

AGILE LEADERSHIP AND TRANSFORMATIVE MANAGEMENT IN FOSTERING SCHOOL ORGANIZATIONAL HEALTH

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Abstract

Though leadership in education has been widely studied, there's still a gap in understanding of agile leadership and transformative management impacts the overall health of schools, especially in local settings. This study sets out to bridge that gap by surveying how these leadership styles work together to create supportive and effective learning environments in public elementary schools in the Lucena West District, Division of Lucena City. Guided by theories on agile leadership, transformational leadership, and organizational health, the research used a descriptive-correlational, quantitative approach, gathering perceptions from teachers through a self-made survey questionnaire. The findings showed a strong, positive relationship between school heads' agile leadership practices and school organizational health, as well as between the transformative management and organizational health. Basically, school leaders who are both adaptable and inspiring are better able to create schools where teachers thrive, and students succeed. Together, these leadership styles are essential for navigating the fast-changing educational setting nowadays. In line with Sustainable Development Goal 4 (SDG 4), this study highlights how investing in strong, dynamic leadership can foster healthier school environments, support teachers' well-being, and promote better learning outcomes, all while pushing forward the vision of quality, inclusive education.

Keywords: agile leadership, transformative management and school organizational health

1. Introduction

Despite extensive research on leadership in education, there remains a gap in understanding how the integration of transformative management and agile leadership influences school organizational health, particularly in localized settings. While transformative management focuses on fostering meaningful change and collaboration, and agile leadership emphasizes adaptability and rapid decision-making, existing literature often examines these leadership styles separately rather than their combined impact on school organizational health. For instance, a study by Samodien (2023) examined how transactional, transformational, and agile leadership styles influence institutional performance within South African higher education but did not further explain its impact on the organizational health area of the internal stakeholders.

In the Philippine educational context, despite the implementation of DepEd Order No. 34, s. 2020, which mandates the enhancement of school heads' leadership and management skills to improve governance and student learning outcomes, there remains a lack of empirical studies assessing

its actual impact on school organizational health. While this directive aligns with the principles of transformative management and agile leadership, existing research has yet to comprehensively evaluate how these leadership approaches contribute to creating an emotionally, physically, and psychologically supportive environment for stakeholders, particularly teachers. Additionally, although this initiative supports Sustainable Development Goal 4 (SDG 4): Quality Education, there is limited investigation into how leadership development interprets into equitable and inclusive education systems in practice. The relevance of transformative management and agile leadership in fostering proactive decision-making, visionary goal-setting, and strategic stakeholder engagement is well-recognized; however, research has not fully explored the extent to which these leadership models influence the sustainability of school organizational health in rapidly evolving educational landscapes. With this regard, exploring the impact of school heads' agile leadership and transformative management on school organizational health is highly relevant due to the increasing complexity of the educational landscape. As schools face rapidly changing demands ranging from technological advancements to evolving educational standards school leaders must possess the agility to adapt and innovate (Haleem et al., 2022).

While previous studies such as internationals have examined the role of leadership in general school management and agile in leadership practice, there is still a limited understanding of how the integration of agile leadership and transformative management specifically influences school organizational health specially in locale setting. Existing research often focuses on either leadership style or organizational effectiveness in isolation, overlooking the dynamic interplay between these factors. By addressing this gap, this study aims to provide valuable insights into how school heads can effectively lead their institutions, improve student outcomes, and foster a culture of continuous improvement for teachers' overall well-being.

1.1 Statement of the Problem

This study aimed to examine the relationship between the school head's agile leadership practices and transformative management with school organizational health based on the perceptions of teachers in the primary level.

Specifically, it sought to answer the following questions:

1. To what extent do school heads practice agile leadership practices as perceived by the teacher-respondents, particularly in:
 - 1.1. developing;
 - 1.2. reflecting;
 - 1.3. learning;
 - 1.4. inspiring;
 - 1.5. engaging;
 - 1.6. unifying;
 - 1.7. empowering;
 - 1.8. achieving; and
 - 1.9. innovating?
2. What is the level of transformative management practices of the school heads as perceived by the teacher-respondents in terms of:
 - 2.1. idealized influence;
 - 2.2. inspirational motivation;
 - 2.3. intellectual stimulation; and
 - 2.4. individual consideration?
3. What is the status of school organizational health as perceived by the teacher-respondents in terms of:
 - 3.1. institutional integrity;

- 3.2. collegial leadership;
- 3.3. resource influence;
- 3.4. teacher affiliation; and
- 3.5. academic emphasis?

4. Is there a significant relationship between agile leadership practices of the school heads and school organizational health?

5. Is there a significant relationship between the transformative management of the school heads and school organizational health?

1. Methodology

This chapter presented the methods and procedures used by the researcher to come up with the relevant findings of this study. Specifically, it discussed the research design, population and sample, research instrument, data gathering procedure and the treatment of data.

The research design for this study was descriptive-correlational, utilizing a quantitative approach. This design was suited for exploring the relationship between the school head's agile leadership practices, transformative management, and school organizational health. The descriptive-correlational aspect of the study was used to determine and present the current levels of transformative management, agile leadership practices, and school organizational health as perceived by teacher-respondents. It allowed for a systematic description of these variables without influencing or altering them.

The study employed quantitative methods by using structured survey questionnaires to gather data from teachers (Bhandari, 2020). The numerical data collected was analyzed using statistical techniques to determine the strength and significance of the relationships among agile leadership, transformative management, and school organizational health. Descriptive statistics such as mean and standard deviation were used to summarize the data, while inferential statistical methods, including correlation and regression analyses, were utilized to examine the relationships between variables.

The study focused on public elementary school teachers from the Lucena West district of the Division of Lucena City, selected through random sampling to ensure that the final sample was diverse and represented the different schools within the district. This approach led to more accurate and generalizable findings about the teachers across all schools in the district.

The researcher developed a self-made questionnaire as the primary tool for gathering data from respondents.

Construction. The self-made survey questionnaire was developed based on the specific objectives and focus of the study. It was designed by the researcher, ensuring that the items and structure aligned directly with the research questions and target participants, who were public elementary school teachers. Thus, it was organized into three distinct sections to comprehensively address the study's objectives.

PART I: Respondents' Profile. This section gathered essential demographic and professional data. It included age, sex, civil status, rank, highest educational attainment, and length of service. This information provided a clear overview of respondents' qualifications and leadership responsibilities, ensuring relevant data for the study.

PART II: School Heads' Agile Leadership Practices. This section evaluated the extent to which school heads demonstrated agile leadership practices based on teacher perceptions in terms of Chow (2022) - The 3C's of Agile Leadership, specifically the nine breakdown principles: developing, reflecting, learning, inspiring, engaging, unifying, empowering, achieving, and innovating. Responses were measured using a 4-point Likert scale: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. This section contained 45 items, with 5 items dedicated to each variable.

PART III: Transformative Management of School Heads. This section assessed the level of transformative management exhibited by school heads based on teacher perceptions in terms of

Farnsworth et al. (2019) - 4I's framework, specifically individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Responses were measured using a 4-point Likert scale: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. This section contained 20 items, with 5 items dedicated to each variable.

