongly Agree
Weighted Mean	6.34		
SD	0.65		
Verbal Interpretation	Always Observed		

Table 20 shows level of leadership organizational continuity as to leadership transition in terms of organizational culture. Also shows the statements, mean, standard deviation and remarks.

The level of leadership organizational continuity in relation to leadership transition, particularly in terms of organizational culture, highlights the importance of preserving core values and practices during leadership changes. With the highest mean (M = 6.35) succession planning process helps reinforce the school’s organizational values and culture and promotes a sense of belonging and community within our school, verbally interpreted as Strongly Agree. Leadership transitions are handled in a way that maintains the stability of school culture with the lowest mean of (M = 6.33) verbally interpreted as Strongly Agree.

In summary, with the mean of 6.34 and standard deviation 0.65, verbally interpreted as Always Observed the findings suggest that effective succession planning helps sustain a strong organizational identity, ensuring stability and alignment with institutional goals. This reinforces the role of leadership in maintaining a cohesive and resilient workplace culture.

As stated by Schein (2015) succession planning also plays a pivotal role in preserving organizational culture during leadership transitions. Organizational culture is deeply embedded in leadership, and a transition without careful cultural consideration can lead to cultural misalignment. Effective succession planning includes identifying potential leaders who not only possess the necessary skills but also embody the organization's core values and culture.

Table 21 shows level of leadership organizational continuity as to long term impact in terms of resilience. Also shows the statements, mean, standard deviation and remarks.

The level of leadership organizational continuity as to long term impact in terms of resilience, highlights the importance of strong leadership in ensuring adaptability and stability amid challenges. With the highest mean (M = 6.42) the training provided through succession planning equips leaders to foster

resilience in the school community verbally interpreted as Strongly Agree. School demonstrates resilience in the face of leadership transitions and changes (M = 6.39) verbally interpreted as Strongly Agree. And with the lowest mean (M = 6.33) school has successfully maintained its mission and goals during periods of leadership change verbally interpreted as Strongly Agree.

TABLE 21. Organizational Continuity as to Long Term Impact in terms of Resilience

Statements	Mean	SD	Remarks
Our school demonstrates resilience in the face of leadership transitions and changes.	6.39	0.75	Strongly Agree
The school has successfully maintained its mission and goals during periods of leadership change.	6.33	0.76	Strongly Agree
The training provided through succession planning equips leaders to foster resilience in the school community.	6.42	0.77	Strongly Agree
Weighted Mean	6.38		
SD	0.70		
Verbal Interpretation	Always Observed		

In summary, with the mean of 6.38 and standard deviation 0.70, verbally interpreted as Always Observed the findings suggest that effective succession planning enhances the organization's ability to navigate uncertainties while maintaining growth and efficiency. This underscores the critical role of resilient leadership in fostering long-term organizational success.

According to Bennett (2014) resilience refers to an organization's ability to anticipate, prepare for, respond to, and recover from disruptions. He emphasized that organizations with robust succession plans are better positioned to handle leadership changes and unexpected crises.

In support, Gentry et al. (2016) study found that organizations with succession planning in place were better able to manage leadership changes at both senior and middle management levels, which contributed to organizational resilience.

Table 22 shows level of leadership organizational continuity as to long term impact in terms of adaptability. Also shows the statements, mean, standard deviation and remarks.

TABLE 22. Organizational Continuity as to Long Term Impact in terms of Adaptability

Statements	Mean	SD	Remarks
Our school effectively adapts to changes in educational policies and practices.	6.47	0.73	Strongly Agree
Effective succession planning enhances our school's ability to remain adaptable over time.	6.49	0.68	Strongly Agree
The skills developed through succession planning equip leaders to foster a culture of adaptability in the school.	6.46	0.68	Strongly Agree
Weighted Mean	6.47		
SD	0.65		
Verbal Interpretation	Always Observed		

The level of leadership organizational continuity as to long term impact in terms of adaptability, highlights the importance of flexible and forward-thinking leadership in sustaining organizational success. With the highest mean (M = 6.49)

effective succession planning enhances our school's ability to remain adaptable over time verbally interpreted as Strongly Agree. School effectively adapts to changes in educational policies and practices with the mean (M = 6.47) verbally interpreted as Strongly Agree. And with the lowest mean (M = 6.46) skills developed through succession planning equip leaders to foster a culture of adaptability in the school verbally interpreted as Strongly Agree.

In summary, with the mean of 6.47 and standard deviation 0.65, verbally interpreted as Always Observed the findings suggest that effective succession planning enables leaders to navigate change, embrace innovation, and respond to evolving challenges. This reinforces the role of adaptable leadership in ensuring long-term growth and stability.

According to Avolio (2019) succession planning should be viewed as a strategic asset that enhances adaptability. They contend that organizations with well-defined succession plans are not only prepared for leadership transitions but are also more likely to cultivate an adaptive mindset across their workforce.

By regularly assessing and developing talent, organizations can identify emerging leaders capable of driving innovation and change. This forward-thinking approach empowers organizations to remain competitive and responsive to evolving market conditions.

