

Adaptive Leadership Behavior And Practices Of School Heads: Input To Task Motivation Of Teachers

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Abstract

This study aimed to explore the relationship between adaptive leadership behaviors and practices of school heads and the task motivation of teachers. Utilizing descriptive and correlational research methods, the study employed a researcher-made survey questionnaire to gather data on adaptive leadership behaviors, practices, and teacher task motivation. A total of 138 teacher-respondents from the Ambray District, Division of San Pablo City participated in the study.

The findings revealed that the mean perception of respondents on adaptive leadership behaviors was interpreted as "manifested," and similarly, the mean perception of adaptive leadership practices was also interpreted as "manifested." Additionally, the level of task motivation among teachers was assessed as "motivated."

The results indicated a positive and substantial association between adaptive leadership practices and task motivation. This suggests that the more adaptive leadership is practiced within the institutions, the higher the goal attainment and organizational effectiveness. The study concluded that a positive significant relationship exists between adaptive leadership behaviors and teachers' task motivation. Principals who exhibit certain adaptive leadership behaviors create a work environment that supports teacher autonomy and increases teacher motivation.

The research findings further suggest that school administrators who collaborate with teachers, solicit their input, include them in decision-making processes, encourage open communication, and foster a positive school culture maintain supportive relationships with teachers. These strong relationships contribute to greater school achievement.

Despite the positive associations found, the study also identified several potential negative aspects.

Inconsistent implementation of adaptive leadership behaviors by some school heads may create confusion and frustration among teachers, negatively impacting their motivation. Resistance to adaptive leadership practices, especially from teachers accustomed to traditional leadership, can lead to decreased engagement.

Additionally, inadequate training for school heads in adaptive leadership can result in ineffective practices and a lack of trust from teachers. Resource constraints may hinder the effective application of adaptive leadership, and an overemphasis on adaptability can cause teacher burnout. Miscommunication and unintended consequences of increased teacher autonomy, such as inconsistencies in teaching practices, can also negatively affect the school's performance and culture.

Keywords: *Adaptive Leadership Behavior; Leadership Practices; Task Motivation*

1. Introduction

In this emerging period, individuals, groups, and society at large encounter a variety of unexpected obstacles daily. These problems continually stir up and put to the test our innate sense of survival. Such problems have an impact on every institution and make it difficult for it to understand the development and leadership trajectories Hamann et al., (2020). The current state of management at educational institutions may

be perhaps the most difficult one yet, given the unrest felt in many nations. Declining enrollments, public scrutiny, demographic changes, and complex issues are issues that leaders must deal with.

As stated by Blass and Ferris (2007), institutions must constantly adapt to meet ambiguous contextual and environmental requirements. Leadership that is highly adaptable and agile in the midst of transformation is therefore required. This can be challenging for business leaders who mostly operate within established organizational frameworks that must adhere to stringent compliance with organizational norms. Alvinus et al., (2019).

As quick changes place increasing demands on organizations and managers to keep up, such as rapid technological developments, enhanced use of online communication, the rise of globalization of personnel, and even referred to as social acceleration (Rosa, 2013), requiring individuals to be involved in assignments that extend beyond what is usually a 40-hour work week, adaptive management becomes increasingly essential. As defined by Yukl and Mahsud (2010), adaptive leadership means modifying actions in ways that are appropriate for the scenario at hand. It also includes managers who can quickly evaluate the situation and make the appropriate decisions.

In such a situation, the role of this leadership is crucial. Being that the role and impact of the leader are heightened in times of transition, managing a learning community during a crisis is difficult. Since these leaders can adequately anticipate the problems that are emerging, their role in managing schools is of utmost importance in these circumstances (Fernandez and Shaw, 2020). Being the educational leader that I am may no longer be enough since one must also be adaptable.

To replace or get rid of outdated residual tasks, adaptive leaders make use of "strategic opportunities" (Zhao, 2020) (Fernandez & Shaw, 2020). Examining the research's backdrop reveals that educative and adaptable leaders have a crucial role to play in society today. Fernandez and Shaw (2020) contend that school heads ought to possess the flexibility to modify administrative processes in the event of unexpected occurrences. The search points out the need to acknowledge the role of adaptive management and educational leaders in keeping an eye out for suitable solutions to unplanned issues.

Adaptive leaders engage in activities that involve mobilizing, motivating, organizing, orienting, and stimulating the fascination of others (Heifetz, 2009). Additionally, this leadership approach focuses on helping others identify and exchange their beliefs. The goal of adaptive leadership is to inspire people to adjust and research new ways to thrive so they can advance as well.