PART IV: School Organizational Health. This section examined the overall status of school organizational health based on teacher perceptions in terms of Tatlah et al. (2015) - Subscale of School Organizational Health, specifically institutional integrity, collegial leadership, resource influence, teacher affiliation, and academic emphasis. Responses were measured using a 4-point Likert scale: (4) Very High, (3) High, (2) Low, and (1) Very Low. This section contained 25 items, with 5 items dedicated to each variable.

Results and Discussion

Table 3

Extent of Agile Leadership Practices among School Heads in terms of Developing

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. enhances teachers' professional development by organizing learning action cell (LAC) sessions where educators share practices, refine their skills, and reflect on teaching methods.	3.20	0.89	Practiced
2. encourages leadership development by offering mentorship, coaching, and opportunities for teachers to take on school projects that build confidence and competence.	3.07	0.89	Practiced
3. provides skill-building programs that help teachers strengthen their instructional strategies, classroom management, and subject knowledge through targeted training.	3.06	0.92	Practiced
4. guides teachers in identifying their growth areas and formulating personal development plans to help them improve and reach their career goals.	2.99	0.94	Practiced
5. regularly gives constructive feedback to help teachers recognize their strengths and areas for improvement, ensuring continuous progress in their professional journey.	3.03	0.89	Practiced
Overall	3.07	0.91	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

In the schools of the district, there's a quiet, determined movement taking shape, one led by school heads who are striving to be more than just managers. They are becoming guides, mentors, and collaborators, showing a genuine commitment to helping their teachers grow. You can feel this change in the way they are leading with intention, with care, and with a clear desire to build stronger, more responsive learning communities.

One of the clearest signs of this transformation is how often teachers are gathering up to 15 times a month for Learning Action Cell (LAC) sessions. They're evolving into safe, productive spaces where teachers reflect on their practice, share their challenges, and learn from one another. This regular sequence of collaboration reflects a leadership approach that prioritizes continuous learning and adaptability, core principles of agile leadership (Navarro & De Guzman, 2021). The commitment to such frequent LAC sessions shows that school heads are not only fostering collaboration but also embedding

professional growth into the fabric of everyday school life.

Beyond that, school leaders are also ensuring that more formal development opportunities are provided. Twice a year, teachers participate in in-service training (INSET), and additional free training sessions provided by the division offer even more chances for professional growth. These efforts show that school heads are genuine about equipping their teachers with the tools they need to succeed in a constantly changing educational landscape (Denning, 2018).

While this picture is promising, there are still areas that could be further strengthened and improved. The division actively supports the professional growth of teachers by providing regular training programs and encouraging them to pursue graduate studies. These efforts demonstrate a strong commitment to collective learning and capacity building. However, more emphasis could be placed on helping teachers create individualized professional development plans tailored to their unique goals and career aspirations. As Fullan (2014) emphasizes, sustainable leadership involves recognizing teachers not only as team members but also as individuals with evolving needs and personal ambitions.

The approach to feedback in the district also shows encouraging practices. During classroom observations, the principal together with the master teacher and the observed teacher, conducts a post-conference to provide detailed and constructive feedback. This structured conversation helps reinforce strengths and identify areas for growth. Research underscores that effective feedback is most impactful when it is timely, specific, and embedded within a supportive professional learning community (Hattie & Timperley, 2007). In addition, school heads regularly conduct walk-through observations and provide timely feedback to the concerned teachers, promoting a culture of continuous improvement. These regular interactions align with the findings of Blase and Blase (1999), who emphasized that principals who engage in instructional leadership through dialogue and feedback positively influence teacher motivation and instructional practices.

Overall, these efforts show that school leaders in the district are making progress toward agile leadership. They support collaboration through regular LAC sessions, provide useful training, and promote a culture of professional growth.

Table 4

Extent of Agile Leadership Practices among School Heads in terms of Reflecting

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. encourages teachers to reflect on their teaching practices and student outcomes to foster a mindset of continuous improvement and innovation.	3.02	0.97	Practiced
2. provides dedicated time for teachers to engage in self-reflection by integrating professional development sessions focused on assessment and growth.	2.96	1.00	Practiced
3. seeks feedback from teachers regarding school policies and leadership approaches, using their insights to refine decision-making processes.	2.90	1.01	Practiced
4. leads by example by consistently evaluating school progress, listening to stakeholders, and adjusting leadership strategies to meet evolving needs.	2.96	0.94	Practiced
5. promotes a reflective school culture by initiating discussions on what teaching approaches work well and what needs improvement to enhance overall effectiveness.	3.03	0.97	Practiced
Overall	2.97	0.98	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

As seen in Table 4, the results show that school heads in the district are generally putting agile leadership into action especially when it comes to encouraging reflective practices in their schools.

One of the strongest points that emerged is how school leaders are creating a culture where teachers feel comfortable talking about what is working in their classrooms and what's not. This kind of open communication is a key part of agile leadership. It shows that leaders value reflection not just as an individual habit, but as something the whole school community should be part of. This supports what Schön (1983) emphasized about the power of reflection in turning ideas into real change.

Another encouraging sign is that school heads are supporting teachers in looking closely at their teaching strategies and student outcomes. This kind of self-assessment helps teachers grow and adapt. It's also aligned with what DuFour and et.al (2016) describe in their work on professional learning communities where regular reflection and collaboration lead to lasting improvement. In fact, the district's conduct of regular Learning Action Cell (LAC) sessions seems to be a practical way this is already happening. After these sessions, the teachers have begun applying new insights to their teaching and sharing strategies with one another more actively.

While the school heads are making time for teacher self-reflection and doing their own evaluations of school progress, these efforts seem to differ from school to school. Denning (2018) reminds us that agile leadership works best when leaders are constantly learning and adjusting based on experience, and this might be an area where school heads can lean in a bit more.

Overall, school heads are moving in the right direction. They're encouraging reflection, learning from LAC sessions, and modeling growth themselves. As York-Barr et al. (2006) point out, reflection becomes most powerful when it's supported by dedicated time, strong leadership, and a school culture that truly values learning. By setting aside regular opportunities for teachers to engage in collaborative dialogue, leaders are helping to cultivate a professional environment where continuous improvement is the norm. When school heads openly share their own learning journeys and challenges, they create a safe space for staff to do the same. This not only builds trust but also reinforces the idea that growth is a shared responsibility. As a result, schools become more adaptive, resilient, and aligned with best practices in teaching and learning. Over time, this reflective culture can lead to stronger instructional practices and improved student outcomes. Ultimately, the commitment of school leaders to continuous learning lays the foundation for sustained school-wide transformation.