TABLE 23. Organizational Continuity as to Long Term Impact in terms of Sustainability

Statements	Mean	SD	Remarks
Our school effectively implements sustainable practices in its operations and programs.	6.38	0.75	Strongly Agree
Succession planning directly contributes to our school's capacity to sustain its initiatives and goals.	6.40	0.72	Strongly Agree
Our school demonstrates sustainability in the successful continuation of projects and initiatives during leadership transitions.	6.43	0.74	Strongly Agree
Weighted Mean	6.40		
SD	0.69		
Verbal Interpretation	Always Observed		

Table 23 shows level of leadership organizational continuity as to long term impact in terms of sustainability. Also shows the statements, mean, standard deviation and remarks.

The level of leadership organizational continuity as to long term impact in terms of sustainability, emphasizes the importance of maintaining effective leadership strategies to ensure lasting organizational success. With the highest mean (M = 6.43) school demonstrates sustainability in the successful continuation of projects and initiatives during leadership transitions verbally interpreted as Strongly Agree. Succession planning directly contributes to school's capacity to sustain its initiatives and goals with the mean (M = 6.40) verbally interpreted as Strongly Agree. And with the lowest mean (M = 6.38) school effectively implements sustainable practices in its operations and programs verbally interpreted as Strongly Agree.

In summary, with the mean of 6.40 and standard deviation 0.69, verbally interpreted as Always Observed the findings

suggest that strong leadership continuity supports sustainable growth, resource management, and long-term stability. This highlights the critical role of leadership in fostering an enduring and thriving organization.

Grooves et al. (2017) explores how integrating leadership development with succession planning can contribute to long-term organizational sustainability. It emphasizes that organizations that prepare leaders with adaptability and resilience skills are more capable of navigating future challenges, ensuring sustained performance and continuity. *Relationship between Leadership Succession Planning and Organizational Continuity among the public Elementary and Secondary School in Division of Calamba City*

To test the significant relationship between Leadership Succession Planning and Organizational Continuity among the public Elementary and Secondary School in Division of Calamba City was analyzed using Pearson Product Moment Correlation Coefficient.

TABLE 24. Significant Relationship between Leadership Development Programs and Organizational Performance

Leadership Development Programs (IV)		Organizational Performance (DV)		
		Employees Productivity	Stakeholder's Satisfaction	Organizational Reputation
Educational Progression	Pearson Correlation	.508**	.463**	.475**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Trainings	Pearson Correlation	.653**	.491**	.623**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Mentoring and Coaching	Pearson Correlation	.707**	.542**	.668**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Experiential Opportunities	Pearson Correlation	.731**	.591**	.608**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Table 24 presents the correlation coefficients and significance levels that test the relationships between Leadership Development Programs and Organizational Performance across three key indicators employee productivity, stakeholder satisfaction, and organizational reputation.

Correlations were computed among four leadership development program across four key indicators are educational progression, trainings, mentoring and coaching and experiential opportunities for 130 respondents. A correlation coefficient of 1 indicates a perfect positive correlation.

The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation. Indicating that leadership development initiatives strongly influence organizational performance.

Among the leadership development components, experiential opportunities show the highest correlation with employee productivity 0.731 suggesting that hands-on learning experiences significantly enhance employee efficiency. Similarly, mentoring and coaching 0.707 and trainings 0.653 also exhibit strong positive correlations, emphasizing their importance in improving productivity.

Regarding stakeholder satisfaction, the strongest correlation is observed with experiential opportunities 0.591 followed by mentoring and coaching 0.542 and trainings 0.491. These findings imply that stakeholders perceive organizations investing in leadership development more favorably, reinforcing the value of structured learning experiences.

For organizational reputation, mentoring and coaching 0.668 and experiential opportunities 0.608 show strong correlations, indicating that organizations fostering professional development tend to build a positive reputation. Educational progression has moderate correlations across all three performance indicators, with the highest being employee productivity 0.508 suggesting that while academic advancements contribute to organizational performance, practical experiences and mentorship have a stronger impact.

Overall, the findings suggest that Experiential Opportunities and Mentoring & Coaching are the most influential leadership development strategies, significantly enhancing employee productivity, stakeholder satisfaction, and organizational reputation. Organizations aiming to improve performance should prioritize hands-on learning and mentorship programs to achieve the best outcomes.

The above findings were supported by the study of Taylor and Laros (2014) stated that hands-on learning approach was particularly effective in preparing individuals for leadership transitions, as it allowed them to apply theoretical knowledge to real-world challenges, enhancing their readiness for leadership roles.

TABLE 25. Significant Relationship between Leadership Development Programs and Leadership Transition

Leadership Development Programs (IV)		Leadership Transition (DV)		
		Phased Handover	Continuity of Projects	Organizational Culture
Educational Progression	Pearson Correlation	.440**	.455**	.500**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Trainings	Pearson Correlation	.665**	.591**	.586**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Mentoring and Coaching	Pearson Correlation	.666**	.624**	.634**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Experiential Opportunities	Pearson Correlation	.522**	.533**	.593**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Table 25 presents the correlation coefficients and significance levels that test the relationships between Leadership Development Programs and Leadership Transition across three key indicators phased handover, continuity of projects, and organizational culture.

Correlations were computed among four leadership development program across four key indicators are educational progression, trainings, mentoring and coaching and experiential opportunities for 130 respondents. A correlation coefficient of 1 indicates a perfect positive correlation.

