



## AUTHENTIC LEADERSHIP AND LEARNING TRANSFER IN SOCIAL WELFARE AGENCY: A PREDICTION MODEL ON THE PERFORMANCE OF NON-SOCIAL WORKERS

**Ricky F. Tijon<sup>1i</sup>,**

**Minda B. Brigoli<sup>2</sup>**

<sup>1</sup>Master of Science in Social Work,  
Major in Advanced Social Work Practice (Clinical Setting),  
The University of Mindanao,  
Professional School,  
Davao City, Philippines

<sup>2</sup>Doctor of Rural Development,  
University Professor,  
The University of Mindanao,  
Professional School,  
Davao City, Philippines

### **Abstract:**

The study explores how Authentic Leadership and Learning Transfer shape the work performance of non-social workers as case managers in the Pantawid Familyang Pilipino Program (4Ps) of the DSWD – Field Office XI. It utilized a quantitative, correlational research design with 159 respondents selected using proportional, stratified, and purposive sampling techniques across the Davao Region. The results revealed that both authentic leadership and learning transfer significantly influence employee performance, with learning transfer demonstrating a stronger predictive impact, where motivation to transfer emerged as the strongest predictor. It highlights the important role of employees' willingness to apply acquired knowledge in actual work settings. In authentic leadership, internalized moral perspective and balanced processing also significantly contributed to performance outcomes, reinforcing the importance of ethical and transparent leadership in public service. Notably, while the overall performance levels were high, creativity and innovation got comparatively lower results, suggesting structural and professional potential limitations within the organization. The study emphasizes that strengthening post-training support mechanisms and fostering authentic leadership practices can significantly enhance workforce performance. Hence, it provides strategic insights for leadership development, capacity-building initiatives, and policy enhancement in social welfare agencies, particularly in contexts where non-social workers play pivotal roles in program implementation.

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<sup>i</sup> Correspondence: email [r.tijon.519886@umindanao.edu.ph](mailto:r.tijon.519886@umindanao.edu.ph)

**SDG:** SDG 16 – Peace, Justice and Strong Institutions, SDG 8 – Decent Work and Economic Growth, and SDG 17 – Partnerships for the Goals

**Keywords:** authentic leadership, learning transfer, employee performance, non-social workers, social welfare, case management, predictive model

## 1. Introduction and Literature Review

In social welfare and public service delivery, an individual's job performance is a key predictor of the effectiveness of social welfare programs (Asif & Rathore, 2021; Nor, 2025). Wang & Ahoto (2022) reported that the competence of personnel involved in case management significantly influenced client satisfaction and service outcomes. The results highlight the need to develop further the skills of all staff involved in delivering social welfare services, regardless of their professional background (Kohrt *et al.*, 2025). For instance, Social Case Management is a crucial role for social workers that significantly impacts the success of implementing social welfare interventions (May *et al.*, 2023). Balog (2026) argued that there are challenges in performing social work practice, particularly in the extent of the case management process. In contrast, Mdhlalose (2022) emphasized that employee learning and competency development are strengthened when organizations provide supportive environments that encourage the application of acquired knowledge and skills in the workplace. It was further noted that rising service demands in social welfare programs require organizations to maximize available human resources while continuously strengthening workforce competencies (Mdhlalose, 2022).

Furthermore, Park *et al.* (2021) found sufficient indicators that could substantially affect the performance of both social workers and non-social workers in service delivery. Consequently, this affects the program's accomplishment, as work performance in service implementation is highly correlated with better results, which eventually lead to satisfactory outcomes among program recipients (Wang & Ahoto, 2022). For instance, Tu *et al.* (2022) found that practitioners with higher work performance in social welfare organizations have higher job satisfaction and experience lower levels of burnout. Wang & Ahoto (2022) also implied that a similar significant impact on work performance is correlated to the organizational support and opportunities for professional development. Balog (2026), on the other hand, agreed that heavy workload, inadequate training, and lack of resources also affect the work performance of the program implementers in case management.

In the Philippines, the Pantawid Pamilyang Pilipino Program (4Ps) is the lead poverty reduction strategy of the national government that involves non-social workers in its case management in response to community concerns through the convergence of integrated services in elevating the well-being of the marginalized and disadvantaged sectors (4Ps 2020 Operations Manual [5th ed., p.24-25]). The program also includes other social service components that are responsive to beneficiaries' circumstances through an intensive social case management strategy (4Ps 2020 Operations Manual [5th Ed., p. 24-

25]). Therefore, the work performance of the program implementers is a crucial factor in service delivery, particularly in case management (Destajo & Despi, 2025).

Recent studies suggest that employees from diverse professional backgrounds contribute varied perspectives, knowledge, and problem-solving approaches that can strengthen organizational performance and service delivery outcomes (Leroy *et al.*, 2021). Wang & Ahoto (2022) also agreed that individuals with diverse educational backgrounds achieve better outcomes. While other studies suggest that non-social workers in social welfare services are among the multidisciplinary strategies for implementing programs (Lloyd *et al.*, 2023).

Petrů and Zychová (2023) also found in their study that the efficiency of case management is greatly influenced by competence and performance. Hence, it is imperative to examine and evaluate which factors may have influenced the performance of field implementers, as several studies have shown that the effectiveness of social service programs similar to the 4Ps depends on the professional competency of each practitioner (Destajo & Despi, 2025). Furthermore, it is crucial to study the performance of both social workers and non-social workers, as this provides a better understanding of the factors that contributed to success and the gaps in activities that may affect the implementation of every social service program. Hence, this would reinforce which areas require improvement, the skills and knowledge expected for an effective and efficient outcome, the best practices adopted and implemented, and the internal or external supports necessary (Kan *et al.*, 2025).

While most of the studies focused on the performance of social workers in social welfare programs and services and their impact on the success of the implementation, it is also significant to evaluate the efficiency of non-social workers as allied professions and paraprofessionals who carry out case management, as a multidisciplinary approach in program implementations to counter the multifaceted and intergenerational vulnerabilities of every sector in the country (Salih *et al.*, 2026).

