

ADAPTIVE LEADERSHIP OF SCHOOL HEADS AND THE SCHOOL PERFORMANCE ON THE SCHOOL-BASED MANAGEMENT

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ABSTRACT

The study aimed to identify the adaptive leadership used by the school heads and school performance on the school-based management in the District of Victoria in the school year 2022-2023. In this study, the descriptive correlation was employed. The research instrument used in this study was an online survey questionnaire which aims to assess the adaptive leadership of the school heads in terms of emotional intelligence, organizational justice and character. The data obtained from the survey were analyzed using weighted mean to describe the observation of the respondents with regards to the school performance on the school-based management. The Pearson-Product Moment Coefficient of Correlation was used in this study to determine the relationship between adaptive leadership and school performance on the school-based management.

It was found out that the Adaptive leadership of school heads with regards to Emotional Intelligence in terms of self-awareness, self-management, social-awareness and relationship management were all high as always observed by the teachers. At the same time, the level of adaptive leadership of school heads with regards to organizational justice in terms of decision fairness, information sharing and outcome concern were also high as being always observed by the teachers. Another level of adaptive leadership of school heads as to character with regards to integrity, credibility, and values differences were always observed high to all teachers. Therefore, adaptive leadership of school heads are positively correlated to the school performance on the school-based management.

While it was found out that the level of school performance on the school-based management in terms of leadership and governance, and management and resources were all very high as being observed by the teachers while the curriculum and learning was observed high by the teachers.

The result of the study revealed that adaptive leadership of school heads is significantly related to the school performance on the school-based management. Moreover, based on the results of the study the adaptive leadership of school heads must continue to be developed through trainings and seminars.

Keywords:

Adaptive leadership, school performance, school head, emotional intelligence, leadership, integrity, relationship, curriculum

Introduction

Many things have changed as the pandemic came into the lives of all people in this world. Many adjustments and revisions have happened to continue the education process that will support teachers, parents, learners, and staff. It was not simple to overcome and does many changes amid this pandemic. The educational system also struggled and encountered difficulties in continuing this education despite these challenging times of the pandemic.

These things are the adjustments and innovations that are now being applied in the education system to be more resilient and to have good leadership that makes the organization elevate into some impacted performance even though there is a crisis that hinders the schools in disseminating quality education.

Specifically, adaptive leadership is about change that enables the capacity to thrive in new environments and dreams that demand new strategies, and abilities as the leadership to mobilize them. As in evolution, these new combinations and variations help organizations thrive under challenging circumstances rather than perish, regress, and contract. Leaders usually wrestle with normative questions of value, purpose, and process (Heifetz, 2014).

Moreover, adaptive leadership is about being flexible in doing different things in different seasons of life. It is also about coping and making things possible though the situation is hard to do or pursue. At the same time, adaptive leadership means being able to understand and adapt to different levels of circumstances. It means that no matter what happens, the schools can see the good opportunities and sides of certain unnecessary situations. It means keeping the atmosphere positive and full of assurance of victory. In addition, if there is adaptive leadership in the school, the school will be able to adjust and adapt to the rapid changes which possibly arise during work and management.

Thus, the researcher thought having adaptive leadership makes the school's performance evident and might help the school establish a high level of performance in School-Based Management. It would also help the school leaders to balance their leadership in terms of different emotional intelligence that they are doing in their respective areas.

This research paper emphasizes the adaptive leadership approach, building resilience, and distributing leadership responsibilities. In addition, this paper also outlines some new culture-fostering practices of new normal by school leaders. The results give the impression that school leaders need to take action and shape the school climate to make the school ecosystem able to face this crisis collaboratively.

Statement of the Problem

This study aims to identify adaptive leadership of school heads and school performance on the School- Based Management.

Specifically, this study will seek to answer the following questions.

1. What is the level of adaptive leadership of school heads with regards to:

1.1 Emotional Intelligence as to:

- 1.1.1 Self-awareness;
- 1.1.2 Self-management;
- 1.1.3 Social awareness; and
- 1.1.4 Relationship Management?

1.2 Organizational Justice as to:

- 1.2.1 Decision Fairness;
- 1.2.2 Information Sharing; and
- 1.2.3 Outcome Concern?

1.3 Character as to:

- 1.3.1 Integrity;
- 1.3.2 Credibility; and
- 1.3.3 Values Differences?