The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

Among the different leadership development components, mentoring and coaching demonstrates the highest correlations with phased handover 0.666 continuity of projects 0.624, and organizational culture 0.634. These strong positive correlations suggest that structured mentoring programs and coaching efforts greatly enhance the seamless transfer of leadership responsibilities, sustain ongoing projects, and reinforce a strong organizational culture.

Trainings also exhibit strong correlations with phased handover 0.665, continuity of projects 0.591 and organizational culture 0.586 emphasizing the role of formal training programs in preparing leaders for transitions. Meanwhile, experiential opportunities show moderate to strong correlations across all three dimensions, with the highest being with organizational culture 0.593 indicating that hands-on leadership experiences contribute to fostering a positive work environment.

Educational progression, while still positively correlated, exhibits the weakest relationships among the four leadership development components, with the highest being with organizational culture 0.500. This suggests that while formal education supports leadership transitions, practical experiences, training, and mentorship have a more direct and stronger impact.

Overall, the findings highlight that Mentoring and Coaching, followed by Trainings, are the most influential leadership development strategies for ensuring smooth leadership transitions. Organizations aiming to enhance leadership succession planning should prioritize mentorship, structured training programs, and experiential learning opportunities to ensure leadership continuity and a strong organizational culture.

Chan and O'Keefe (2021) emphasized that mentoring relationships promote the transmission of organizational values and culture, which are essential for effective succession planning. By exposing them to role models and providing guidance, mentorship ensures that future leaders understand and align with the organization's mission and objectives.

Table 26 presents the correlation coefficients and significance levels that test the relationships between Leadership Development Programs and Long Term Effect across three key indicators resilience, adaptability and sustainability.

Correlations were computed among four leadership development program across four key indicators are educational progression, trainings, mentoring and coaching and experiential opportunities for 130 respondents. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

TABLE 26. Significant Relationship between Leadership Development Programs and Long Term Effect

Leadership Development Programs (IV)		Long Term Effect (DV)		
		Resilience	Adaptability	Sustainability
Educational Progression	Pearson Correlation	.475**	.540**	.554**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Trainings	Pearson Correlation	.614**	.664**	.679**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Mentoring and Coaching	Pearson Correlation	.663**	.677**	.705**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Experiential Opportunities	Pearson Correlation	.646**	.642**	.635**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Among the leadership development components, Mentoring and Coaching demonstrates the highest correlations with Resilience 0.663 Adaptability 0.677, and Sustainability 0.705. These findings suggest that structured mentoring programs and coaching efforts play a crucial role in fostering leaders who can navigate challenges, adjust to change, and contribute to the long-term stability of the organization.

Trainings also exhibit strong correlations, particularly with Sustainability 0.679 and Adaptability 0.664 indicating that continuous skill development and learning programs are essential for building an adaptable and future-ready workforce. Similarly, Experiential Opportunities show strong positive relationships across all three indicators, with the highest correlation observed with Resilience 0.646. This suggests that hands-on leadership experiences contribute significantly to strengthening leaders' ability to recover from setbacks and maintain long-term effectiveness.

Educational Progression, while still positively correlated, shows the weakest relationships among the four leadership development components, with the highest being with Sustainability 0.554 implies that while academic advancements contribute to leadership resilience and adaptability, practical experiences, training, and mentorship provide a more direct and substantial long-term impact.

Overall, the findings emphasize that Mentoring and Coaching, followed by Trainings and Experiential

Opportunities, are the most influential leadership development strategies in ensuring long-term organizational resilience, adaptability, and sustainability. Organizations looking to strengthen their long-term leadership pipeline should focus on structured mentorship programs, continuous training, and hands-on learning experiences to develop leaders capable of navigating evolving business landscapes.

The above findings was supported by the study of Giber (2016) Coaching allowed potential successors to focus on personal growth areas such as decision-making, emotional intelligence, and interpersonal skills, which are essential for executive leadership. The study concluded that integrating coaching into succession planning not only prepares leaders for the specific challenges of executive roles but also accelerates leadership readiness and enhances organizational stability during transitions.

According to the study of Reh (2014) the role of formal training programs in succession planning within public sector organizations. The research demonstrated that organizations with comprehensive training programs for potential leaders experienced fewer challenges during leadership transitions. Training programs that focused on leadership development, strategic thinking, and communication were particularly effective in preparing individuals for upper management roles.

TABLE 27. Significant Relationship between Leadership Competencies and Organizational Performance

Leadership Competencies (IV)		Organizational Performance (DV)		
		Employees Productivity	Stakeholder's Satisfaction	Organizational Reputation
Skills	Pearson Correlation	.609**	.541**	.551**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Emotional Intelligence	Pearson Correlation	.561**	.477**	.522**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Decision Making Abilities	Pearson Correlation	.527**	.475**	.602**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Ethical and Moral Standard	Pearson Correlation	.712**	.674**	.716**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Table 27 presents the correlation coefficients and significance levels that test the relationships between Leadership Competencies and Organizational Performance across three key indicators employees productivity, stakeholder's satisfaction, organizational reputation.