In a separate study, Maxhakana and Sithole (2024) found that both social workers and non-social workers face various challenges during case management; these challenges may differ in nature due to their different backgrounds and competencies. Hence, it is imperative to understand their differences in performance to develop, should it be necessary, interventions specific to the needs of both program implementers (Kan *et al.*, 2025). This is also supported by a phenomenological study on the quality of case management services provided by social workers, which identified gaps that require regular training and other similar interventions to improve employee performance (Kambat, 2025).

A similar comparative study on the performance of social workers and non-social workers in case management in the Philippines found that social workers had a higher level of performance than non-social workers in various areas such as assessment, planning, implementation, and evaluation; however, there was no in-depth result on the reasons for factors that may have influenced the differences. Hence, this study is pursued to assess the significant factors influencing the work performance of social welfare

practitioners and to develop targeted interventions that lead to effective and efficient social welfare programs.

Furthermore, broader views link learning transfer to the concepts and roles of motivation and to the influence this can have on employees' work performance, their attempts to initiate transfer, and their persistence. In turn, this also links to the concepts of self-efficacy and creative self-efficacy, as well as to the notion of a growth mindset. Learning transfer is closely associated with employee motivation, self-efficacy, and the ability to apply acquired competencies within workplace settings. Employees who perceive training as relevant and beneficial are more likely to transfer learning into actual job performance (Mdhlalose, 2022).

Leaders' behavior has a substantial impact on how staff members carry out their tasks, remain engaged, and help the organization achieve its goals. Empirical research indicates that authentic leadership helps build trust, reinforces ethical conduct, and fosters a positive work environment, and these conditions are closely linked with higher levels of employee performance and job satisfaction (Leroy *et al.*, 2021; Al-Ali *et al.*, 2022). Ladao *et al.* (2022) concluded that authentic leadership positively correlates with performance, which this study will focus on. In particular, the study by Adarlo *et al.* (2025) found that supportive leadership leads to more satisfactory outcomes, even among non-social workers. Petinglay, L. G., & Abioda, L. A. (2024), on the other hand, cited in their study how facilitative leadership and opportunities for professional development and training are linked not only to improved performance but also to job satisfaction among program implementers.

Winton *et al.* (2022) reported that authentic leadership positively affects employee job satisfaction, engagement, and organizational outcomes. The review highlights the importance of ethical leadership practices in promoting positive employee attitudes and performance. Hence, a lack of substantive support, resources, and insufficient leadership inversely affects employee performance (Adarlo *et al.*, 2025).

A related study by Maisyarah *et al.* (2021) among non-social workers found that outcomes improved among leaders with clear expectations and who provided opportunities for self-development. This is also supported by the result of a similar study by Moullin *et al.* (2021), which focused on evidence-based practices. Hence, it is necessary for the program to also invest in learning transfer and effective leadership to improve program outcomes (Al-Ali *et al.*, 2022).

The transformational leadership model is among the notable theories that best exemplify how leadership influences subordinate performance (Bass & Riggio, 2006). The study by Petinglay, L. G., & Abioda, L. A. (2024) found that transformational leadership among social workers and non-social workers strongly correlates with work satisfaction and experience, which eventually leads to improved job performance in case management. More directly relevant to the present study is the Authentic Leadership Theory proposed by Avolio and Gardner (2005). The theory highlights four key leadership qualities—self-awareness, relational transparency, balanced processing, and

an internalized moral perspective—as central traits that shape how employees think and feel about their work and how they perform.

Within this theoretical frame, authentic leaders are understood to build workplaces where trust, ethical behavior, and positive psychological development are present. These conditions, in turn, are associated with stronger employee performance and better overall organizational functioning. For this study, the theory therefore serves as the primary lens for examining how authentic leadership shapes the performance of non-social workers.

Another theory adopted in this study is the Social Learning Theory (SLT), which posits that learning may occur through observational learning, modeling, and positive reinforcement (Bandura, 1977). Further, Self-Determination Theory (SDT) holds that every person has an inherent need for independence, competence, and connection (Deci & Ryan, 1985). Hence, the theory implies that the correlation between leadership and self-development can predict success, along with a self-reliant and capable workforce that has relationships with its leaders (Petinglay, L. G., & Abioda, L. A., 2024).

Systems Theory is one of the recognized models in Social Work because of its array of applicability (Teater, 2014). The theory acknowledges that every person has several interdependent systems that impact the underlying interrelatedness of one's behavior from the micro to the macro level (Robbins, Chatterjee, & Canda, 2018). Systems Theory applies to this study because it views employee performance as the result of how various organizational conditions and individual characteristics work together. In this framework, authentic leadership is treated as a feature of the organizational system, whereas learning transfer is understood as an aspect of individual development. In the social welfare setting, these factors work together to shape how staff go about their day-to-day responsibilities. From this perspective, the theory supports the view that performance arises from the changing interactions among various systems rather than from any single, independent influence.

The Walumbwa *et al.* (2008) study will serve as the basis for the indicators of the first independent variable, which include self-awareness, relational transparency, balanced processing, and an internalized moral perspective. In addition, Holton *et al.*'s (2000) study will serve as the basis for the indicators of the second variable: employee readiness, performance self-efficacy, and motivation to transfer. Furthermore, the study by Esmael *et al.* (2016) will serve as a basis for the indicators of the dependent variable, namely, work efficiency, work planning, creativity and innovation, and effort. These components are discussed in detail to gain further insight into the impact of authentic leadership and learning transfer on the performance of non-social workers.

The first independent variable is authentic leadership, a management style in which people act in a genuine, sincere, and true-to-self way (Walumbwa *et al.*, 2008). It has the following indicators: self-awareness, relational transparency, balanced processing, and an internalized moral perspective. In this study, self-awareness refers to an understanding of how one derives meaning from the world and how that meaning-making process shapes one's self-view over time. Secondly, relational transparency is the

act of presenting one's authentic self to others. Such behavior promotes trust by openly sharing information and expressing one's true thoughts and feelings, while minimizing displays of inappropriate emotions. Balanced processing in this study refers to objectively analyzing all relevant data before reaching a decision. Such people also solicit views that challenge their deeply held positions. Lastly, internalized moral perspective refers to an internalized and integrated form of self-regulation. This sort of self-regulation is guided by internal moral standards and values rather than by group, organizational, and societal pressures, and it results in expressed decision-making and behavior that are consistent with these internalized values.