It also differs from ostentatiously maintaining a prominent position in a structured organization, using strict protocols, and being willing to look into things or take risks or influence people. According to Mahsud (2010), "flexible and adaptive management" involves adapting activities in fine-tuned techniques and strategies as the situation evolves.

This study has the intention to confirm the relationship between adaptive leadership behavior and practices of school principals with that of teachers' motivation for work as well as the importance of knowing the school principals' motivation for work.

1.1 Background of the Study

School principals in Ambray District, Division of San Pablo City are demonstrating their opportunity to govern in this manner, inspiring workers to think about the future with an emphasis on the general welfare and to work together as a cohesive unit with a shared specific purpose. These managers should immediately be able to start a meaningful transition, but all administrators at all levels in the organization must work together to produce the intended outcome. They should be able to affect people, motivate everyone to function, and take responsibility for those decisions, regardless of their job.

The above-mentioned characteristics of school principals prompted the researcher to investigate whether adaptive leadership is an effective style to empower superior effectiveness and well-being of the teachers

towards a common goal and together with leadership behavior if it has a significant relationship with task motivation of teachers.

Furthermore, the findings of this study may go beyond school principals' leadership behavior and teachers' motivation as their relationship may affect students' academic performance.

1.2 Theoretical Framework

Earlier in the 21st century, the management of education is a topic of significant interest. This is explained by the widespread perception that leadership quality has a big influence on how well schools and students perform. Institutions must gradually alter their progression and evaluation procedures to achieve the aim. Managing schools with a big number of staff from diverse cultures and backgrounds is a hard task for a leader. A leader's responsibilities have grown significantly, from managing teams to resolving disagreements and making successful decisions. Effective leadership may benefit schools and organizations in various ways. One of these advantages is the resolution of conflict or organizational challenges. Organizations increasingly hire personnel with great interpersonal skills to assist in the management of organizational difficulties. Adaptive leadership is one of the types that work with efficiently managing organizational difficulties. Leaders must be adaptable to change and provide effective answers to issues (Johnson-Kanda and Yawson, 2018).

For its purpose, the study was anchored on Heifetz's Adaptive Leadership Theory and the Self-Determination Theory of Deci and Ryan.

Ronald Heifetz and Marty Linsky (2009) established an extremely well-liked leadership approach called adaptive leadership theory. It is a useful leadership framework that helps individuals and organizations adapt to changing circumstances and prosper. It is the capacity to engage in the gradual but essential process of modifications, both individually and collectively. Adaptive Leadership is a framework that requires identifying, having an impact with, and transforming to establish the capacities that meet the organization's aspirations once you acknowledge that all the goals, developments, and advancements that you would like to observe in your organization are not possible through your present procedures. Real-time adaptation with an objective is adaptive Leadership. Adaptive leaders go further, simply tackling problems and coming up with solutions. They additionally can predict issues and identify their root causes. They are also skilled at deciding what chances are worth taking as well as which are best prevented at all expenses.

The adaptive leadership model outlines some methods that might motivate individuals or groups to engage in adaptive duties and keep doing it over time to conquer adaptive difficulties. The operationalization of the research's framework also incorporated ideas from Northouse (2019). Finding an out onto the balcony, determining the adaptive challenges, governing trouble maintaining organized attention to detail, restoring the work to the individuals, and preserving the leadership words are the six behaviors that he condensed from Heifetz's adaptive leadership ideas (Heifetz, 1994).

It was said that the principal's ability to govern a school is critical for success. In a school setting, the head teacher's motivation and drive must inspire the teachers to band together. To inspire his teachers, the school principal should always make them feel at ease. Educators become even more proactive, innovative, or fulfilled as their cognitive ability is recognized by involvement in decision-making. To inspire his teachers, the principal must also allow them to feel at ease. Instructors are inspired first by the principal's faith in them. When all are involved, organizational goals are quickly achieved. Teachers feel energized and empowered when principals successfully use different strategies in managing, according to Blasé and Blasé (1994). They also feel more independent and motivated.

Self Determination Theory (SDT) on the other hand, is a framework for studying human motivation and character that applies general research methods with an existential metatheory that recognizes the value of individuals' established internal resources for personality development and behavioral self-regulation (Ryan, Kuhl, & Deci, 1997). Humans, according to SDT, seek out partnerships, connections, and opportunities that

help them flourish as individuals and establish their unique selves (Gagne & Deci, 2013). There are three kinds of motivation, each with a particular degree of self-determination. From high to low self-determination, these are intrinsic motivation and extrinsic motivation. Intrinsically motivated behaviors are performed for the enjoyment or gratification resulting from doing the task. Extrinsically motivated behaviors, on the other hand, are significant. When actions are controlled to achieve a reward or escape a restriction, it is called external regulation. Introjected regulation describes the transformation of an outward requirement into an internal representation. Identified regulation is identified as actions that a person prefers to act since it is similar together with their personal beliefs and aspirations.