Table 5
Extent of Agile Leadership Practices among School Heads in terms of Learning

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. encourages a culture of continuous learning by motivating teachers to engage in professional development programs and skill-building activities.	2.92	1.02	Practiced
2. inspires teachers to embrace new educational methods and strategies that align with evolving teaching trends and best practices.	3.01	0.99	Practiced
3. provides training and resources to help teachers integrate innovative strategies into their classrooms, enhancing student engagement and learning outcomes.	3.00	0.98	Practiced

4. organizes opportunities for teachers to expand their knowledge through workshops, seminars, and collaborative learning experiences.	2.98	0.98	Practiced
5. demonstrates a commitment to lifelong learning by staying updated on educational research and encouraging teachers to do the same.	2.91	0.98	Practiced
Overall	2.96	0.99	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The data from Table 5 suggests that school heads are steadily moving toward a more agile form of leadership, especially when it comes to fostering a culture of learning. In the context of agile leadership, learning isn't just about acquiring knowledge, it's about the continuous pursuit of growth and improvement to strengthen both leadership effectiveness and overall school performance. It also includes how well school heads adopt and integrate evolving educational policies and strategies, and how they support teachers in doing the same.

Positively, many school leaders are beginning to lead by example, actively supporting teachers in trying out new instructional approaches that align with current best practices. This openness to change reflects the essence of agile leadership as defined by Denning (2018), who describes agile leaders as those who remain responsive and adaptable in the face of a rapidly shifting educational setting. This is visible in efforts to shift away from purely traditional methods and toward more modern student-centered practices.

These efforts are further supported by the organization of Learning Action Cell (LAC) sessions, seminars, and targeted in-service trainings that provide both space and structure for professional growth. School heads have played an active role in arranging capacity-building initiatives like ICT integration workshops. These actions reflect Guskey's (2002) view that effective professional development must be continuous, relevant, and immediately applicable to the classroom context.

Collaborative expertise is also being nurtured through these initiatives. Through peer-sharing activities and LAC discussions, schools are creating spaces where professional communication and shared problem-solving become the norm rather than the exception. These practices are consistent with Avalos's (2011) position that professional learning is most impactful when it connects directly to teacher's real classroom experiences.

These efforts reflect a strong commitment to professional learning across the district. Encouragingly, many school leaders are actively supporting teachers in pursuing new learning opportunities, creating a promising foundation for growth. At the same time, the data suggests there is an opportunity to enhance the consistency and reach of these initiatives. While some leaders are particularly proactive and intentional, others may benefit from clearer structures or guidance to help ensure that all staff have equitable and continuous access to high-quality professional development.

There is also great potential to further strengthen the culture of lifelong learning by deepening leaders' own engagement with current educational research and inquiry. Many are already encouraging staff to explore new ideas, and with a stronger emphasis on modeling this behavior themselves, leaders can further inspire a culture of reflective practice. As Timperley et al. (2007) highlight, when leaders embrace inquiry as a personal learning stance, they are well positioned to foster collective, critical thinking that drives ongoing improvement across their schools.

In summary, school heads in the district are making meaningful strides toward agile leadership by promoting learning as a dynamic, ongoing process. Through LAC sessions, collaborative trainings, and school-based initiatives, they are helping lay the groundwork for more resilient, future ready schools. For possessing agile leadership, school heads can lead their institutions toward greater innovation,

adaptability, and sustained improvement. Their proactive efforts not only address current educational challenges but also equip their schools to thrive amid future uncertainties.

Table 6

Extent of Agile Leadership Practices among School Heads in terms of Inspiring

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. motivates teachers by sharing a clear vision of success, encouraging them to strive for their best in both teaching and personal growth.	3.00	0.98	Practiced
2. promotes excellence by setting high standards and fostering a culture of dedication, passion, and goal-oriented teaching.	3.02	0.97	Practiced
3. inspires teachers by aligning leadership decisions with the school's mission, reinforcing the importance of their work.	2.93	1.03	Practiced
4. encourages a positive work environment where creativity, innovation, and determination are valued and rewarded.	2.95	0.97	Practiced
5. recognizes teachers' efforts and achievements, ensuring that their hard work is acknowledged and celebrated.	2.91	1.00	Practiced
Overall	2.96	0.99	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The extent of agile leadership among school heads specifically in terms of inspiring leadership, reflects a strong and growing capacity to energize and motivate teaching staff toward shared goals. Based on the working definition, inspiring leadership refers to a school head's ability to foster a vision, communicate passion, and cultivate an environment where teachers feel valued, empowered, and driven to perform at their best hallmarks of agile leadership in dynamic school contexts.

The findings show that many school heads in the district are actively living out this definition. By consistently promoting high standards and goal-oriented teaching, they are creating a motivational climate that reflects a clear commitment to excellence. This is consistent with Marzano and Waters (2009), who emphasize that leaders who set and uphold high expectations naturally improve teacher performance and student outcomes. These efforts demonstrate how leaders inspire not through mandates, but through modeling passion and purpose.

Moreover, school heads further fulfill the criteria of inspiring leadership by inviting professional speakers to engage staff. This practice reflects a recognition of the importance of external motivation and continuous professional inspiration providing fresh perspectives that energize teaching practices. These actions align closely with the concept of agile leadership, which emphasizes responsiveness, innovation, and the strategic cultivation of a learning-oriented culture.

However, while the foundational behaviors are clear, the alignment of leadership decisions with the school's core mission and values presents an area for growth. According to Leithwood et al. (2004), leaders who regularly reinforce the school's vision enhance collective commitment and deepen teacher engagement. This aspect is integral to the full realization of inspiring leadership as it links day-to-day actions with a larger shared purpose.

Additionally, while recognition of teacher contributions is being practiced, its current level

suggests an opportunity to more fully symbolize the principle of valuing and affirming staff. Kouzes and Posner (2012) argue that genuine recognition is a powerful leadership tool, it strengthens morale, loyalty, and overall job satisfaction, which are essential components of an inspired and agile school workforce.

In summary, school heads demonstrate many of the core behaviors that define inspiring leadership within the agile leadership framework. Their efforts to motivate, energize, and engage teachers provide a strong foundation, yet greater focus on vision alignment and meaningful recognition will enable a more complete and impactful expression of this leadership dimension. As schools face increasing demands for adaptability and innovation, deepening these practices will be necessary to sustaining a purpose driven and resilient teaching community.

Table 7

Extent of Agile Leadership Practices among School Heads in terms of Engaging

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. involves teachers in key school decisions by seeking their input and ensuring their perspectives are considered.	2.97	0.99	Practiced
2. encourages active participation in school programs, reinforcing a sense of belonging and shared responsibility.	2.98	0.99	Practiced
3. fosters collaboration by creating opportunities for teachers to contribute to school initiatives and improvements.	2.99	0.95	Practiced
4. maintains open lines of communication, allowing teachers to share concerns, ideas, and solutions.	2.95	1.05	Practiced
5. engages the school community and parents by organizing activities that strengthen school partnerships and student support systems.	2.96	1.02	Practiced
Overall	2.97	1.00	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The practice of engaging leadership as defined within the agile leadership framework refers to fostering active participation and collaboration within an organization particularly through the involvement of stakeholders in decision-making and school improvement. In the context of the district this principle is clearly being practiced by school heads who are actively cultivating inclusive, participatory school environments.

One of the most evident ways this is being carried out is through the meaningful engagement of teachers in school initiatives. Teachers are invited to contribute to planning, implementation, and evaluation processes reflecting a commitment to shared leadership. This supports Northouse's (2018) concept of distributed leadership which emphasizes the importance of leveraging the strengths of all members of an organization to improve overall performance. This is observable in teacher led committees, collaborative project planning, and inclusive faculty consultations that shape school programs.