In this study, the measures of learning transfer are adapted from the Learning Transfer System Inventory (LTSI) developed by Holton, Bates, and Ruona (2000). The LTSI highlights key influences on how effectively employees bring newly learned knowledge and skills into their work, focusing in particular on employee readiness, performance self-efficacy, and motivation to transfer.

Employee readiness in this study refers to the formal, explicit sharing of information about a training program and its expectations. In addition, performance self-efficacy refers to an individual's internal beliefs, confidence, and self-motivation. These are thoughts that a person has internalized based on prior experience or incidents. Lastly, motivation to transfer refers to the imparting of explicit knowledge and motivation to apply that learning at work.

Lastly, the dependent variable of the study is employee performance, which refers to how a member or staff member fulfills the duties of their role, completes required tasks, and behaves in the workplace (Esmael *et al.*, 2016). Accordingly, it states that employee performance is divided into 4 domains: work efficiency, work planning, creativity and innovation, and effort. Efficiency in this study refers to the greatest number of tasks and labor accomplished with the least time and effort. In addition, planning the work refers to an innovative approach to accomplishing work within an organization. Moreover, creativity and innovation are centered on original thought and knowledge, which unleash potential and are integral to idea generation, helping turn your ideas into viable solutions.

In recent years, the extant literature on the connections among authentic leadership, learning transfer, and employee performance has grown markedly. However, no studies have investigated the combined impact of these two variables on the performance of non-social workers. Although scholarship on authentic leadership, learning transfer, and employee performance has expanded in recent years, most studies have treated these constructs separately or have focused on settings such as social work practice, private-sector organizations, or the broader public service, rather than examining them together in a single framework.

There is still limited empirical work on how, together, authentic leadership and learning transfer affect the performance of non-social workers who serve as case managers in social welfare agencies. In addition, research on the Pantawid Pamilyang Pilipino Program (4Ps) has mainly focused on program implementation, beneficiary

outcomes, and social workers' competencies, with far less attention to the factors that shape performance among non-social workers.

This gap necessitates an investigation into the predictive influence of authentic leadership and learning transfer on employee performance among non-social workers engaged in social welfare service delivery. Therefore, this portion of the study reviews the relevant literature on the relationship between the independent and dependent variables.

Most previous studies focused separately on social workers or non-social workers, using similar variables to those in the present study and its correlations. This research, on the other hand, will include non-social workers serving as case managers and will focus on how authentic leadership and learning transfer influence their performance. This study is broader due to its variables, for which no similar studies have been conducted in this setting.

Furthermore, the study will be conducted with participants from social services agencies, such as the Department of Social Welfare and Development, and non-governmental organizations. The study is well-timed and relevant, given that the department is currently leading the massive hiring of case managers to address the growing number of program beneficiaries.

The main objective of this study is to determine the influence of authentic leadership and learning transfer on performance among non-social workers. To achieve this, this study aims to address the following objectives:

- 1) To describe the level of authentic leadership among non-social workers in terms of (1.1) self-awareness, (1.2) relational transparency, (1.3) balance processing, and (1.4) internalized moral perspectives.
- 2) To describe the level of learning transfer among non-social workers in terms of (2.1) employee readiness, (2.2) performance self-efficacy, and (2.3) motivation to transfer.
- 3) To describe the level of performance among non-social workers in terms of (3.1) efficiency of the work, (3.2) planning the work, (3.3) creativity and innovation, and (3.4) making efforts.
- 4) To determine the significant relationship between the level of authentic leadership and learning transfer towards performance among non-social workers.
- 5) To determine which of the domains in authentic leadership and learning transfer significantly influences the performance among non-social workers.

To answer questions 4 and 5, this study's hypotheses will be tested at a 0.05 level of significance:

- 1) There is no significant relationship between the level of authentic leadership and learning transfer towards performance among non-social workers.
- 2) No domain in authentic leadership and learning transfer significantly influences performance among non-social workers.

The non-social workers who handle case management in social welfare agencies, such as the Pantawid Pamilyang Pilipino Program of the Department of Social Welfare

and Development in the Davao Region, will be the participants in this study. Currently, social welfare agencies and organizations employ professionals from diverse educational backgrounds.

This study is closely linked to Sustainable Development Goal (SDG) 16, which focuses on Peace, Justice, and Strong Institutions, by seeking to strengthen the effectiveness and accountability of agencies that deliver social services. It also indirectly supports SDG 8 (Decent Work and Economic Growth) by emphasizing workforce competence, productivity, and professional development among public service workers. By improving leadership practices and promoting effective learning transfer, the study contributes to building a capable workforce capable of providing high-quality social services. In turn, better employee performance supports more effective institutions and more sustainable public service delivery. This is further reinforced by Petinglay and Abioda (2024), who highlighted that structured and sound case management practices within local social welfare development offices are vital for ensuring outstanding job performance and the successful delivery of social welfare programs to beneficiaries. In addition, fostering an ethical and supportive work environment strengthens employee engagement, organizational commitment, and performance, ultimately helping create stronger, more responsive public institutions (Rego *et al.*, 2021).

Additionally, SDG 17 (Partnerships for the Goals) supports the study, as strengthening human resource capacity, promoting knowledge exchange, and improving public institutions to deliver inclusive and sustainable services require cross-sector partnerships (Dikshit & Tiruwa, 2026), particularly in the Pantawid Pamilyang Pilipino Program, where non-social workers' roles encompass multidisciplinary and inter-agency service delivery. Hence, this study will be beneficial to social welfare agencies and other social service organizations, both locally and offshore, particularly in decision-making, developing program guidelines, improving interventions through evidence-based recommendations, and other similar processes where the results of this study are relevant.