Adaptive leaders encourage subordinates by taking into account their distinct requirements and goals. It extends beyond instant delight and poses difficulties for followers. Adaptive leaders, according to Yukl and Mahsud (2010), will motivate followers by understanding their values, recognizing when they are in trouble and need assistance, allocating responsibilities, and involving them in the assessment and decision-making procedure. Lewis (2014) employed adaptive leadership successfully to assist an organization, navigate around external difficulties in a real-life instance. Because the prior usage of a reward incentive had failed, the leader selected adaptive leadership to assist and maintain high performance and keep people motivated.

Since adaptive leadership, as an indicator, will be tested as to how it contributes to the task motivation of the teachers, the different levels of self-determination must be covered to maximize the potential of describing the behavior. Many studies affirm the importance of keeping educators motivated so they in turn will keep our treasured future leaders, our pupils, on track and endeavoring for greatness. Teacher motivation involves forces both within and external to the person. Internal teacher motivation encompasses the needs, needs, and aspirations which happen within an individual; as such impact, the teacher's idea which in turn leads to a progressive change in behavior toward enhancing learning. When teachers are motivated, their accomplishments inevitably increase towards a high point.

1.3 Findings

This presents the tabulated data and the results of the study, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

Table 1. Summary Table on the Extent of Adaptive Behavior of School Heads

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Getting on the Balcony	4.42	0.55	Manifested
2. Identifying the Adaptive Challenge	4.36	0.62	Manifested
3. Regulating Distress	4.41	0.58	Manifested
4. Maintaining Disciplined Attention	4.38	0.61	Manifested
5. Giving the Work Back to People	4.33	0.65	Manifested
6. Protecting Leadership Voices Below	4.36	0.64	Manifested
Overall	4.38	0.61	Manifested

Legend: 4.50 – 5.00 Highly Manifested, 3.50 – 4.49 Manifested, 2.50 – 3.49 Sometimes Manifested, 1.50 – 2.49 Rarely Manifested, 1.00 – 1.49 Never Manifested

All indicators have the high mean and standard deviation which interpreted as “manifested”; therefore, the overall computed mean is 4.38 and standard deviation of 0.61 and interpreted as “manifested”.

School leaders play a critical role in fostering resilience and adaptability among both individuals and groups. By employing diagnostic strategies, they assess the strengths, weaknesses, opportunities, and threats within their educational environment. This allows them to make informed decisions and identify areas needing intervention. Their ability to interrupt established patterns that may no longer serve the school's mission is crucial for promoting a culture of continuous improvement and innovation. Through inventive approaches, school leaders introduce new methods, technologies, and practices that drive progress and support the overarching organizational goals. Their leadership ensures that schools remain dynamic institutions capable of evolving in response to external pressures and internal challenges.

Moreover, school leaders cultivate a supportive and inclusive atmosphere that encourages collaboration and shared responsibility. They emphasize professional development and provide resources that empower teachers and staff to enhance their skills and adapt to new educational paradigms. By fostering open communication and creating opportunities for stakeholder engagement, they build a cohesive community that is resilient in the face of adversity. This proactive approach not only helps individuals and groups navigate change effectively but also strengthens the overall capacity of the organization to thrive in a continuously changing environment.

Table 2. Summary Table on the Extent of Adaptive Practices of School Heads

Indicators	Mean	Std. Deviation	Verbal Interpretation
Vision	4.44	0.57	Manifested
Communication	4.42	0.59	Manifested
Enquiry	4.47	0.53	Manifested
Co-Creation	4.40	0.59	Manifested
Resilience	4.45	0.60	Manifested
Overall	4.44	0.58	Manifested

Legend: 4.50 – 5.00 Highly Manifested, 3.50 – 4.49 Manifested, 2.50 – 3.49 Sometimes Manifested, 1.50– 2.49 Rarely Manifested, 1.00– 1.49 Never Manifested

Table 2 shows the summary table on the extent of adaptive practices of school heads. All indicators have the high mean and standard deviation which interpreted as “manifested”; therefore, the overall computed mean is 4.44 and standard deviation of 0.58 and interpreted as “manifested”.