Correlations were computed among four leadership development program across four key indicators are skills, emotional intelligence, decision making abilities, ethical and moral standard for 130 respondents. A correlation coefficient

of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

Among the leadership competencies, the strongest correlation is observed with organizational reputation 0.716 followed closely by employee productivity 0.712 and stakeholder satisfaction 0.674 findings suggest that well-developed leadership competencies significantly contribute to building a strong organizational reputation, improving employee efficiency, and fostering positive stakeholder relationships.

Across different aspects of leadership competencies, the highest correlation with employee productivity is 0.712, indicating that strong leadership skills are crucial for improving workforce efficiency. Similarly, the positive correlations with stakeholder satisfaction 0.674 and organizational reputation 0.716 emphasize the role of leadership in maintaining positive stakeholder relationships and strengthening an organization's public image.

While all leadership competency measures show a positive impact, some variations exist in their influence on different performance indicators. For example, the correlation between leadership competencies and stakeholder satisfaction 0.477 to 0.674 is slightly weaker compared to its impact on employee productivity and organizational reputation, suggesting that other external factors may also contribute to stakeholder perceptions.

Overall, the results suggest that leadership competencies have a strong and positive impact on organizational performance, particularly in enhancing employee productivity and organizational reputation. Organizations aiming to improve performance should invest in developing leadership skills, as they play a vital role in driving efficiency, stakeholder engagement, and corporate reputation.

The above findings were supported by Kim (2015), succession planning can positively influence employee engagement, which is closely tied to productivity. When employees see clear career advancement opportunities within an organization, they are more likely to be engaged in their roles. This engagement leads to higher productivity, as employees who believe they have a future in the organization tend to be more motivated, committed, and willing to invest additional effort in their work.

Additionally, according to Kim (2015), succession planning positively impacts employee satisfaction, as it provides opportunities for internal growth and career advancement. Employees in organizations with formal succession plans reported higher levels of job satisfaction, as they felt valued and recognized for their potential to take on leadership roles.

Table 28 below presents the correlation coefficients and significance levels that test the relationships between Leadership Competencies and Leadership Transitions across three key indicators phased handover, continuity of projects and organizational culture.

Correlations were computed among four leadership development program across four key indicators are skills, emotional intelligence, decision making abilities, ethical and

moral standard for 130 respondents. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

Among the different leadership competencies, ethical and moral standards exhibit the highest correlations with phased handover 0.666 continuity of projects 0.693, and organizational culture 0.675. These strong positive relationships suggest that ethical leadership fosters responsible transitions, ensures project continuity, and strengthens organizational values, making it a critical factor in leadership succession.

TABLE 28. Significant Relationship between Leadership Competencies and Leadership Transition

Leadership Competencies (IV)		Leadership Transition (DV)		
		Phased Handover	Continuity of Projects	Organizational Culture
Skills	Pearson Correlation	.593**	.600**	.561**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Emotional Intelligence	Pearson Correlation	.550**	.610**	.552**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Decision Making Abilities	Pearson Correlation	.529**	.527**	.500**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Ethical and Moral Standard	Pearson Correlation	.666**	.693**	.675**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Skills, which include technical and managerial expertise, also show strong correlations with phased handover 0.593 continuity of projects 0.600, and organizational culture 0.561. This suggests that leaders with well-developed skills are better equipped to manage transitions effectively, ensuring that projects remain on track and that the organizational culture remains stable during leadership changes.

Emotional intelligence also plays a significant role in leadership transition, with strong correlations with continuity of projects 0.610 and moderate to strong relationships with phased handover 0.550 and organizational culture 0.552. These findings imply that leaders who can manage emotions, communicate effectively, and build strong relationships contribute positively to leadership transitions and organizational stability.

Decision-making abilities, while still positively correlated, show the weakest relationships among the leadership competencies, with correlations ranging from 0.500 to 0.529. Suggests that while decision-making is essential for leadership transition, ethical leadership, emotional intelligence, and

technical skills have a more direct impact on ensuring smooth transitions.

Overall, the results highlight that ethical and moral standards, followed by skills and emotional intelligence, are the most influential leadership competencies in facilitating successful leadership transitions. Organizations seeking to enhance leadership continuity should emphasize ethical leadership, skill development, and emotional intelligence training to ensure seamless transitions, project stability, and a strong organizational culture.

In support, according to Brown and Treviño (2019) ethical leadership creates a foundation of trust, which is critical in succession planning, ensuring that the new leaders are accepted and respected by their teams. Ethical leadership was shown to increase employees' willingness to follow a new leader. Leaders who uphold ethical and moral standards are more likely to be trusted by employees and stakeholders, which is crucial during leadership transitions. Trust ensures smoother transitions, as employees are more likely to support new leadership if they perceive it as ethical and aligned with the organization's values.

Table 29 presents the correlation coefficients and significance levels that test the relationships between Leadership Competencies and Long Term Effect across three key indicators resilience, adaptability and sustainability.