## **2. Methods**

### **2.1 Target Population and Respondents**

The primary target of this study is non-social workers of employable age who are currently employed as case managers under the Pantawid Pamilyang Pilipino Program of the Department of Social Welfare and Development Field Office XI. The target population of this research will include professionals with diverse educational backgrounds whose functions involve case management, who have experienced multiple leadership strategies from their supervisors, and who have opportunities for learning transfer.

## **2.2 Sample Size and Sampling Design**

The study's sample size will complement the research design and statistical considerations, particularly regarding the degree of confidence and precision. Furthermore, a larger sample size has been found to yield more robust and broader study results (Creswell, 2009). For instance, if the population is 70% social workers and 30% non-social workers, the sample should follow the same distribution. It should be calculated based on relevant factors in the study, such as the confidence level, effect size, type of analysis, desired precision, and other factors (Cochran, 2021; Rahman, 2023).

## **2.3 Sample Size and Sampling Design**

A proportionate stratified random sampling technique was employed in the study. The six City and Provincial Operations Offices served as strata. Respondents were proportionately allocated according to the number of eligible non-social workers in each office. After determining the proportional allocation, participants who satisfied the inclusion criteria were randomly selected within each stratum. This approach ensured adequate representation of all operational offices while minimizing sampling bias. Furthermore, the population will be distributed proportionally across strata or subgroups, thereby reducing the tendency toward sampling error (OUP, 2021).

In this regard, there will be a lower risk of bias, since the operational offices identified will have an equal chance of being selected for the study. Moreover, purposive sampling techniques shall be advantageous for ensuring that participants are relevant to the study. Allen & Spaulding (2018) noted that random and purposive sampling enhance the representativeness of the sample population in research.

## **2.4 Population Distribution by Operations Office**

The distribution of respondents will focus on non-social workers from the City and Provincial Operations Offices of the Pantawid Pamilyang Pilipino Program in the Davao Region. The total respondents of the study which will be taken mainly from the City and Provincial Operations Offices of the Program: Provincial Operations Office of Davao del Norte which have 53 non-social workers, Provincial Operations Office of Davao de Oro which have 59 non-social workers, Provincial Operations Office of Davao del Sur which have 33 non-social workers, City Operations Office of Davao City which have 26 non-social workers, Provincial Operations Office of Davao Oriental which have 60 non-social workers, and Provincial Operations Office of Davao Occidental which have 38 non-social workers. Thus, the total number of pre-identified non-social workers is 269.

Considering the confidence level (95%), the margin of error (5%), and the population variability (0.5, since the estimated proportion of an attribute is unknown), the sample size is 159 non-social workers. The sample size was computed using Cochran's formula for finite populations. Based on a total population of 269 non-social workers, a 95% confidence level, a 5% margin of error, and a population variability estimate of 0.50, the following was applied: The resulting sample size requirement was 159 respondents. This sample size is considered statistically adequate to represent the target population

and ensure sufficient statistical power for correlation and regression analyses. Following this process, the sample size and the percentage of distribution of Davao City Operations Office is 15 (9.43%), Davao de Oro Operations Office is 35 (22.01%), Davao del Norte Operations Office is 31 (19.50%), Davao del Sur Operations Office is 20 (12.58%), Davao Occidental is 22 (13.84%), and Davao Oriental is 36 (22.64%).

## **2.5 Inclusion, Exclusion, and Withdrawal Criteria**

Participation in the study will be voluntary, and no participation will involve any penalty or benefits to which they are otherwise entitled. The results of this study are relevant only to the specific context of selected non-social workers of the Program in Davao Region.

Additionally, the study will use a random sample of 159 non-social workers. These non-social workers will be selected based on the following criteria: (1) they are currently working under the Pantawid Pamilyang Pilipino Program for at least six months to one year, (2) they will have to agree to answer the survey questionnaire for this study, (3) have relevant experience that falls within the scope of the study, and (4) employed as case managers of the program to ensure the relevance of insights to the research. The participants' experience, both in their supervisors' different leadership strategies and in their transfer of learning, is also considered in the study.

In contrast, participants whose roles do not align with case management, have no relevant experience in a broad spectrum of leadership strategies, and have insufficient exposure to any relevant and significant performance will be excluded from the research. On the other hand, participants will be withdrawn from the study if they intend to fail to participate in the data collection process, there are changes in the participants' profiles that are no longer significant for the study, or ethical concerns that may hamper the well-being of the participants arise during the conduct of the research. Hence, it is important to disclose the study's intent and criteria to ensure informed consent, maintain the confidentiality of potential participants, and uphold the ethical standards of research throughout the study.

## **2.6 Research Locale / Setting**

The study will be conducted in the diverse area of the Davao Region in Mindanao, Philippines. Geographic and socioeconomic variations, in which most government and private organizations that lead in providing social services, may support the rationale for the research setting. The region also includes rural and urban communities, coastal zones, geographically challenging areas, multicultural domains, diverse resources, and marginalized and vulnerable sectors, all of which are essential for case management and other comprehensive approaches. Hence, the locale is ideal for investigating the influence of leadership dynamics and career development opportunities on the work competence of non-social workers in implementing integrated social service programs. Thus, the results of this study will greatly impact decision-making, policy formulation, and the implementation of social welfare programs and services. On a national and global scale,

the conduct of this study will not only benefit the locale but will also be relevant in areas with similar contexts.

### **2.7 Research Instruments / Measurement Tools**

The employee performance model questionnaire will be used to measure the performance of non-social workers, including their effectiveness and proficiency in conducting case management. The employee performance model is a self-rated tool that uses a Likert scale ranging from "Strongly Disagree" to "Strongly Agree". The questionnaire covers four-dimensional indicators: efficiency of work, planning the work, creativity and innovation, and effort. Moreover, the Authentic Leadership Inventory (ALI) questionnaire shall be used to gauge the impact of supervisors' leadership strategies on participants' work competence. Similar to the previous questionnaire, the ALI will also use a Likert scale, with respondents indicating whether they agree or disagree with statements about their supervisors regarding self-awareness, relational transparency, balanced processing, and an internalized moral perspective.