It can imply that utilizing flexible leadership strategies is essential for a company to run efficiently. Adaptive leaders can put into practice an organizational transformation framework that has been adequately designed. This company reform is crucial for preparing it to confront any problematic situations.

Several variables, such as vision, resilience, and efficient communication techniques, influence the success of adaptive leadership strategies. Adaptive leadership strategies can help build a productive framework supporting an organization's growth and expansion if incorporated into its operational system.

Adaptive leaders understand that fostering a clear and compelling vision is fundamental to guiding their organization through periods of change. This vision serves as a roadmap, providing direction and purpose while inspiring stakeholders to commit to the transformation process. (Heifetz, R., Grashow, A., & Linsky, M. 2009). By promoting resilience, leaders help individuals and teams develop the capacity to bounce back from setbacks, maintain focus on long-term objectives, and stay motivated despite challenges. Efficient communication techniques are also crucial, as they ensure that all members of the organization are informed, engaged, and aligned with the transformation goals.

Furthermore, adaptive leaders are proactive in identifying and addressing potential obstacles before they become significant issues. They leverage data and feedback to make informed decisions, continuously

monitor progress, and adjust strategies as necessary. (Yukl, G. 2013). This iterative approach allows organizations to remain agile and responsive to changing circumstances, ultimately leading to more sustainable and effective outcomes. By embedding adaptive leadership practices into the core operations, companies can create a culture of continuous improvement, innovation, and resilience, thereby securing their long-term success and competitive advantage.

Table 3. Summary Table on the Assessed Level of Task Motivation of Teachers

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Intrinsic Motivation	4.46	0.57	Motivated
2. Integrated Regulation	4.48	0.60	Motivated
3. Identified Regulation	4.48	0.59	Motivated
4. Introjected Regulation	4.48	0.61	Motivated
5. External Regulation	4.47	0.59	Motivated
Overall	4.47	0.59	Motivated

Legend: 4.50 – 5.00 Highly Manifested, 3.50 – 4.49 Manifested, 2.50 – 3.49 Sometimes Manifested, 1.50– 2.49 Rarely Manifested, 1.00– 1.49 Never Manifested

Table 3 shows that all indicators have the high mean and standard deviation which are interpreted as “manifested”; therefore, the overall computed mean is 4.47 and standard deviation of 0.59 and interpreted as “manifested”. This suggests that instructors are driven at work and foster job pleasure; they also have a solid desire to professionally and responsibly carry out their duties. It eases the teaching process, improves teaching quality, and eventually builds a powerful elite.

The high mean score indicates that the majority of instructors exhibit a strong sense of motivation and job satisfaction. This intrinsic motivation is crucial as it directly impacts their performance and dedication. Instructors who are passionate about their work are more likely to engage in continuous professional development, stay updated with the latest teaching methodologies, and apply innovative practices in the classroom. This proactive attitude contributes significantly to creating an enriching learning environment for students.

Moreover, the low standard deviation signifies that there is consistency in the level of motivation and satisfaction among the instructors. This uniformity is beneficial for maintaining a stable and supportive educational environment. (Ryan, R. M., & Deci, E. L. 2000) When instructors are uniformly motivated and satisfied, it fosters a collaborative culture where best practices are shared, and peer support is prevalent. Such an environment not only enhances the overall teaching quality but also promotes a sense of community and collective responsibility among the staff.

Instructors who are motivated and satisfied are also more likely to inspire and engage their students effectively. Their enthusiasm for teaching can ignite a similar passion for learning in their students, leading to better educational outcomes. Additionally, motivated instructors are more adept at handling challenges and are resilient in the face of adversity, ensuring that the teaching and learning process remains uninterrupted and of high quality. (Hattie, J. 2009). In conclusion, the high mean and low standard deviation reflect a positive

and dynamic teaching workforce that is committed to excellence. This commitment not only improves teaching quality but also contributes to the development of a robust and elite educational institution that can produce well-rounded, capable graduates.