In addition to internal collaboration, school heads are also demonstrating engaging leadership by involving external stakeholders particularly parents and community members in school programs and activities. Community engagement is not limited to attending meetings or school programs; stakeholders actively participate in solid activities such as cleaning the school environment, planting trees, and establishing vegetable gardens. These initiatives not only improve the physical surroundings of the

schools but also strengthen community ownership and partnership. Such involvement aligns with Epstein's (2001) assertion that effective school-family-community partnerships enhance student outcomes and promote a shared sense of responsibility for education.

Table 8***Extent of Agile Leadership Practices among School Heads in terms of Unifying***

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. promotes teamwork among teachers by encouraging collaboration in achieving school goals and student success.	2.96	1.00	Practiced
2. aligns staff and stakeholders by clearly communicating the school's vision and ensuring shared commitment.	2.99	0.96	Practiced
3. encourages cooperation between different departments by facilitating teamwork and joint projects.	2.92	1.02	Practiced
4. fosters inclusivity by ensuring that every teacher's voice is heard and valued in decision-making processes.	2.93	0.96	Practiced
5. resolves conflicts in a fair and constructive manner, promoting unity and a positive working environment.	2.90	0.95	Practiced
Overall	2.94	0.98	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

Agile leadership when expressed through unifying, is basically about building a cohesive culture where all stakeholders; teachers, non-teaching personnel, students, and the broader school community share a collective vision and work collaboratively toward common goals. The data reflect a strong foundation in this leadership domain, pointing to meaningful efforts by school heads to align their teams and cultivate a spirit of unity.

School heads are clearly establishing shared purpose and direction, as many schools actively communicate their mission and reinforce it during meetings, planning sessions, and community interactions. This is a vital component of unifying leadership, as Kouzes and Posner (2017) emphasize when leaders articulate a compelling vision, it energizes and aligns stakeholders, giving them clarity and motivation to move forward together. This unifying vision is visible not only in formal communications but also in the consistent reinforcement of school values across departments and grade levels.

In terms of teamwork, school heads appear to be fostering an environment where collaboration is encouraged and valued. Teacher's report being involved in joint planning efforts, school improvement initiatives, and cross-departmental collaborations. These practices reflect an understanding of what Joiner and Josephs (2007) identify as core to agile leadership; fostering inclusive, adaptable environments where individuals feel part of a larger, purpose-driven community.

In sum, agile leadership in the domain of unifying is clearly present and active within the district. School heads are laying the groundwork for a cohesive, collaborative culture, yet opportunities remain to deepen these practices. Through continued focus on vision-aligned leadership, constructive conflict resolution, and participatory governance, our leaders can more fully realize the power of unity and collaboration to drive sustainable school improvement.

Table 9
Extent of Agile Leadership Practices among School Heads in terms of Empowering

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. delegates responsibilities to teachers, giving them autonomy and trust to lead initiatives that improve the school environment.	2.89	0.97	Practiced
2. encourages teachers to take initiative by allowing them to implement new ideas and teaching methods in their classrooms.	2.94	0.99	Practiced
3. provides teachers with the tools and resources needed to manage their professional growth and instructional effectiveness.	2.87	1.04	Practiced
4. supports teacher-led programs by offering guidance and recognition for their contributions to school improvement.	2.93	0.97	Practiced
5. empowers teachers by fostering an environment where they feel confident making decisions that benefit student learning.	2.92	1.01	Practiced
Overall	2.91	1.00	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The commitment of school heads to agile leadership is evident in their efforts to create an empowering environment for teachers. Although the data suggests that the provision of resources scored slightly lower compared to other indicators, observations and practices across the district indicate that school leaders are actively working to address this area and foster teacher empowerment holistically.

While Indicator 3, providing tools and resources for professional growth recorded the lowest mean (2.87), it still reflects that this practice is being carried out to a "Practiced" degree. In real terms, school heads in the district strive to provide essential teaching and learning resources despite facing challenges such as limited budgets, shortages in instructional materials, and infrastructure constraints. Like pooling and reallocating school funds to purchase teaching aids, multimedia equipment, or digital tools, partnering with local government units, NGOs, and community stakeholders to access donated materials or sponsor training workshops, organizing in-house or cluster-based training sessions when external training is not accessible, encouraging peer-sharing of instructional strategies and resources to ensure that all teachers benefit from available materials.

These efforts show that school heads are not passive managers but problem-solvers who actively seek creative ways to equip their teachers. Even small interventions like facilitating the printing of materials or setting up a shared resource room reflect the intent to provide teachers with the tools they need to succeed (Leithwood et al., 2020).

A significant strength of the school heads lies in their ability to foster initiative and autonomy among teachers, as shown by the highest-rated indicator (mean = 2.94): encouraging teachers to implement new ideas and teaching methods. This culture of innovation is supported by open-door leadership where teachers are free to propose classroom projects, new pedagogical strategies, or co-curricular activities. Celebration of innovation through school-based recognition, praise during meetings, and inclusion in performance appraisals and freedom to experiment with differentiated instruction, ICT integration, and student-led activities without fear of reprimand for failure.

In summary, the data reflects a meaningful practice of empowering leadership. While resource constraints remain a challenge, school heads are clearly making intentional efforts to support teachers through resource mobilization, innovation encouragement, and confidence-building measures.

Table 10

Extent of Agile Leadership Practices among School Heads in terms of Achieving

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. sets clear, achievable goals for teachers, ensuring alignment with school-wide objectives.	2.98	0.92	Practiced
2. tracks progress on school initiatives, providing support and feedback to maintain momentum.	2.93	1.00	Practiced
3. encourages accountability by making teachers responsible for meeting their targets and improving student outcomes.	2.87	1.09	Practiced
4. celebrates both individual and collective successes, reinforcing a culture of excellence.	2.94	0.96	Practiced
5. allocates resources effectively to ensure that key projects receive the support needed to succeed.	2.88	0.95	Practiced
Overall	2.92	0.98	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The extent of agile leadership among school heads, particularly in the domain of achieving results, reflects a commendable level of strategic execution and commitment to institutional success. The data reveals that school heads demonstrate a solid capacity to set, pursue, and accomplish meaningful goals, a hallmark of agile leadership that significantly contributes to school improvement.

The ability of school leaders to set clear, aligned, and achievable goals stands out as a strong point. This implies not only clarity of vision but also a collaborative and systematic approach to incorporating individual teacher targets into the larger framework of school-wide objectives. As Northouse (2018) clarity in goal setting fosters alignment and reduces ambiguity, enabling more focused and coherent school operations. This leadership trait is evident during the formulation of the School Improvement Plan (SIP), where heads lead participatory planning and align initiatives with institutional priorities.

Moreover, the data points to school heads being actively engaged in policy implementation and the attainment of school objectives. Agile leadership, in this context manifests in the translation of policies into actionable strategies, guiding day-to-day school management while also navigating broader educational reforms. These leaders act as both visionaries and facilitators, ensuring that goals are not only established but also translated into measurable outcomes.