On the other hand, learning transfer will be measured through the Learning Transfer System Inventory (LTSI) questionnaire. The tool will assess the effectiveness of learning and development interventions, support, and professional advancement opportunities on participants' work performance and competence. The Likert Scale will be used in this questionnaire to measure respondents' viewpoints on statements ranging from "Strongly Disagree" to "Strongly Agree".

### **2.8 Scoring, Interpretation, and Scale Classification**

The responses will be interpreted using the Likert Scale, consistent with all variables. For instance, statements with scores ranging from 1-2 indicate lesser or negative insights, a score of 3 indicates impartial or neutral, and scores of 4-5 indicate strong or positive insights. Lindner and Lindner (2024) also suggested that the Likert Scale can be evaluated using descriptive statistics, particularly the means and standard deviations, to support the interpretation of variables within each component. Hence, the result will be analyzed as follows: 4.21–5.00 = Very High, 3.41–4.20 = High, 2.61–3.40 = Moderate, 1.81–2.60 = Low, and 1.00–1.80 = Very Low. Also, the instruments and the process to be employed will provide a comprehensive understanding of the correlation of the three variables measured in this study.

### **2.9 Research Design and Typology**

Furthermore, a correlational research design will be the most appropriate approach and adopted, as this study will investigate the link between authentic leadership style, learning transfer, and employee performance. This research design will also include observations on how each variable changes and how these changes are associated with other variables without controlling for any variables. A correlational research design is also significant in exploring the relationship, whether notable or insignificant, and the extent of interdependence between variables. Campbell and Fiske (1959) noted in their

study that a correlational study is well-suited to identifying patterns and evaluating the strength of relationships. In addition, the study's complexity, including the possibility of multifaceted correlations, is taken into account. The conscientious process of the study will constrain direct manipulation of the variables; hence, the natural setting of the study will remain while still yielding valuable results (APA, 2017). Lastly, the correlational approach can also predict changes in variables.

This study's typology will employ both the objective and time dimensions to explicitly assess the correlations among authentic leadership style, learning transfer, and performance among non-social workers. In the objective dimension, the study will integrate exploratory and descriptive research methods to understand the complexities of the variables and gain deeper insights into the relationships, thereby contributing to existing evidence-based knowledge. Consequently, the study will also adopt the cross-sectional research design. Collecting data within a specific time frame will allow the research to capture the recent situation and direction of the variables for analysis. Furthermore, the study could incorporate a longitudinal research approach, depending on data availability. Hence, collecting data at multiple time points allows for understanding of changes, particularly in the relationships among variables over time.

### **2.10 Data Collection Procedures**

Before data collection, the researcher explained the objectives, procedures, potential risks, and benefits of the study to all prospective participants. Written informed consent was obtained before administering the survey instruments. Participants were informed that their participation was voluntary and that they could withdraw from the study at any stage without penalty. Confidentiality and anonymity were maintained throughout the research process.

The research proponent will follow a systematic procedure to gather data for the study. Initially, the researcher will download the questionnaires about authentic leadership style, learning transfer, and employee performance and will modify them to suit the study's context. Afterward, the questionnaires will undergo validation by a panel of experts. Once validated, the researcher will administer the survey questionnaires to the study's respondents, non-social workers in the Davao Region. The researcher will ask for permission from the regional director to conduct the study.

### **2.11 Data Processing and Statistical Treatment**

The collected data will be analyzed and interpreted in accordance with the study's purpose. A statistician will provide interpretations and implications for the statistical findings.

The **mean** will be used to determine the level of authentic leadership and learning transfer towards the performance of non-social workers. The researcher will use Pearson's *r* to identify any significant relationship between authentic leadership and learning transfer in non-social workers' performance. Multiple Regression Analysis will

be employed to assess the considerable influence of authentic leadership and learning transfer on non-social workers' performance.

### **2.12 Ethical Considerations**

For ethical considerations, the researcher will follow proper guidelines to avoid potential problems associated with the study's methods. Participation in the research will be voluntary for respondents, and refusal to participate will incur no penalty or loss of benefits. Participants will have the right to withdraw their consent without any adverse consequences. Moreover, their participation in the study will not waive any legal claims, rights, or remedies. The respondent's data will be kept as private as possible, and any personal information necessary for the study will remain confidential. The researcher will focus on important moral principles, such as honesty, decency, and respect for respondents' perspectives. All collected data will be securely stored in password-protected electronic files and locked cabinets with limited access. The storage duration of research data will be determined by the publication date of the research paper.

### **2.13 Data Privacy and Data Disposal**

Once the research project has ended, the researcher will securely dispose of the data in accordance with the Data Privacy Act. Sensitive and confidential information, such as personal identifying information, is destroyed by shredding or other secure means. Non-sensitive or non-confidential data will be stored for the specified duration, then securely deleted or disposed of in a manner that does not compromise privacy. In accordance with Republic Act No. 10173, also known as the Data Privacy Act of 2012, which aims to protect personal data, the research will comply with all applicable data protection legislation. Includes obtaining informed consent from research participants, keeping their data secure and confidential, and ensuring that their rights to access, modify, or delete their data are respected.

## **3. Results and Discussion**

This section presents the study's empirical findings and their broader implications in relation to the existing literature. The data gathered from the 159 non-social workers of the Pantawid Pamilyang Pilipino Program of the Department of Social Welfare and Development Field Office XI were analyzed using the mean, standard deviation, Pearson's correlation, and multiple regression, as per the research objectives. The discussion begins with a description of the learning transfer, authentic leadership, and employee performance levels, followed by the correlation and regression analyses.