Correlations were computed among four leadership development program across four key indicators are skills, emotional intelligence, decision making abilities, and ethical and moral standard for 130 respondents. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

TABLE 29. Significant Relationship between Leadership Competencies and Long Term Effect

Leadership Competencies (IV)		Long Term Effect (DV)		
		Resilience	Adaptability	Sustainability
Skills	Pearson Correlation	.631**	.643**	.640**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Emotional Intelligence	Pearson Correlation	.612**	.672**	.564**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Decision Making Abilities	Pearson Correlation	.604**	.567**	.489**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Ethical and Moral Standard	Pearson Correlation	.701**	.681**	.701**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Among the leadership competencies, ethical and moral standards demonstrate the strongest correlations with

resilience 0.701, adaptability 0.681, and sustainability 0.701. These findings highlight that ethical leadership significantly enhances an organization's ability to withstand challenges, adapt to changing environments, and maintain long-term stability. Leaders with strong ethical foundations are more likely to foster resilience, encourage adaptability, and support sustainable organizational growth.

Skills, which include technical and managerial expertise, also exhibit strong correlations across all three dimensions, with the highest being adaptability 0.643. This suggests that skilled leaders can effectively navigate change and maintain long-term organizational effectiveness.

Emotional intelligence also plays a critical role, particularly in adaptability 0.672, indicating that emotionally intelligent leaders can better manage transitions and foster an adaptive work culture. Additionally, its correlation with resilience 0.612 and sustainability 0.564 suggests that leaders who demonstrate self-awareness, empathy, and emotional control contribute positively to long-term organizational strength.

Decision-making abilities, while still positively correlated, exhibit the weakest relationships with the long-term effect indicators, with the lowest correlation observed with sustainability 0.489. This suggests that while decision-making is essential, other leadership competencies such as ethical leadership, emotional intelligence, and technical skills play a more substantial role in fostering long-term resilience, adaptability, and sustainability.

Overall, the findings suggest that ethical and moral standards, followed by skills and emotional intelligence, are the most influential leadership competencies in driving long-term success. Organizations aiming to enhance resilience, adaptability, and sustainability should prioritize leadership development strategies that emphasize ethical leadership, emotional intelligence, and continuous skill-building.

In support to the above findings, Caldwell et al. (2020) emphasized that leaders with strong ethical values contribute to the long-term success of the organization by fostering a culture of responsibility and accountability. This is especially important during leadership transitions when ethical lapses could damage the organization. Succession planning should focus on ethical leadership to ensure long-term organizational success. Leaders who prioritize ethical decision-making help maintain organizational integrity, which is essential for sustaining growth and reputation over time.

Goleman et al. (2020) emphasized that emotionally intelligent leaders are more effective in handling conflict and motivating teams, making them better equipped for leadership transitions. Leaders who can regulate emotions and maintain composure during change are essential for smooth transitions.

Table 30 presents the correlation coefficients and significance levels that test the relationships between Adaptive Leadership and Organizational Performance across three key indicators employees productivity, stakeholder's satisfaction, and organizational reputation.

Correlations were computed among adaptive leadership across three key indicators are receptive, risk-taking and innovation, for 130 respondents. A correlation coefficient of 1

indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

TABLE 30. Significant Relationship between Adaptive Leadership and Organizational Performance

Adaptive Leadership (IV)		Organizational Performance (DV)		
		Employees Productivity	Stakeholder's Satisfaction	Organizational Reputation
Receptive	Pearson Correlation	.667**	.625**	.699**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Risk-taking	Pearson Correlation	.533**	.470**	.541**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Innovation	Pearson Correlation	.790**	.689**	.730**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Among the dimensions of adaptive leadership, innovation exhibits the highest correlations with employee productivity 0.790 stakeholder satisfaction 0.689, and organizational reputation 0.730. These findings suggest that innovative leadership practices are crucial in improving workforce efficiency, fostering strong stakeholder relationships, and enhancing the overall reputation of the organization. Leaders who embrace innovation are likely to drive creativity, efficiency, and long-term growth within their organizations.

Receptiveness, which reflects leaders' openness to feedback and new ideas, also shows strong positive correlations across all three performance indicators, with the highest being organizational reputation 0.699. This suggests that leaders who actively listen and adapt to changing circumstances are more effective in maintaining a positive corporate image and ensuring smooth organizational operations. Additionally, its correlation with employee productivity 0.667 and stakeholder satisfaction 0.625 highlights the importance of responsiveness in fostering a productive work environment and maintaining stakeholder trust.

Risk-taking, while still positively correlated, has the weakest relationships with organizational performance indicators, with correlations ranging from 0.470 to 0.541. This suggests that while taking risks can contribute to growth and innovation, excessive or poorly managed risk-taking may have a less direct impact on productivity, stakeholder satisfaction, and reputation.

Overall, the findings indicate that innovation and receptiveness are the most influential adaptive leadership traits in driving organizational success. Organizations seeking to improve performance should cultivate a leadership culture that encourages innovation, open-mindedness, and adaptability while maintaining a balanced approach to risk-taking.

In support, according to Christensen, Raynor, and McDonald (2015), innovation is critical for developing future

leaders who can navigate disruptive changes. Organizations that integrate innovation into their succession planning processes ensure that future leaders can implement new ideas, driving sustained growth and competitive advantage during leadership transitions.

Additionally, Gentry (2019) suggested that encouraging risk-taking and innovation in leadership development leads to stronger succession planning outcomes. Leaders who can innovate and adapt to new circumstances are better prepared to steer organizations through periods of leadership change.