However, there are nuanced challenges. While the setting of goals is evidently well-practiced, promoting accountability appears to be a lower area, suggesting a need to balance supportive leadership with consistent performance monitoring. Leithwood et al. (2020) emphasize that accountability, when embedded in a culture of professional growth rather than fear can lead to sustained improvements. In practice, this might call for strengthening feedback mechanisms, establishing structured follow-ups, and empowering teachers through data-informed conversations rather than punitive oversight.

In summary, school heads exhibit a strong orientation toward results, marked by goal-setting insight and strategic execution, affirming their capacity to lead schools toward institutional success. Enhancing practices related to accountability and resource utilization will be critical next steps in deepening agile leadership across the district. These improvements will enable school leaders not only to meet existing objectives but also to adapt more effectively to future educational challenges.

Table 11

Extent of Agile Leadership Practices among School Heads in terms of Innovating

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. encourages teachers to explore new teaching strategies and technologies that enhance student engagement and learning.	2.93	0.99	Practiced
2. creates a safe space for experimentation, allowing teachers to try new approaches without fear of failure.	2.93	0.95	Practiced
3. supports innovative thinking by encouraging collaboration in developing creative solutions for educational challenges.	2.91	1.00	Practiced
4. invests in modern technology and resources that help teachers implement dynamic and effective teaching strategies.	2.88	0.95	Practiced
5. recognizes and rewards teachers who bring fresh ideas and improvements to their classrooms and the school community.	2.93	0.92	Practiced
Overall	2.92	0.96	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The extent of agile leadership among school heads in terms of innovating is clear in their commitment to introducing new ideas, strategies, and practices aimed at improving school performance. According to the evaluation presented in Table 11, school heads have embraced innovation as an integral aspect of their leadership, not merely as a concept but as an applied practice. This aligns with the definition of innovation in this context the ability to introduce new approaches to improve outcomes as perceived through teachers' evaluations of their leaders.

The overall mean score of 2.92, while indicative of consistent practice, also reveals nuanced variations in the extent to which innovative leadership is exercised. Remarkably, high mean scores in areas such as encouraging teachers to explore new strategies and technologies, fostering safe spaces for experimentation, and recognizing innovation reflect a proactive and supportive leadership culture. These findings resonate with Fullan's (2016) framework on school leadership which emphasizes the importance of cultivating environments where innovation is embedded in the daily practices of educators.

Moreover, the commitment of school heads to innovation is demonstrated not just through encouragement but through real support mechanisms. Schools in the district conduct regular trainings, seminars, and Learning Action Cell (LAC) sessions along with personalized one-on-one mentoring. These initiatives serve as platforms for sharing innovative teaching strategies, discussing modern methodologies, and collaboratively solving pedagogical challenges. They help create a professional learning community that fosters continual improvement and experimentation, which is central to agile leadership.

However, the relatively lower mean score for investing in modern technologies and resources

highlights a structural limitation. As Kurt (2016) emphasizes, leadership must be complemented by operational support such as access to modern equipment and reliable digital infrastructure if innovation is to be fully realized in classrooms.

In summary, school heads demonstrate a significant degree of agile leadership in fostering innovation. Their actions reflect a belief in continuous improvement and empowerment of teachers through strategic support. Still, to fully actualize the benefits of innovation, there is a urgent need to bridge the gap between vision and resource availability. With deeper investment in technology and more structured innovation frameworks, the district can further transform its schools into centers of creative excellence, ultimately enriching learning outcomes for all students.

Table 13

Level of Transformative Management Practices of the School Heads in terms of Idealized Influence

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. demonstrates ethical leadership by consistently acting with integrity and fairness in all decisions and interactions.	3.14	0.78	Practiced
2. earns the trust of teachers by making well-thought-out decisions that align with ethical standards and school values.	3.00	0.88	Practiced
3. serves as a role model by upholding high ethical standards and demonstrating professionalism.	3.02	0.82	Practiced
4. fosters trust and collaboration, even during difficult situations, by making just and balanced decisions.	2.95	0.92	Practiced
5. creates a strong vision for the school's future, ensuring strategic and long-term development.	3.01	0.91	Practiced
Overall	3.02	0.86	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The level of transformative management among school heads specifically in terms of Idealized Influence, reflects a leadership culture grounded in ethical conduct, role modeling, and visionary guidance. As interpreted from Table 13, the behaviors associated with this dimension of transformational leadership are generally "Practiced," indicating that school heads exhibit the foundational qualities of idealized influence, though there is still areas to develop these behaviors into more consistent, exemplary practice.

At the core of idealized influence is the ability of leaders to serve as ethical role models who earn the trust and respect of their colleagues. School heads are observed to lead with integrity and fairness, particularly in areas such as decision-making, conflict resolution, and the distribution of responsibilities. These practices demonstrate a strong alignment with Bass and Riggio's (2006) assertion that transformational leaders influence others not just through position, but by embodying high moral and professional standards. When school heads act transparently such as in handling student disciplinary cases or making equitable teaching assignments, they foster a climate of justice and trust that enhances staff morale and established credibility.

However, the data also reveal areas that need to improve, particularly in fostering trust and collaboration during challenging situations. While leaders generally perform well under normal circumstances, some may struggle to maintain relational trust when pressures intensify. Northouse (2018) highlights that genuine transformational leadership is tested in times of adversity, where emotional intelligence, empathy, and ethical judgment must converge. In the district's context, scenarios

such as internal disputes or sensitive school matters may expose vulnerabilities in how trust is preserved, hinting at an area for growth.

Beyond ethics and integrity, idealized influence also involves articulating a compelling vision and inspiring others through actions. School heads in the district have shown an ability to set clear directions and act as aspirational figures within their schools. This is visible in their presence at school activities, their accessibility to both staff and students, and their proactive engagement in mentoring and guiding teachers. These actions embody Hallinger and Heck's (2010) view of transformational leadership as both value driven and strategic leaders must not only inspire but also translate that inspiration into consistent, culture-shaping behavior.

Still, the findings suggest a key insight, while school heads are seen as professional and morally grounded leaders, elevating to a "Highly Practiced" level of idealized influence will require greater consistency in handling conflict with empathy, promoting collaboration during stressful periods, and embedding trust-building into all aspects of school setting.

Table 14

Level of Transformative Management Practices of the School Heads in terms of Inspirational Motivation

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. motivates teachers by clearly communicating the school's mission, values, and goals.	2.98	0.88	Practiced
2. inspires excellence by emphasizing high standards and dedication in teaching.	2.99	0.92	Practiced
3. fosters a culture of achievement by setting clear and measurable expectations.	2.93	0.96	Practiced
4. demonstrates passion for the school's success and actively engages teachers in its mission.	2.93	1.00	Practiced
5. promotes teamwork and a positive attitude toward achieving shared goals.	3.00	0.98	Practiced
Overall	2.97	0.95	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The level of transformative management among school heads particularly in the domain of Inspirational Motivation reflects a leadership approach that is both encouraging and purpose-driven. Defined as the ability to inspire and energize subordinates by articulating a clear and compelling vision, inspirational motivation is a critical component of transformational leadership that drives team cohesion, enhances morale, and fosters commitment to shared goals. The results from Table 14, with an overall mean falling within the "Practiced" range, suggest that school heads are consistently exhibiting these behaviors, though there remains opportunity for refinement and deeper impact.