2. What is the level of School Performance on the School-Based Management in terms of:

- 2.1. Leadership and Governance;
- 2.2. Curriculum and Learning;
- 2.3. Management and Resources?

3. Does the adaptive leadership of the school heads with regards to Emotional Intelligence have a significant relationship to the school performance on the School-Based Management?
4. Does the adaptive leadership of the school heads with regards to organizational justice have a significant relationship to the school performance on the School-Based Management?
5. Does the adaptive leadership of the school heads with regards to character have a significant relationship to the school performance on the School-Based Management?

REVIEW OF RELATED LITERATURE

This study is all about adaptive leadership of school heads and the school performance on the School-Based Management.

The effervescent substance of SBM, as being applied in the public schools in the Philippines, is divided into four essential principles such as (a) Leadership and Governance, (b) Curriculum and Learning, (c) Management of Resources, and (d) Accountability and Continuous Improvement. Leadership and Governance assure a network of leadership and governance that guides the education system to achieve its shared vision, mission, and goals. The Curriculum and Learning highlight the curriculum learning systems anchored on the community and learners' contexts and targets. It must be collaboratively developed and continuously improved. The Management of Resources certifies that a clear, translucent, inclusive, and receptive accountability system is in place. It collaboratively develops by the school community that monitors performance and acts suitably on gaps and gains. (Villanueva & Dela Cruz, 2019).

School-Based Management (SBM) has been present and implemented in schools for over three decades. School-Based Management developments range from those yielding independence overall school matters to smaller-scale reforms that grant schools only limited independence. School-Based Management aims to advance education by transferring significant decision-making authority from state and district offices to individual schools. It also desires to improve education by conveying vigorous decision-making authority from state and district offices to individual schools. Moreover, this system of the School-Based Management of different schools may vary in reliance on the most suitable control for their school. (Bustamante, 2022).

Another thing about School-Based Management is the leadership and governance. Leadership is a process wherein an individual impacts a group to achieve a common goal. Leadership is also defined as a processed means, not a trait or characteristic, but resides in a leader, rather a transactional event that shows between the leader and the followers. Development implies that a leader affects and is affected by followers. School-Based Management highlights that leadership is not a linear, one-way, but rather a collaborating event. When leadership is in this manner, it becomes available to everyone. Moreover, it should not restrict by the formally designated leader in a group (Northhouse, 2021).

According to Santibañez (2014), School-Based Management grants cash to every school as they perform well in the task given to every school. That's why they believed that if the school is performing in increasing enrolments, decreasing drop-out rates, and receiving awards and recognition, the school could receive a cash grant.

Research suggests that SBM can lead to student achievement, improved school climate, and greater community engagement in education. However, the success of SBM depends on several factors, including effective communication, adequate resources, and supportive policies at the district and state levels.

Overall, SBM is an approach to education that values local decision-making and recognizes the importance of community involvement in education. It shows the potential to improve educational outcomes and fosters a sense of ownership and accountability among stakeholders.

Adaptive leaders do not just make changes, but adaptive leaders carefully recognize potential changes in the external environment and consider the best path that will positively affect the organization. According to Yukl and Mahsud (2014), as cited in Khan (2017), "Flexible and adaptive leadership involves changing behavior in appropriate ways as the situation changes." Adaptive leaders look at the leader-follower relationship and consider external factors in the environment within which leaders and followers operate. (Khan, 2017).

Adaptive leadership allows leaders to mobilize people to tackle tough challenges and thrive (Heifetz, et.al. 2014). Adaptive leaders are skillful in knowing the problem, defining them carefully, and finding appropriate solutions. Detractors of adaptive leadership state that even though this theory is effective for organizations planning for change and many organizations are resilient to an adaptive leadership approach Yukl & Mahsud, (2014) as cited in Heifetz, et. al. (2014). Adaptive leadership challenges beliefs, values, and norms, which may lead individuals to resist the ideas and changes that emerge from an adaptive leadership approach. However, adaptive leadership considers all factors that affect an organization in terms properly planning for a changing world, which makes an adaptive leadership manageable and valid in dynamic societies.

Emotional intelligence has a type of intelligence that comprises both the accurate understanding of one's own emotions and the accurate explanation of the emotional states of others. It is about feelings and emotions that learn to be measured and managed. The unexpected thing about it is that the abilities of emotional intelligence are not inherent but it is learning that gain through life process. (Aflakifard, 2020 as cited in Vakili & Nojabaei 2022).