TABLE 31. Significant Relationship between Adaptive Leadership and Leadership Transition

Adaptive Leadership (IV)	Leadership Transition (DV)			
	Phased Handover	Continuity of Projects	Organizational Culture	
Receptive	Pearson Correlation	.579**	.624**	.699**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Risk-taking	Pearson Correlation	.531**	.539**	.580**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Innovation	Pearson Correlation	.696**	.736**	.682**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Table 31 presents the correlation coefficients and significance levels that test the relationships between Adaptive Leadership and Leadership Transition across three key indicators phased handover, continuity of projects, and organizational culture.

Correlations were computed among adaptive leadership across three key indicators are receptive, risk-taking and innovation, for 130 respondents. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

Among the adaptive leadership traits, innovation exhibits the strongest correlations with phased handover 0.696, continuity of projects 0.736 and organizational culture 0.682. These findings suggest that leaders who foster innovation are more effective in facilitating seamless leadership transitions by encouraging new ideas, adaptability, and proactive planning. The strong relationship between innovation and continuity of projects 0.736 indicates that leaders who embrace change and creative problem-solving are better equipped to ensure project stability during transitions.

Receptiveness, which reflects a leader's openness to feedback and flexibility in adapting to new circumstances, also shows strong correlations with leadership transition factors. The highest correlation is observed with organizational culture 0.699, highlighting that receptive leaders contribute significantly to preserving and strengthening organizational values during periods of transition. Additionally, continuity of projects 0.624 and phased handover 0.579 suggest that leaders

who are open to learning and change can better manage the transfer of responsibilities and ensure operational stability.

Risk-Taking, while still positively correlated, has the weakest relationships among the adaptive leadership traits, with correlations ranging from 0.531 to 0.580. This suggests that while taking calculated risks can support leadership transitions, excessive risk-taking may introduce uncertainties that could disrupt the handover process, project continuity, or organizational stability.

Overall, the findings indicate that innovation and receptiveness are the most influential adaptive leadership traits in facilitating successful leadership transitions. Organizations aiming to enhance leadership continuity should focus on fostering a culture of innovation and openness to change, ensuring that leadership transitions are smooth, projects remain stable, and the organizational culture is preserved.

According to Harrison et al. (2016) emphasize that organizational culture should be a central consideration in the succession planning process. They suggest that organizations with strong, clearly defined cultures must deliberately integrate cultural preservation into their succession strategies. By doing so, organizations ensure that new leaders respect and perpetuate the organization's core values, maintaining internal coherence and preventing culture clash. Succession planning, when aligned with cultural goals, serves as a safeguard against losing the cultural identity that distinguishes successful organizations.

A well-structured succession plan not only prepares successors for their new roles but also fosters alignment with the organization's culture and values, thereby reinforcing employee engagement and morale. Ultimately, successful leadership transitions hinge on effective succession planning, which empowers organizations to navigate change seamlessly while sustaining their long-term goals and performance.

Bennett et al. (2015), resilient organizations are better

TABLE 32. Significant Relationship between Adaptive Leadership and Long Term Effect

Adaptive Leadership (IV)	Long Term Effect (DV)			
	Resilience	Adaptability	Sustainability	
Receptive	Pearson Correlation	.663**	.676**	.680**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Risk-taking	Pearson Correlation	.569**	.569**	.552**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Innovation	Pearson Correlation	.741**	.748**	.734**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Table 32 presents the correlation coefficients and significance levels that test the relationships between Adaptive Leadership Long Term Effect across three key indicators receptive, risk-taking and innovation.

Correlations were computed among adaptive leadership across three key indicators are receptive, risk-taking and innovation, for 130 respondents. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal

significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

Among the adaptive leadership traits, innovation demonstrates the highest correlations with resilience 0.741, adaptability 0.748, and sustainability 0.734. These findings indicate that organizations led by innovative leaders are better equipped to withstand challenges, embrace change, and maintain long-term viability. The strong association with adaptability 0.748, suggests that an innovative leadership approach enables organizations to continuously evolve and respond effectively to dynamic environments.

Receptiveness, which reflects a leader’s openness to new ideas and flexibility in decision-making, also shows strong correlations with long-term effects, with the highest being sustainability 0.680. This suggests that leaders who actively listen, adapt to feedback, and embrace change contribute significantly to the sustained growth and stability of their organizations. Additionally, its strong relationships with resilience 0.663 and adaptability 0.676 highlight the importance of openness in building organizations that can endure challenges while remaining agile.

Risk-Taking, while still positively correlated, shows the weakest relationships among the adaptive leadership traits, with correlations ranging from 0.552 to 0.569. This indicates that while taking risks is important for long-term success, an overly aggressive risk-taking approach may not be as influential in building resilience, adaptability, or sustainability compared to innovation and receptiveness.

Overall, the results suggest that innovation and receptiveness are the most influential adaptive leadership traits in fostering long-term resilience, adaptability, and sustainability. Organizations seeking long-term success should prioritize leadership development strategies that emphasize innovation, open-mindedness, and flexibility, ensuring they remain competitive and sustainable in an ever-changing business environment.

Table 33 below presents the correlation coefficients and significance levels that test the relationships between Performance Assessment and Organizational Performance across three key employees productivity, stakeholder’s satisfaction and organizational reputation.