School heads in the district are actively inspiring and motivating teachers by promoting teamwork and a strong sense of shared purpose. This is not just theoretical it is reflected in the collaborative activities regularly observed within schools such as team teaching, school-based projects, and peer mentoring sessions. These practices align with Bass and Riggio's (2006) view that transformational leaders cultivate a collective sense of mission and energize staff by creating alignment between individual and institutional goals. Teachers are not only encouraged to perform they are empowered to see how their contributions fit into the bigger picture.

The practice of clearly communicating school visions and missions also reinforces this motivational climate. When leaders articulate compelling goals and consistently tie everyday efforts to

long-term objectives, they build a unified, future-oriented mindset among staff. This clear alignment fosters a strong sense of purpose, which as Leithwood and Sun (2012) emphasize is essential for enhancing organizational commitment and instructional effectiveness.

Despite with some areas to improve, school heads are creating a supportive environment where teachers feel motivated and connected to school goals. Their leadership helps build a positive school culture, and by showing more passion and setting clearer objectives, they can boost teacher morale and student success.

Table 15

Level of Transformative Management Practices of the School Heads in terms of Intellectual Stimulation

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. encourages critical thinking and problem-solving among teachers.	2.88	1.05	Practiced
2. supports innovation by allowing teachers to explore new teaching methods.	2.93	0.92	Practiced
3. challenges traditional practices and urges teachers to consider alternative approaches.	2.93	1.03	Practiced
4. creates an open space for collaboration and discussion of innovative teaching strategies.	2.83	1.09	Practiced
5. provides access to resources that foster continuous learning and instructional improvement.	2.91	0.99	Practiced
Overall	2.90	1.02	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The data on transformative management among school heads in the district, specifically in the domain of intellectual stimulation, reveals that the practices fall under the category of "Practiced," a deeper interpretation shows that school heads are actively fostering an environment conducive to intellectual growth and reflective practice.

A particularly strong area is the encouragement of innovation and exploration of alternative teaching approaches. These practices reflect the core of transformational leadership as defined by Bass and Riggio (2006), where leaders stimulate new ways of thinking and support creativity among followers. By challenging traditional practices and endorsing innovative methodologies, school heads are promoting a shift from routine instruction to more dynamic and student-centered teaching.

Moreover, the schools in the district conduct structured professional development activities such as Learning Action Cell (LAC) sessions and collaborative expertise meetings twice a week. These sessions serve as platforms where teachers can question existing assumptions, share diverse perspectives, and engage in joint problem-solving. Such practices are aligned with the concept of intellectual stimulation, as they encourage continuous learning and professional curiosity.

The variability in responses, as indicated by the standard deviations, also points to areas that needs to strengthen in the application of these leadership practices across schools. This unevenness may be due to differences in leadership style, school culture, or even the level of teacher engagement. According to Nguni, Slegers, and Denessen (2006), transformational leadership needs to be consistent

and inclusive to effectively influence the broader organizational culture.

In summary, while the school heads demonstrate a commendable effort in practicing intellectual stimulation particularly through innovation and regular professional development sessions there is a need to further cultivate collaborative spaces that consistently engage all teaching staff. Strengthening this aspect of leadership could enhance critical thinking, foster shared learning, and ultimately lead to improved educational outcomes.

Table 16

Level of Transformative Management Practices of the School Heads in terms of Individual Consideration

Indicators	Mean	SD	Verbal Interpretation
My school head...			
1. provides mentorship and tailored support to teachers.	2.90	0.96	Practiced
2. recognizes individual professional goals and offers opportunities for career growth.	2.93	0.95	Practiced
3. ensures access to training and development programs that enhance teaching skills.	2.92	0.95	Practiced
1. listens to teachers' concerns and offers personalized guidance and solutions.	3.01	0.92	Practiced
2. supports teachers facing challenges by providing strategies, resources, and hands-on assistance.	2.91	0.98	Practiced
Overall	2.93	0.95	Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced, 1.50-2.49 Minimally Practiced, 1.00-1.49 Not At All Practiced

The leadership approach of the school heads in terms of individual consideration reflects a consistent and genuine effort to support teachers on a personal and professional level. While the quantitative data indicates that these practices are being "Practiced," a closer interpretation suggests that the school heads are actively cultivating a leadership culture grounded in empathy, responsiveness, and personalized support.

A key strength lies in the way school heads listen to teachers' concerns and provide individualized guidance. This responsiveness signifies a leadership style that prioritizes trust and personal connection qualities that Bass and Avolio (1994) identify as essential for transformational leaders who demonstrate individual consideration. By being attentive and approachable, school leaders are creating a safe and supportive environment where teachers feel valued and understood.

Crucially, school heads in the district are not only listening but also taking proactive steps to address the unique aspirations and developmental needs of their staff. They offer one-on-one mentoring and group mentoring sessions to strengthen areas of weakness and reinforce effective teaching strategies. These initiatives reflect a commitment to continuous growth and are in line with the findings of Day and Sammons (2016), who emphasize the importance of school leaders acting as mentors to foster empowerment and collaborative improvement.

Additionally, teachers are encouraged to participate in seminars, training workshops, and even pursue graduate studies. Such encouragement indicates that school leaders are committed to long-term professional development, recognizing that personalized growth opportunities contribute to improved teaching efficacy and job satisfaction. Salinas (2015) supports this, highlighting that individualized support enhances both teacher retention and motivation when it is tailored rather than generalized.

In summary, the school heads in the district are showing commendable efforts in practicing individual consideration, a hallmark of transformational leadership. Their dedication to listening attentively, providing personalized mentorship, and actively encouraging professional development

reflects a deep commitment to teacher empowerment and capacity-building. By deepening the personalization of support, expanding structured mentoring initiatives, and investing in professional development for mentors themselves, these leaders can further enhance the culture of care, collaboration, and excellence within their schools. In doing so, they not only improve teacher efficacy but also contribute to better student outcomes, more cohesive teams, and a more resilient educational environment.

Table 18***Status of School Organizational Health in terms of Institutional Integrity***

Indicators	Mean	SD	Verbal Interpretation
My school...			
1. upholds ethical standards in all school operations, ensuring transparency and fairness.	3.04	0.84	High
2. makes decisions that prioritize the best interests of the school community.	3.07	0.85	High
3. maintains independence by resisting external pressures that may affect school values.	2.94	0.95	High
4. shares relevant information with stakeholders about school policies and procedures.	2.98	0.88	High
5. ensures ethical leadership that reflects the values of the school community.	2.87	1.02	High
Overall	2.98	0.91	High

Legend: 3.50-4.00 Very High, 2.50-3.49 High, 1.50-2.49 Low, 1.00-1.49 Very Low

The status of school organizational health in the district, in terms of institutional integrity, reflects a commendable level of ethical governance and responsible autonomy. Based on teachers' perceptions, school leaders are seen to maintain high ethical standards, uphold transparency, and preserve the identity and autonomy of their institutions. These leaders effectively shield their schools from undue external influence, demonstrating a strong sense of organizational independence.