Employee perception of Organizational Justice is particular and often considered an invention of organizational incidences, systems, and the communication between leaders and co-workers (Mustafa, et.al., 2022). Organizational Justice means giving each person what he deserves or, in more traditional terms, giving each person his due. In addition, justice usually has been used regarding a standard of rightness, equality often has been used about an ability to critic without allusion to one's feelings or interests; decision fairness has applied to state the ability to make judgments that are not overly general but that are concrete and specific to a particular case (Velasquez, et.al., 2014).

METHODOLOGY

As stated, the purpose of this study is to determine the adaptive leadership which is being used in the pandemic that brings relationship to the school performance.

The employed method in this research is called a descriptive method of research. According to Johnson (2015), the descriptive method of educational research defined in the Dictionary of Education is "The general processes employed in studies that have for their chief purpose the description of phenomena, in contrast to ascertaining what caused them or what their value and significance are." The descriptive method is popular among students of education, and frequently a descriptive approach is the first thought when a problem or situation is to be investigated. Thus questionnaires, surveys, interviews, checklists, and the like are usually employed in attempts to solve problems or explore problem areas in education.

Moreover, descriptive research is also known as statistical research. It determines the data and characteristics of the population or phenomenon studied.

The descriptive research method was the most applicable for this study, aligning with the objective of the researcher, in which the findings have the relationship of adaptive leadership of school heads and the school performance on the school-Based Management.

This study used a survey questionnaire in order to identify the adaptive leadership of school heads and school performance and the data will be gathered and analyzed to give significant conclusions to verify and support the information given.

RESULT AND DISCUSSION

Table 1. Test of Relationship between Adaptive Leadership of School Heads with regards to Emotional Intelligence and School Performance on the School- Based Management

Emotional Intelligence	School Performance on the School-Based Management	r-value	Degree of Correlation	p-value	Analysis
Self-Awareness	Leadership and Governance	.772	Strong Correlation	.000	Significant
	Curriculum and Learning	.727	Strong Correlation	.000	Significant
	Management and Resources	.726	Strong Correlation	.000	Significant
Self-Management	Leadership and Governance	.686	Strong Correlation	.000	Significant
	Curriculum and Learning	.698	Strong Correlation	.000	Significant
	Management and Resources	.690	Strong Correlation	.000	Significant
Social Awareness	Leadership and Governance	.800	Very Strong Correlation	.000	Significant
	Curriculum and Learning	.791	Strong Correlation	.000	Significant
	Management and Resources	.782	Strong Correlation	.000	Significant
Relationship Management	Leadership and Governance	-.482	Moderate Correlation	.023	Significant
	Curriculum and Learning	-.429	Moderate Correlation	.047	Significant
	Management and Resources	-.482	Moderate Correlation	.023	Significant

Legend:

$\pm 0.80 - \pm 1.00$ Very strong

$\pm 0.60 - \pm 0.79$ Strong

$\pm 0.40 - \pm 0.59$ Moderate

$\pm 0.20 - \pm 0.39$ Weak

$\pm 0.00 - \pm 0.19$ Very weak

It is interesting to note the significant correlation exist between the level of adaptive leadership of school heads with regards to emotional intelligence as to self- awareness and school performance on the school – based management in terms of leadership and governance ($r = .772$, $p = .000$), curriculum and learning ($r = .727$, $p = .000$), management and resources ($r = .726$, $p = 0.000$). The correlation is all positive and strong.

Under the significant correlation exist between the level of adaptive leadership of school heads with regards to emotional intelligence as self- management and school performance on the school – based management in terms of leadership and governance ($r = .686$, $p = .000$), curriculum and learning ($r = .698$, $p = .000$), management and resources ($r = .690$, $p = 0.000$). It is positively strong correlation.

In the significant correlation occur between the level of adaptive leadership of school heads with regards to emotional intelligence as social awareness and school performance on the school – based management in terms of leadership and governance ($r = .800$, $p = .000$), curriculum and learning ($r = .791$, $p = .000$), management and resources ($r = .782$, $p = 0.000$). The correlation is positively strong.