**Table 1:** Level of Learning Transfer

Components	Mean	SD	Interpretation
Readiness	4.37	0.64	Very High
Performance Self-Efficacy	4.38	0.60	Very High
Motivation To Transfer	4.59	0.60	Very High
Learning Transfer	4.44	0.55	Very High

**Legend:** 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

The study found that the level of Learning Transfer among the respondents was relatively high, with an overall mean score of 4.44 (SD = 0.55). As shown in Table 1, the motivation subscale had the highest mean (M = 4.59, SD = 0.60) of all the subscales. Meanwhile, the readiness (M = 4.37, SD = 0.64) and performance self-efficacy (M = 4.38, SD = 0.60) both got lower mean values. These results suggest that respondents had very strong motivation to apply the knowledge and skills they learned from the professional development interventions to their respective work practices. Furthermore, it implied that the respondents' motivational factors remained paramount, though most felt confident and prepared to deliver post-training activities. The standard deviation, on the other hand, ranged from 0.55 to 0.64 and was relatively low, suggesting consistent responses among participants.

Within the context of the Pantawid Pamilyang Pilipino Program, the high level of motivation to transfer may be attributed to the nature of case management responsibilities, which require the immediate application of acquired knowledge and skills. Non-social workers frequently participate in capability-building activities related to case management, beneficiary monitoring, and program implementation. As a result, training interventions become directly relevant to their daily functions, increasing the likelihood of knowledge utilization in the workplace.

**Table 2:** Level of Authentic Leadership

Components	Mean	SD	Interpretation
Self-Awareness	4.35	0.60	Very High
Relational Transparency	4.40	0.60	Very High
Balance Processing	4.42	0.60	Very High
Internalized Moral Perspective	4.36	0.60	Very High
Authentic Leadership	4.38	0.56	Very High

**Legend:** 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

The data in Table 2 indicated that respondents perceived their supervisors as exhibiting a very high level of authentic leadership, with an overall mean score of 4.38 (SD = 0.56). Balance processing, among the sub-categories, had the highest mean score of 4.42 (SD = 0.60), whereas self-awareness, although still high, had the lowest mean score of 4.35 (SD = 0.60). The other categories also showed high results: relational transparency received 4.40 (SD = 0.60), and the internalized moral perspective received 4.36 (SD = 0.60). Generally, respondents observed that their supervisors weighed relevant information

and objectively considered diverse perspectives before making decisions. They were perceived as open, honest, and leaders guided by strong ethical standards. It was also evident that other supervisors need further professional interventions to increase their awareness of their strengths, limitations, and impact on others. Furthermore, all sub-categories had consistent standard deviations of 0.60, reflecting common perceptions of leadership behaviors among the supervisors within the organization.

**Table 3:** Level of Employee Performance

Components	Mean	SD	Interpretation
Efficiency of the Work	4.48	0.58	Very High
Planning The Work	4.59	0.60	Very High
Creativity and Innovation	3.97	0.55	High
Making Efforts	4.44	0.63	Very High
Employee Performance	4.37	0.51	Very High

**Legend:** 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

The respondents' employee performance was relatively high, with an overall mean of 4.37 (SD = 0.51). This meant that, on average, employees demonstrated strong performance across the four assessment categories. Planning the work had the highest mean of 4.59 (SD = 0.60), while creativity and innovation had the lowest mean, though still considered moderately high, with M = 3.97 (SD = 0.55). This suggests that prioritization and systematic workload management are among the respondents' strengths. However, they are less inclined to introduce innovative ideas or to initiate best practices in their assigned roles. This may be addressed through management interventions. Furthermore, other components, such as the efficiency of the work (M = 4.48, SD = 0.58) and efforts (M = 4.44, SD = 0.63), also had high means, indicating the respondents' strong work commitment and diligence in delivering their tasks. The standard deviations were also low, ranging from 0.51 to 0.63, indicating that the respondents were performing individuals, though with some room for improvement in creativity and innovation.

Regarding the research objectives, the uniformity or stability of the standard deviations confirms strong consensus and perception among the respondents across all variables. For instance, at the level of learning transfer among non-social workers, respondents shared common positive perceptions about applying learned competencies. This is similar to Mdhlalose's (2022) observation that motivation and self-efficacy are several factors in confidence and persistence in adopting new knowledge. In social services, improved learning transfer requires not only professional development interventions but also internalization, enabling continuous improvement in service delivery and operational efficiency.

Furthermore, all components support a strong consensus on the level of authentic leadership among non-social workers. The result implies that supervisors within the organization effectively adopt authentic leadership behaviors necessary to foster trust, balanced decision-making, and supportive work environments for employees. Iqbal *et al.*

(2020) and Leroy *et al.* (2021) also argued that leaders who demonstrate integrity, transparency, and balanced judgment contribute significantly to employee engagement and performance.

Similar results among respondents are also evident in employee performance levels. In a study by Cinar and Simms (2022), they found that employees in public organizations tend to improve at procedural and administrative tasks but may show lower engagement in innovative practices. The comparatively lower score in creativity and innovation may also be influenced by the highly structured nature of government programs, where operational procedures, reporting requirements, and policy compliance are strictly regulated. While these mechanisms promote accountability and standardization, they may inadvertently limit opportunities for experimentation and innovative problem-solving. Similar observations were reported in public-sector organizations, where employees demonstrate strong procedural performance but exhibit lower tendencies toward innovation due to institutional constraints. Hence, despite the high level of work performance among non-social workers, adopting initiatives could promote creativity and adaptability in delivering results, complementing their operational competence.

These results imply the fundamental impact of both authentic leadership and learning transfer on the performance of non-social workers in a social service and contribute to operational excellence. Therefore, leaders or supervisors who exercise balanced judgment, moral integrity, and openness create a better environment that encourages non-social workers to apply their training and skills effectively. Similarly, highly motivated employees demonstrate greater confidence and readiness in learning transfer, resulting in higher performance outcomes. These implications are both practical and organizational and may foster accountability, ethical conduct, and sustainable improvement, which are critical factors in social welfare service delivery. Leadership development interventions should focus on enhancing authentic behaviors, while training programs must include motivational and post-training support strategies. Another implication of the study's results is the identification of motivation to transfer among the respondents. It reinforces the idea that, as the highest individual indicator of work performance, beyond knowledge transfer, the willingness to apply learning is the most decisive factor in improving job effectiveness. Hence, management interventions that influence intrinsic motivation, such as recognition systems, mentoring, and opportunities for self-help learning, are necessary. In contrast, the least individual indicator - creativity and innovation suggests a need for organizational strategies that encourage flexibility and good practices.