Institutional integrity goes beyond abstract principles; it manifests in how school heads conduct everyday administrative tasks and make key decisions. Teachers perceive that decisions made by school leaders are typically guided by what is best for the school community, a trait consistent with the ideals of ethical leadership. As supported by Tschannen-Moran (2014), when school leaders prioritize the collective good, they lay a foundation of trust and credibility qualities that appear evident in the schools surveyed.

Despite the overall positive outlook, the data suggest areas where integrity could be more visibly demonstrated. For instance, while leaders generally strive to act ethically, there is room to strengthen the alignment between their actions and the community's core values. This gap suggests that while intentions may be sound, the impact of leadership practices may not always fully resonate with stakeholders, indicating a need for greater consistency and visibility in ethical conduct.

Furthermore, the findings reflect a strong resistance to inappropriate external pressures a crucial indicator of institutional autonomy. As Hoy and Tarter (1997) argue, protecting schools from external influence preserves the integrity of educational missions and supports long-term organizational health. In this district, the ability of leaders to maintain such independence underlines their commitment to serving their communities without compromising core values.

Transparency also emerges as a significant strength. The practice of openly sharing information fosters a culture of inclusion and mutual respect. As Louis, Leithwood, Wahlstrom, and Anderson (2010)

highlight, effective communication enhances stakeholder engagement and reduces conflict, contributing positively to organizational health.

In essence, the schools in the district exhibit a high level of institutional integrity characterized by ethical decision-making, autonomy, and openness. To further enhance this integrity, ongoing leadership development should focus on deepening ethical awareness, strengthening value-based leadership practices, and enhancing authentic community involvement. Such efforts will reinforce stakeholder trust and help cultivate schools where integrity is both a guiding principle and a daily reality.

Table 19

Status of School Organizational Health in terms of Collegial Leadership

Indicators	Mean	SD	Verbal Interpretation
My school...			
1. encourages teamwork among school leaders, teachers, and staff.	3.02	0.92	High
2. involves teachers, staff, and parents in decision-making.	2.92	0.92	High
3. supports open communication and mutual respect among all members.	2.88	1.01	High
4. provides leadership opportunities for teachers and staff.	2.98	0.86	High
5. creates a safe space for discussions and sharing of ideas.	2.97	0.88	High
Overall	2.95	0.92	High

Legend: 3.50-4.00 Very High, 2.50-3.49 High, 1.50-2.49 Low, 1.00-1.49 Very Low

The status of organizational health in schools, particularly in terms of Collegial Leadership, reflects a highly encouraging environment where collaboration and participatory leadership are firmly embedded in the school culture. The findings indicate that school leaders are not merely authority figures but are actively engaging stakeholders including teachers, staff, students, and parents in shared decision-making and team-based initiatives.

The schools demonstrate this collegial approach through various structured and recurring participatory activities. For example, quarterly general meetings with parents provide a consistent platform for parent involvement and voice in school affairs. Similarly, the annual recognition of stakeholders strengthens the sense of value and partnership between the school and the wider community. Additionally, monthly recognition of teacher performance through GAWAD SES not only boosts morale but also reinforces a culture of mutual respect and appreciation key ingredients of a collegial atmosphere.

These practices indicate that school leaders are fostering a strong sense of community and shared purpose. The collaborative spirit is especially evident in activities such as joint planning of school programs, co-leading school improvement projects, and the formation of academic and non-academic teams. Such practices reflect Barth's (2006) emphasis on the importance of collegiality in creating a culture of continuous learning and professional growth.

The engagement of staff in participatory leadership is also apparent in the creation of safe spaces for dialogue and the distribution of leadership roles, such as assigning teacher-leaders or team heads to spearhead initiatives. These reflect Leithwood and Mascal's (2008) assertion that distributed leadership enhances both organizational performance and teacher morale by creating a sense of collective efficacy and accountability.

Despite the generally strong results, the slightly lower rating but still practiced in supporting

open communication and mutual respect points to an area where growth is still needed. As Fullan (2014) argued, genuine collegial leadership goes beyond structural mechanisms it demands emotional intelligence, active listening, and a deep commitment to valuing every voice. Bridging this gap could involve more deliberate efforts to cultivate inclusive dialogue and ensure that communication channels always remain open and constructive.

In conclusion, the district exemplifies a healthy organizational climate in terms of collegial leadership. Through meaningful engagement with stakeholders, inclusive decision-making, and a shared commitment to school success, the district is cultivating a thriving educational environment. To further enhance this trajectory, ongoing attention to open communication, mutual respect, and emotional intelligence in leadership will be essential for sustaining and deepening the collaborative culture already in place.

Table 20***Status of School Organizational Health in terms of Resource Influence***

Indicators	Mean	SD	Verbal Interpretation
My school...			
1. allocates sufficient resources for learning materials, technology, and facilities.	2.87	0.92	High
2. manages resources efficiently to maximize student learning.	2.93	0.92	High
3. ensures teachers have access to tools and training for professional growth.	2.97	0.95	High
4. seeks additional funding and support for school improvement.	2.87	0.94	High
5. distributes resources fairly among students and staff.	2.93	0.90	High
Overall	2.91	0.93	High

Legend: 3.50-4.00 Very High, 2.50-3.49 High, 1.50-2.49 Low, 1.00-1.49 Very Low

The status of school organizational health in terms of Resource Influence in the district reflects a school leadership culture that is both strategic and committed in its approach to resource management. While challenges in funding and infrastructure persist, school heads demonstrate an impressive capacity to access, allocate, and utilize resources effectively in support of teaching and learning.

A central strength lies in the school's focus on professional development. School leaders ensure that teachers have consistent access to training, development tools, and instructional support an approach that aligns with the findings of Darling-Hammond et al. (2017), who emphasized that sustained professional learning is key to improving classroom practice and student outcomes. This commitment is evident in activities such as in-service training, attendance at conferences, and the continuous procurement of relevant teaching materials.

Moreover, the schools in the district actively forge partnerships with local government units (LGUs), private organizations, and community stakeholders. These relationships are not passive; stakeholders are regularly involved in school activities, including planning, celebrations, and capacity-building efforts. Such engagement not only builds social capital but also opens doors for additional funding and support. According to Epstein (2011), effective school-community partnerships enhance student success and resource sustainability when stakeholders are meaningfully included in school life.

The schools also demonstrate an awareness of equity in resource distribution, ensuring that all learners regardless of background have access to necessary tools and opportunities. This equitable mindset can be seen in actions such as providing access to digital tools, ensuring inclusive materials for

students with special needs, and fair allocation of learning resources among teachers and classes.

However, the slightly lower ratings but still practiced on indicators related to the sufficiency of materials and infrastructure suggest that while school heads are maximizing available resources, systemic constraints still limit what can be achieved. Odden and Picus (2014) note that such disparities are common in public education systems, where resource distribution does not always match the schools' needs.