In the significant correlation occur between the level of adaptive leadership of school heads with regards to emotional intelligence as relationship management and school performance on the school – based management in terms of leadership and governance ($r = -.482$, $p = .000$), curriculum and learning ($r = -.429$, $p = .000$), management and resources ($r = -.482$, $p = 0.000$). The correlation is negatively moderate.

Table 2. Test of Relationship between Adaptive Leadership of School Heads with regards to Organizational Justice and School Performance on the School- Based Management

Organizational Justice	School Performance on the School-Based Management	r-value	Degree of Correlation	p-value Analysis	Correlation
Decision Fairness	Leadership and Governance	.835	Very Strong Correlation	.000	Significant
	Curriculum and Learning	.848	Very Strong Correlation	.000	Significant
	Management and Resources		Very Strong	.000	Significant
Information Sharing	Leadership and Governance	.862	Correlation	.000	Significant
	Curriculum and Learning	.849	Very Strong Correlation	.000	Significant
	Management and Resources	.871	Very Strong Correlation	.000	Significant
Outcome Concern	Leadership and Governance	.866	Very Strong Correlation	.000	Significant
	Curriculum and Learning			.000	Significant
	Management and Resources	.841	Very Strong Correlation	.000	Significant
Legend:		.876	Very Strong Correlation		
		.894	Very Strong Correlation		
±0.80 – ± 1.00 <i>Very strong</i>		±0.60 – ± 0.79 <i>Strong</i>		±0.40 – ± 0.59 <i>Moderate</i>	
±0.20 – ± 0.39 <i>Weak</i>		±0.00 – ± 0.19 <i>Very weak</i>			

It is interesting to note the significant correlation exist between the level of adaptive leadership of school heads with regards to organizational justice as to decision fairness and school performance on the school – based management in terms of leadership and governance ($r = .835$, $p = .000$), curriculum and learning ($r = .848$, $p = .000$), management and resources ($r = .862$, $p = 0.000$). The correlation is all positive and very strong.

Another interesting significant correlation exist between the level of adaptive leadership of school heads with regards to organizational justice as to information sharing and school performance on the school – based management in terms of leadership and governance ($r = .849$, $p = .000$), curriculum and learning ($r = .871$, $p = .000$), management and resources ($r = .866$, $p = 0.000$). The correlation is all positive and very strong.

Lastly, is the significant correlation existing between the level of adaptive leadership of school heads with regards to organizational justice as to outcome concern and school performance on the school – based management in terms of leadership and governance ($r = .841$, $p = .000$), curriculum and learning ($r = .876$, $p = .000$), management and resources ($r = .894$, $p = 0.000$). The correlation is all positive and very strong.

Table 3. Test of Relationship between Adaptive Leadership of School Heads with regards to Character and School Performance on the School- Based Management

Character	School Performance on the School-Based Management	r- value	Degree of Correlation	p-value	Analysis
Integrity	Leadership and Governance	.806	Very Strong Correlation	.000	Significant
	Curriculum and Learning	.823	Very Strong Correlation	.000	Significant
	Management and Resources	.824	Very Strong Correlation	.000	Significant
	Leadership and Governance	.824	Very Strong Correlation	.000	Significant
Credibility	Curriculum and Learning	.773	Strong Correlation	.000	Significant
	Management and Resources	.786	Strong Correlation	.000	Significant
	Leadership and Governance	.794	Strong Correlation	.000	Significant
Values Differences	Curriculum and Learning	.859	Very Strong Correlation	.000	Significant
	Management and Resources	.841	Very Strong Correlation	.00	Significant
Legend:		.843	Very Strong Correlation		

$\pm 0.80 - \pm 1.00$ Very strong

$\pm 0.60 - \pm 0.79$ Strong

$\pm 0.40 - \pm 0.59$ Moderate

$\pm 0.20 - \pm 0.39$ Weak

$\pm 0.00 - \pm 0.19$ Very weak

In this note there is significant correlation exist between the level of adaptive leadership of school heads with regards to character as to integrity and school performance on the school – based management in terms of leadership and governance ($r = .806$, $p = .000$), curriculum and learning ($r = .823$, $p = .000$), management and resources ($r = .824$, $p = 0.000$). The correlation is all positive and very strong.

In this note, there is significant correlation exist between the level of adaptive leadership of school heads with regards to character as to credibility and school performance on the school – based management in terms of leadership and governance ($r = .773$, $p = .000$), curriculum and learning ($r = .786$, $p = .000$), management and resources ($r = .794$, $p = 0.000$). The correlation is all positive and strong.