Table 4: Correlation Between Adaptive Leadership Behaviors of School Heads and Task Motivation of Teachers

Adaptive Leadership Behaviors	Task Motivation				
	Intrinsic Motivation	Integrated Regulation	Identified Regulation	Introjected Regulation	External Regulation
Getting on the Balcony	0.664**	0.520**	0.564**	0.538**	0.472**
Identifying the Adaptive Challenge	0.636**	0.613**	0.645**	0.642**	0.630**
Regulating Distress	0.734**	0.740**	0.773**	0.735**	0.661**
Maintaining Disciplined Attention	0.684**	0.683**	0.704**	0.666**	0.664**
Giving the Work Back to People	0.646**	0.735**	0.713**	0.703**	0.677**
Protecting Leadership from Below	0.735**	0.737**	0.730**	0.714**	0.677**

** Correlation is significant at the 0.01 level (2-tailed).

The statement suggests that a study was conducted, and the results are presented in Table 4. Adaptive Leadership Behaviors and Task Motivation were the two variables that the study set out to investigate. As shown in the table, the correlation test between these two revealed a substantial connection, proving their relationship. This demonstrates how the leadership style of school administrators affects teachers' motivation. While motivation influences leaders' attitudes toward the organization and employee morale, it also plays a crucial role in accomplishing personal and organizational objectives. It is only feasible to lead people with different traits to come together around a shared goal and succeed inside a company if the manager effectively coordinates and motivates the personnel. Management is a crucial support system for employees to attain high performance and live up to the organization's objectives. Undeniably, school administrators can exert a lot of work toward reaching educational goals. (2018) Andriani et al.

Table 5: Correlation Between Adaptive Leadership Practices of School Heads and Task Motivation of Teachers

Adaptive Leadership Behaviors	Task Motivation				
	Intrinsic Motivation	Integrated Regulation	Identified Regulation	Introjected Regulation	External Regulation
Visioning	.642**	.617**	.624**	.600**	.531**
Communication	.622**	.674**	.653**	.630**	.620**
Enquiry	.629**	.665**	.639**	.659**	.568**
Co-creation	.666**	.677**	.655**	.670**	.618**
Resilience	.690**	.684**	.712**	.681**	.619**

** Correlation is significant at the 0.01 level (2-tailed).

It can be gleaned from Table 5 that there is a significant positive relationship between adaptive leadership practices and teachers' task motivation. This suggests that the leadership styles used by school administrators impact teachers' motivation. The study's conclusions, supported by Elliott et al. (2017), demonstrate that a leader's actions directly impact the behavior, effort, input, and output of their workforce.

Employees should feel that their actions, including whether or not the tasks are finished, will directly affect the desired outcome. The leader must effectively communicate their vision to be accepted by the team and motivate them to collaborate to accomplish the goal (Gillespie, 2017).

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusion drawn, and the recommendation set forth for the study. The conclusion offers a fair explanation regarding the outcome of the study. Recommendations are suggestions directed to find out how the school organization under study would benefit from the results of the study.

Summary

A descriptive correlational-survey method of research was used and applied. Questionnaires served as the main tool for gathering the needed information. The study used statistics such as mean, standard deviation, and Pearson-Product Moment Correlation Coefficient. The relationship between variables was tested at the 0.05 probability level.

Summary of Findings

Based on the gathered data, the study has come up with the following findings on the perceived manifestations of adaptive leadership behavior and practices of school heads as well as the work motivation of teachers as perceived by the respondents.

1. Adaptive leadership behavior of school heads is manifested with an overall mean of 4.38 and a standard deviation of 0.61.
2. Adaptive leadership practices of school heads are manifested with an overall mean of 4.44 and a standard deviation of 0.58.
3. Teachers are motivated to perform school tasks with an overall mean of 4.47 and a standard deviation of 0.59.
4. As laid out in the correlation between the adaptive leadership behavior of school heads and teachers' task motivation, a significant positive relationship was established at a 0.01 level of probability.
5. A significant positive relationship exists when adaptive leadership practices were correlated to task motivation of teachers at 0.01 level of confidence.

Conclusion

The findings of the study led to the formulation of the following conclusions:

There is a significant relationship between the adaptive leadership behavior of school heads and the task motivation of teachers. Therefore, the null hypothesis stated is not sustained.

There is a significant relationship between the adaptive leadership practices of school heads and the task motivation of teachers. Therefore, the null hypothesis stated is not sustained.

Recommendation

Based on the above findings and conclusions, the following recommendations are given:

The school administrators may need to constantly assess their actions, and recognize that they will have to continuously adapt their interventions as they learn more about the outcomes of their decisions and teachers may use adaptive practices to continually assess the strengths and needs of the learners and to adapt the teaching strategy accordingly and to ensure that all learners can meet expectations. Also, future researchers may be encouraged to conduct further studies embedded in local settings to justify the idea that the mentioned variables may predict the adaptive leadership behaviors and practices of DepEd school heads in the district, division, or even at the regional level. A similar study may be conducted in the near future by

using other related factors different from what has been utilized in this study.

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