Correlations were computed among performance assessment across three key indicators are monitoring, evaluation and feedback. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

Among the performance assessment dimensions, feedback exhibits the strongest correlations with employee productivity 0.787 stakeholder satisfaction 0.711, and organizational reputation 0.777. These findings highlight the critical role of feedback in enhancing workforce efficiency, fostering strong stakeholder relationships, and maintaining a positive corporate image. Organizations that prioritize regular and constructive feedback can improve employee performance, engagement, and overall organizational effectiveness.

Monitoring, which involves tracking employee performance and progress, also demonstrates strong

correlations, particularly with employee productivity 0.760, followed by organizational reputation 0.721 and stakeholder satisfaction 0.680. This suggests that continuous performance monitoring allows organizations to identify strengths, address weaknesses, and maintain a high level of operational excellence.

TABLE 33. Significant Relationship between Performance Assessment and Organizational Performance

Performance Assessment (IV)	Organizational Performance (DV)			
	Employees Productivity	Stakeholder’s Satisfaction	Organizational Reputation	
Monitoring	Pearson Correlation	.760**	.680**	.721**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Evaluation	Pearson Correlation	.732**	.618**	.727**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Feedback	Pearson Correlation	.787**	.711**	.777**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Evaluation, which refers to the systematic assessment of employee and organizational performance, shows slightly lower but still significant correlations with employee productivity 0.732 stakeholder satisfaction 0.618, and organizational reputation 0.727. This indicates that structured evaluation processes contribute to performance improvements but may be more effective when combined with ongoing monitoring and feedback mechanisms.

Overall, the results suggest that feedback and monitoring are the most influential performance assessment practices in driving organizational success. Organizations seeking to enhance productivity, stakeholder satisfaction, and reputation should emphasize regular performance feedback, continuous monitoring, and systematic evaluation, ensuring a culture of accountability and continuous improvement.

According to London and Smither (2022), feedback plays a crucial role in leadership development within the context of succession planning. Constructive feedback helps potential leaders understand their strengths and areas for improvement. Organizations that incorporate regular feedback into their succession planning processes help candidates become more self-aware and better prepared for future leadership roles.

Table 34 below presents the correlation coefficients and significance levels that test the relationships between Performance Assessment and Leadership Transition across three key phased handover, continuity of projects, and organizational culture.

Correlations were computed among performance assessment across three key indicators are monitoring, evaluation and feedback. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

TABLE 34. Significant Relationship between Performance Assessment and Leadership Transition

Performance Assessment (IV)		Leadership Transition (DV)		
		Phased Handover	Continuity of Projects	Organizational Culture
Monitoring	Pearson Correlation	.661**	.654**	.648**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Evaluation	Pearson Correlation	.624**	.678**	.679**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Feedback	Pearson Correlation	.662**	.704**	.697**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Among the performance assessment dimensions, feedback shows the highest correlations with continuity of projects 0.704 organizational culture 0.697 and phased handover 0.662. This suggests that organizations that prioritize constructive feedback are more effective in ensuring leadership transitions are seamless, projects remain uninterrupted, and the organizational culture is preserved during periods of change.

Monitoring, which involves tracking performance to ensure accountability, also exhibits strong correlations with phased handover 0.661 continuity of projects 0.654, and organizational culture 0.648. These results highlight the importance of continuous oversight in leadership transitions, ensuring that responsibilities are effectively transferred, and organizational stability is maintained.

Evaluation, which focuses on systematically assessing performance, demonstrates slightly stronger correlations with continuity of projects 0.678 organizational culture 0.679, while its relationship with phased handover 0.624 is somewhat lower but still significant. This indicates that structured evaluation processes play a key role in maintaining project stability and reinforcing organizational values during leadership changes.

Overall, the results suggest that feedback and evaluation are the most influential performance assessment practices in facilitating effective leadership transitions. Organizations aiming for smooth transitions should emphasize regular feedback, structured evaluations, and continuous monitoring to ensure leadership handovers are well-managed, projects continue seamlessly, and the organizational culture remains strong.

Conger (2017) argued that the combined use of monitoring, evaluation, and feedback creates a holistic approach to leadership development. These processes ensure that potential leaders are nurtured through a cycle of assessment and improvement, helping organizations build stronger leadership pipelines for succession planning.

Table 35 presents the correlation coefficients and significance levels that test the relationships between Performance Assessment and Leadership Transition across three key employees resilience, adaptability, sustainability.

TABLE 35. Significant Relationship between Performance Assessment and Long Term Effect

Performance Assessment (IV)		Leadership Transition (DV)		
		Resilience	Adaptability	Sustainability
Monitoring	Pearson Correlation	.680**	.735**	.707**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Evaluation	Pearson Correlation	.720**	.734**	.745**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130
Feedback	Pearson Correlation	.723**	.714**	.730**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	130	130	130

Correlations were computed among performance assessment across three key indicators are monitoring, evaluation and feedback. A correlation coefficient of 1 indicates a perfect positive correlation. The results reveal significant positive correlations at the $p < 0.01$ level, while a coefficient of -1 indicates a perfect negative correlation.