The Social Learning Theory (Bandura, 1977) and Authentic Leadership Theory (Avolio & Gardner, 2005) also provide strong support for the study's results. Anchored in Bandura's Social Learning Theory, learning occurs through observation, imitation, and reinforcement. However, improvement in work performance depends on individual motivation and self-efficacy. These findings affirm this principle, as motivation to transfer and performance self-efficacy emerged as significant determinants of work

performance. The consistency between these constructs and their predictive influence validates the theory's assertion that both internal cognitive factors and environmental reinforcement influence behavioral change and performance outcomes.

Furthermore, Authentic Leadership Theory emphasizes the relational and moral foundations of leadership among supervisors. Rego *et al.* (2021) observed that employees under authentic leaders exhibit higher levels of engagement, trust, and performance due to the leaders' ethical foundation and objective decision-making. While most of the results align with the hypothesized outcome, the relational transparency component of authentic leadership did not significantly predict work performance in the regression model.

**Table 4:** Correlation between Learning Transfer and Employee Performance

Variable	Readiness	Performance Self-Efficacy	Motivation To Transfer	Learning Transfer
Efficiency of the Work	0.616	0.725	0.787	0.784
	< .001	< .001	< .001	< .001
Planning the Work	0.695	0.762	0.815	0.837
	< .001	< .001	< .001	< .001
Creativity and Innovation	0.46	0.411	0.388	0.466
	< .001	< .001	< .001	< .001
Making Efforts	0.637	0.715	0.817	0.799
	< .001	< .001	< .001	< .001
Employee Performance	0.7	0.761	0.82	0.841
	< .001	< .001	< .001	< .001

The table shows a very strong correlation between Learning Transfer and Employee Performance ( $r = .841$ ,  $p < .001$ ). The study found statistical significance, and the null hypothesis of no relationship was rejected ( $p < .05$ ). On the other hand, high levels of learning transfer were significantly associated with high levels of employee performance in the sample. Furthermore, an  $r$  of .841 indicated a strong effect, explaining roughly 70.7% of the shared variance ( $r^2 \approx .707$ ). This also means that at the bivariate level of the study, learning transfer was closely correlated with performance outcomes among non-social workers.

**Table 5:** Correlation between Authentic Leadership and Employee Performance

Variable	Self-Awareness	Relational Transparency	Balance Processing	Internalized Moral Perspective	Authentic Leadership
Efficiency of the Work	0.71	0.711	0.704	0.757	0.77
	< .001	< .001	< .001	< .001	< .001
Planning the Work	0.736	0.77	0.759	0.76	0.808
	< .001	< .001	< .001	< .001	< .001
Creativity and Innovation	0.419	0.402	0.445	0.42	0.45
	< .001	< .001	< .001	< .001	< .001
Making Efforts	0.731	0.69	0.772	0.733	0.781
	< .001	< .001	< .001	< .001	< .001
Employee	0.756	0.75	0.781	0.778	0.819

Performance	< .001	< .001	< .001	< .001	< .001
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There was also a strong, positive correlation between Authentic Leadership and Employee Performance ( $r = .819, p < .001$ ). A similar probability result (less than 0.05) rejected the null hypothesis of no relationship. Moreover, it accounted for a large portion of variance, since  $r = .819$  corresponds to a very large bivariate effect ( $r^2 \approx .671$ ). Hence, Authentic Leadership and Employee Performance were strongly correlated.

**Table 6:** Linear Regression of Employee performance as predicted by learning transfer

	B	SE	B	t	p
(Intercept)	0.89	0.176		5.064	< .001
Readiness	0.173	0.048	0.218	3.6	< .001
Performance Self-Efficacy	0.175	0.065	0.205	2.688	0.008
Motivation To Transfer	0.426	0.066	0.502	6.425	< .001

Note:  $R^2=0.72$ ; Adj  $R^2=0.715$ ; F-value=133.046; p-value=0.00

The data analysis presented a multiple regression in which learning transfer components (readiness, performance self-efficacy, and motivation to transfer) jointly predict employee performance. Among the components, the motivation to transfer was the strongest and most significant unique predictor (standardized  $\beta \approx .502, p < .001$ ). Readiness ( $\beta \approx .218, p < .001$ ) and performance self-efficacy ( $\beta \approx .205, p = .008$ ) were also significant. Thus, each component contributes exceptionally, with motivation carrying the greatest weight. The model fit was also relatively strong:  $R^2 = .720$  (Adjusted  $R^2 = .715$ ),  $F(3, 155) = 133.05, p < .001$ . Since the model's p-value is  $< .05$ , the predictors significantly explain variance in performance. Hence, the null hypothesis that learning transfer variables do not predict performance was rejected.

**Table 7:** Linear Regression Analysis of Employee Performance as Predicted by Authentic Leadership

	B	SE	B	t	p
(Intercept)	1.099	0.183		5.993	< .001
Self-Awareness	0.184	0.081	0.217	2.281	0.024
Relational Transparency	0.03	0.09	0.036	0.335	0.738
Balance Processing	0.281	0.084	0.328	3.329	0.001
Internalized Moral Perspective	0.251	0.082	0.296	3.081	0.002

Note:  $R^2=0.678$ ; Adj  $R^2=0.67$ ; F-value=81.04; p-value=0.00

This table presents the regression results using authentic leadership components (self-awareness, relational transparency, balanced processing, internalized moral perspective) as predictors of employee performance. The model indicated that the predictors of Authentic Leadership, as evidenced by  $R^2 = .678$  (Adjusted  $R^2 = .670$ ),  $F(4, 154) = 81.04, p < .001$ , significantly predict performance. Moreover, the null hypothesis that Authentic Leadership components do not jointly predict performance was rejected. Among its predictors, balance processing ( $\beta \approx .328, p = .001$ ) and internalized moral perspective ( $\beta \approx$

.296,  $p = .002$ ) emerged as the strongest unique predictors. Self-awareness was a minimal but significant predictor ( $\beta \approx .217$ ,  $p = .024$ ). However, relational transparency did not emerge as a significant unique predictor in the multivariate model ( $\beta \approx .036$ ,  $p = .738$ ). Although relational transparency demonstrated a significant bivariate correlation with employee performance, its predictive effect became non-significant in the regression model after controlling for the other authentic leadership dimensions. This finding suggests that the influence of relational transparency may overlap with the effects of balanced processing and internalized moral perspective. Consequently, employees may place greater value on leaders' ethical decision-making and objective judgment than on interpersonal openness when evaluating factors that influence their work performance.