On this part the significant correlation exist between the level of adaptive leadership of school heads with regards to character as to values differences and school performance on the school – based management in terms of leadership and governance ($r = .859$, $p = .000$), curriculum and learning ($r = .841$, $p = .000$), management and resources ($r = .843$, $p = 0.000$). The correlation is all positive and very strong.

It means a school head values the suggestions and differences of other people. Gaining this kind of adaptive leadership is a good factor in building harmonious relationships with other people in the workplace.

CONCLUSION

Reliable with the results of this study, the following conclusions were reached.

1. The adaptive leadership of school heads with regards to emotional Intelligence and school performance have significant relationship on school-based management therefore it is concluded that the hypothesis stated is rejected. It means most of school heads engaged themselves in applying leadership in their subordinates.
2. Adaptive leadership of school heads with regards to organizational justice and school performance have significant relationship on the school-based management, which shows the hypothesis is rejected. Thus, it indicates that the school heads were really have the power to control and manage their organization in building good relationship towards to one another.
3. The adaptive leadership of school heads with regards to character and school performance have significant relationship on school-based management that indicates that the hypothesis is rejected. This shows that the school heads were having the efficient character in handling various situations and work ethics.

RECOMMENDATIONS

Based on the foregoing findings and conclusion, the following recommendations are endorsed:

1. School heads should be visible to change and keen to adapt to new circumstances. They can do this by being proactive in addressing challenges and opportunities, seeking out new ideas and perceptions, and being willing to make difficult decisions.
2. Adaptive leadership requires a school head to create a culture of collaboration among teachers, parents, and other stakeholders. This culture will help the school head to tap into the collective wisdom of the school community to make informed decisions and to identify areas that need improvement which give impact to the school performance.
3. The school head associates with the importance of emotional intelligence concerning relationship management. It is necessary to develop even more to have a better harmonious relationship with every colleague and learner in school.
4. The teachers of Victoria District should keep developing a secure relationship with their school heads based on trust, respect, and shared goals. This collaborative relationship will help facilitate open communication and cooperation among staff, which shows the essential effectiveness of school-based management.

5. Adaptive leadership is about the ability to respond to changing circumstances and situations in the organization through challenges. Teachers can support their school heads by being flexible and adaptable and providing constructive feedback and suggestions for improvement.
6. For future researchers, choose an appropriate research design that will allow you to investigate the relationship between adaptive leadership and school performance. A mixed-methods approach might be best when using quantitative and qualitative methods to collect and analyze data.
7. Also, the sample selection choices should be typical of the group you want to research. You might want to widen in choosing schools with varying performance levels or schools that have recently had leadership changes if you wish to investigate the relationship between adaptive leadership of school heads and school performance.
8. Furthermore, another research is also recommended similar to this with a bigger size of population and unrestricted with the constraint of this study.

Acknowledgements

The researcher would like to express her deepest gratitude to the following who gave her inspiration, strength, helped, encouragement and motivation in fulfilling this work.

ALMIGHTY GOD, who gave all wisdom, grace, mercy and unconditional love. This paper won't be accomplished without His guidance and provisions that He gave some people that helped the researcher to pursue this study. Their helped and guidance to the researcher is highly appreciated.

HON. MARIO R. BRIONES, EdD, University President of the LSPU and chairman of the Panel that gave encouragement and motivation.

DR. ROSARIO G. CATAPANG, PhD, the present associate Dean of the College of Teacher Education, her Thesis Adviser, for her powerful advices, guidance, valuable suggestions and words of wisdom to make this research eminent.

DR. RHONEL B. VIBORA, PhD, her Subject Specialist, for the help, support, advices, words of encouragement and effort in checking and editing this study.

DR. AUGUST V. TUIZA, EdD, her Technical Editor, for checking the format of this study, for the help, provision, words of wisdom and effort exerted in checking and editing this study;

DR. BENJAMIN O. ARAJONA, EdD, her Statistician, for sharing his knowledge, and help in the analysis of data and its statistical computation and to his valuable information and words of wisdom. DR. FLORHAIDA V. PAMATMAT, EdD, her Language Critic, for her pieces of advices, guidance and valuable suggestions to make this study concise and informative.

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