Among the performance assessment dimensions, evaluation exhibits the strongest correlations with sustainability 0.745, resilience 0.720, adaptability 0.734. This suggests that systematic performance evaluation plays a key role in ensuring that leadership transitions foster long-term organizational stability while equipping leaders with the ability to adapt to changing circumstances.

Feedback, which emphasizes continuous input and guidance, also demonstrates strong correlations with resilience 0.723, adaptability 0.714 and sustainability 0.730. These findings highlight the importance of regular feedback in strengthening leadership transitions, ensuring that incoming leaders develop the necessary skills to handle challenges effectively while maintaining long-term growth.

Monitoring, which involves ongoing oversight of performance, also plays a significant role in leadership transition, as seen in its correlations with resilience 0.680 adaptability 0.735 and sustainability 0.707. These results suggest that continuous monitoring helps leaders adjust to new roles, maintain operational stability, and ensure a smooth transition process.

Overall, the findings indicate that evaluation and feedback are the most influential performance assessment practices in enhancing leadership transition outcomes. Organizations aiming to develop resilient, adaptable, and sustainable leadership should prioritize structured evaluation, continuous feedback, and ongoing performance monitoring to ensure a seamless transition and long-term success.

In support to the above findings, according to Avolio (2019) succession planning should be viewed as a strategic asset that enhances adaptability. They contend that organizations with well-defined succession plans are not only prepared for leadership transitions but are also more likely to cultivate an adaptive mindset across their workforce. By regularly assessing and developing talent, organizations can identify emerging leaders capable of driving innovation and change. This forward-thinking approach empowers

organizations to remain competitive and responsive to evolving market conditions.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the foregoing findings of the study, the researcher has drawn the following conclusions:

The level of leadership succession planning as to leadership development programs was Always Observed, indicating that schools actively implement structured leadership development strategies. The emphasis on mentorship, training, and hands-on experience reflects a proactive approach to preparing future leaders, reinforcing the idea that a well-planned succession strategy is crucial for maintaining stability and continuity within an organization.

The level of leadership succession planning as to leadership competencies was Always Observed, denoting that attributes are consistently developed and upheld within the organization. Notably, decision-making received the highest mean, highlighting its significance in leadership transitions. The strong emphasis on these competencies indicates that succession planning is effectively aligned with fostering capable and principled leaders, ensuring stability, informed decision-making, and ethical governance within the institution.

The level of leadership succession planning as to adaptive leadership was Always Observed, indicated that the organization actively promotes an environment where leaders are open to change, willing to take strategic risks, and committed to continuous improvement. These attributes are essential, as they enable organizations to navigate challenges, embrace new opportunities, and sustain growth through innovative and proactive leadership approaches.

The level of leadership succession planning as to performance assessment was Always Observed, it is evident that the organization prioritizes structured performance tracking. Monitoring ensures consistent oversight of leadership development, evaluation provides objective measures of readiness, and feedback fosters continuous improvement.

The level of organizational continuity as to organizational performance was Always Observed, it is evident that effective leadership transitions contribute to a stable and thriving institution. A well-structured succession plan ensures that employees remain productive, stakeholders continue to have confidence in the organization, and the institution upholds a strong reputation.

The level of organizational continuity as to leadership transition was Always Observed. A well-planned transition process ensures that responsibilities are smoothly transferred, ongoing initiatives remain uninterrupted, and the organization's core values and culture are preserved.

The level of organizational continuity as to long term impact was Always Observed, it is evident that effective leadership transitions contribute to an organization's ability to withstand challenges, embrace change, and maintain long-term success. A well-structured succession plan fosters a resilient workforce, promotes adaptability in evolving

circumstances, and ensures sustainability by preserving institutional knowledge and leadership capabilities.

In view of the presented conclusions, the following recommendations are hereby recommended;

The school organization must develop a school-based comprehensive succession plan, establish a leadership that identifies potential leaders, aligns career goals with leadership opportunities, and ensures smooth leadership transitions.

The school principal should enhance leadership training through mentorship, coaching, and experiential learning to strengthen succession planning by equipping teachers with the necessary skills, confidence, and knowledge to take on leadership responsibilities. Investing in structured training programs ensures that future leaders are well-prepared to uphold the school's vision. Program Framework for Strategic Leadership Planning made by the researcher can be a basis as first step.

The teachers are encourage to proactively develop leadership skills through continuous learning and professional growth, to ensure a continuous pipeline of capable leaders ready to step up when needed. With this in mind, organization can be sure that leadership succession is smooth, strategic, and aligned with the organization's long-term goals.

The school must promote transparency in the selection and promotion process to foster trust, fairness, and motivation within the organization. By clearly outlining leadership opportunities, criteria, and requirements, schools can create an equitable system where all educators have an equal chance to advance based on merit rather than personal preferences. This openness not only strengthens morale but also encourages a culture of accountability and excellence.

The school may regularly evaluate and improve succession plan, conduct periodic assessments of the leadership succession framework to identify areas for improvement and ensure its effectiveness in maintaining organizational stability. This will sustain best practices for long-term growth.

Finally, the researcher recommends that further studies may be conducted to investigate the long-term impact of strategic leadership succession planning on organizational stability, employee performance, and overall institutional growth. Future research may also explore innovative approaches to leadership development.

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