In summary, both Authentic Leadership (AL) and Learning Transfer (LT) were very strongly correlated with Employee Performance (EP) ( $r = .819$  and  $r = .841$ , respectively; both  $p < .001$ ) at the bivariate level. While in multivariate regression analyses, each component explains a very large share of Employee Performance variance (LT model  $R^2 = .720$ ; AL model  $R^2 = .678$ ). Thus, both the Independent Variables were powerful predictors of the Dependent Variable when considered independently.

#### 4. Conclusion and Recommendations

The study concluded that authentic leadership among non-social workers in the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD) Field Office XI was perceived as very high. Among its dimensions, balanced processing received the highest rating, indicating that supervisors were generally perceived as making objective decisions after considering relevant information and diverse perspectives. Self-awareness, relational transparency, and internalized moral perspective likewise received very high ratings, suggesting the presence of leadership practices characterized by ethical conduct, openness, and self-regulation.

The study further concluded that learning transfer among non-social workers was also very high. Motivation to transfer emerged as the highest-rated dimension, followed by performance self-efficacy and employee readiness. This indicates that respondents were highly motivated and confident in applying the knowledge and skills acquired through training and professional development to their actual work functions. The findings suggest that learning and development interventions within the organization are effectively translated into workplace practice.

Regarding employee performance, the study found a very high overall level among non-social workers. Planning the work obtained the highest mean score, followed by efficiency of work and making efforts. However, creativity and innovation received the lowest rating among the performance dimensions, although it remained within the high category. This finding suggests that while respondents demonstrate strong commitment, productivity, and work organization, there remains an opportunity to strengthen innovative practices and creative problem-solving within the workplace.

The study likewise concluded that authentic leadership and learning transfer were both significantly related to employee performance. The results indicate that improvements in leadership practices and learning transfer mechanisms are associated with enhanced employee performance. These findings affirm the importance of both organizational and individual factors in enhancing work outcomes among non-social workers engaged in social welfare service delivery.

Finally, the study concluded that several dimensions of authentic leadership and learning transfer significantly influenced employee performance. Among the learning transfer dimensions, motivation to transfer emerged as the strongest predictor of employee performance, highlighting the critical role of employees' willingness to apply acquired learning in the workplace. Among the authentic leadership dimensions, balanced processing and internalized moral perspective were identified as the strongest predictors of performance. These findings emphasize that objective decision-making, ethical leadership practices, and employee motivation are key determinants of work performance among non-social workers in social welfare agencies.

The findings validate the assumptions of Social Learning Theory and Authentic Leadership Theory, demonstrating that both leadership behaviors and learning-related factors contribute significantly to employee performance. The study therefore confirms that strengthening authentic leadership practices and enhancing learning transfer mechanisms can serve as effective strategies for improving the performance of non-social workers in social welfare organizations.

### **Acknowledgements**

*"Give thanks in all circumstances; for this is God's will for you in Christ Jesus."* – 1 Thessalonians 5:18 (NIV).

The completion of this study would not have been possible without the guidance, support, and resources provided by many individuals and institutions. I extend my sincere gratitude to all who contributed to its success.

To the Pantawid Familyang Pilipino Program (4Ps) Management Division, the Policy and Plans Division, and the Department of Social Welfare and Development Field Office XI as a whole, thank you for the trust and for granting permission to conduct this study. May the findings of this research contribute to the delivery of more effective, efficient, and quality social welfare services.

To the study participants from the City and Municipal Operations Offices, I am deeply grateful for your valuable insights shared through the survey questionnaires. I also extend my appreciation to the Monitoring and Evaluation Officers from the Regional and Provincial Operations Offices for their assistance and support.

To my thesis adviser, panel members, validators, reviewers, and all others who may not have been mentioned, thank you for your guidance, constructive feedback, and patience throughout the completion of this study.

To my family, closest friends, and special someone, thank you for your unwavering support and encouragement. You have been a constant source of strength and motivation throughout this journey.

Above all, I give thanks to the Almighty, without whom this endeavor would not have been possible. For this, I am profoundly grateful.

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### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

### **About the Author(s)**

**Ricky F. Tijon** is a Registered Social Worker and currently serves as Executive Assistant III, handling the Strategic Planning and Social Impact Division of the City Social Welfare and Development Office of the Local Government Unit of Tagum City, Philippines. He has been in public service for nearly ten years, previously holding various positions in the Department of Social Welfare and Development – Field Office XI, where he contributed to the implementation and management of social welfare and development programs. He is also frequently invited by academic institutions offering social work programs to serve as a resource person, sharing his expertise and professional experience with students and faculty. Mr. Tijon is currently pursuing a Master of Science in Social Work, major in Advanced Social Work Practice, at the University of Mindanao – Professional School. He earned his Bachelor of Science in Social Work from Mindanao State University – Main Campus. His research interests include social welfare administration and evidence-based social work practice.

**Dr. Minda B. Brigoli** is the co-author of this study. She holds a Doctor of Rural Development degree and is a Professor at the University of Mindanao. Dr. Brigoli is a distinguished social work practitioner with extensive experience in social welfare administration and development. She previously served in various leadership positions in government social welfare agencies in the Philippines, where she championed poverty alleviation and social protection programs.

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