Looking ahead, there is clear potential to strengthen external partnerships even further. By expanding collaboration with NGOs, tapping into private sector support, and seeking grant opportunities, schools can unlock new streams of funding and innovation. Furthermore, the use of transparent and data-driven resource management systems can help ensure that every investment directly benefits students and enhances school operations.

In conclusion, the district illustrates effective and equitable resource leadership. School heads have cultivated a culture of inclusion, collaboration, and professionalism maximizing the value of every resource while striving to overcome limitations. Through continued partnerships and innovation, these schools are well-positioned to sustain and even elevate their impact on learners and educators alike.

Table 21

Status of School Organizational Health in terms of Teacher Affiliation

	Indicators	Mean	SD	Verbal Interpretation
My school...				
1.	fosters a positive and supportive environment for teachers.	2.98	0.91	High
2.	recognizes and values teachers' contributions to the school.	2.93	0.97	High
3.	encourages teamwork and collaboration among teachers.	2.98	0.93	High
4.	provides networking opportunities for professional growth.	2.89	0.99	High
5.	ensures teachers feel respected and engaged in school decisions.	2.92	1.01	High
Overall		2.94	0.96	High

Legend: 3.50-4.00 Very High, 2.50-3.49 High, 1.50-2.49 Low, 1.00-1.49 Very Low

The status of the school organizational health in terms of Teacher Affiliation reflects a healthy and supportive organizational climate one where teachers generally feel connected, respected, and professionally nurtured. The high overall rating suggests that school leaders are succeeding in cultivating environments where teachers experience a genuine sense of belonging, robust professional relationships, and high levels of job satisfaction.

One of the district's most remarkable strengths is its emphasis on teamwork, morale, and collegial support. Practices such as team teaching, peer mentoring, and regular collaborative planning sessions have helped to embed a culture of mutual trust and shared responsibility. This aligns with the findings of Tschannen-Moran and Hoy (2000), who emphasized that a school climate built on trust and collegiality directly contributes to teacher effectiveness and student success. Teachers in the district are not operating in isolation but they are members of dynamic teams where collaboration is the norm rather than the exception.

Moreover, the consistently high rating for fostering a positive and supportive work environment underscores how school heads recognize the importance of morale and emotional well-being. Teachers who feel supported and valued are more likely to be motivated, engaged, and committed to their school's

vision and goals. These emotional and professional bonds contribute to greater teacher retention and a more stable, unified school culture.

Despite these positive indicators, the data also reveal areas for growth, particularly in teacher engagement in decision-making. While many teachers feel respected, the slightly lower rating in this area suggests that some still perceive a lack of genuine involvement in shaping school policies or contributing meaningfully to strategic decisions. This points to a need for more inclusive leadership standards, where teachers are not only consulted but also empowered to take leadership roles. Creating formal structures such as teacher-led committees or advisory councils can help institutionalize this participative approach.

Another critical area for development is external professional networking. The relatively lower score for providing networking opportunities indicates that many teachers may feel professionally isolated beyond their immediate school contexts. As Ingersoll and Strong (2011) highlight, engagement with broader professional communities is important for teacher growth, innovation, and resilience. School heads could address this by allocating time and resources for participation in conferences, webinars, and partnerships with universities or educational organizations.

In conclusion, the district demonstrates strong organizational health in terms of Teacher Affiliation, with a school culture that promotes belonging, collaboration, and professional support. The current environment empowers teachers to work effectively within their schools; however, there is significant potential to expand this impact by expanding teacher involvement in leadership and encouraging engagement with broader educational networks. With continued focus on inclusive and growth-oriented leadership, the district can further advance teacher satisfaction and by extension, the quality of education delivered to students.

Table 22

Status of School Organizational Health in terms of Academic Emphasis

Indicators	Mean	SD	Verbal Interpretation
My school...			
1. sets high academic standards for all students.	2.89	1.00	High
2. encourages teachers to use research-based teaching strategies.	2.88	0.96	High
3. develops academic programs aligned with best practices.	2.96	0.95	High
4. promotes a culture of achievement with clear academic goals.	2.91	1.00	High
5. provides resources and support to maintain high-quality instruction.	2.99	0.87	High
Overall	2.93	0.96	High

Legend: 3.50-4.00 Very High, 2.50-3.49 High, 1.50-2.49 Low, 1.00-1.49 Very Low

The status of School Organizational Health in terms of Academic Emphasis illustrates a compelling narrative of strong instructional leadership and a deep-rooted commitment to academic excellence. With school heads actively prioritizing high academic standards, the district is fostering a school culture where rigorous instruction and achievement are both expected and supported.

Schools in the district are not only setting ambitious academic goals they are implementing practical but responsive strategies also to help every learner meet them. One clear example is the consistent conduct of lesson remediation when proficiency levels drop below 75%, which shows a practical approach to addressing learning gaps. Additionally, the provision of one-on-one mentoring for at-risk learners, particularly in foundational areas like reading reflects a differentiated and learner-

centered instructional strategy. These efforts echo the work of Louis and Marks (1998), who emphasized that effective schools are those where academic emphasis is reinforced through instructional quality and consistent support systems.

The district's emphasis on resource provision and instructional alignment with best practices further reflects its strong organizational health. School leaders are investing in teacher training, instructional materials, and the integration of research-based strategies in daily teaching. As Louis and Marks noted, this kind of direct support is essential in helping teachers deliver high-quality instruction that leads to improved student outcomes.

Moreover, the schools in the district consistently roll out Programs, Projects, and Activities (PPAs) designed to reduce barriers to student learning. Whether targeting attendance issues, reading proficiency or socio-emotional wellness, these initiatives show a holistic understanding of what impacts academic achievement. This is consistent with Leithwood et al. (2004), who stressed that effective academic leadership involves more than setting goals it requires building support structures that address the diverse needs of learners.

Another strong sign of academic emphasis is the promotion of a school-wide culture of achievement. Honor rolls, recognition ceremonies, and classroom goal-setting all signal to students and teachers that academic success is a shared value and a celebrated priority. Such symbolic and practical reinforcements help embed a performance-oriented culture across the school community.

Nonetheless, some areas show that needs to improve, particularly in deepening the everyday use of research-based strategies and ensuring that all teachers consistently implement high academic standards. These variations might reflect differences in teacher preparedness or access to continuous professional development. As Leithwood and colleagues (2004) highlight, leaders must not only articulate high expectations but also support their teams with mentoring, modeling, and instructional coaching to realize those expectations in every classroom.

In summary, Academic Emphasis in the district is a dynamic strength, driven by leadership that understands the importance of high standards and the mechanisms needed to achieve them. The district's schools are characterized by clear academic goals, responsive interventions, and a supportive culture that motivates both students and teachers. With continued investment in evidence-based teaching practices and sustained instructional support, the district is well-positioned to continue raising its standards and outcomes in the years ahead.

Table 23
Summary Table on Status of School Organizational Health

Indicators	Mean	SD	Verbal Interpretation
Institutional Integrity	2.98	0.91	High
Collegial Leadership	2.95	0.92	High
Resource Influence	2.91	0.93	High
Teacher Affiliation	2.94	0.96	High
Academic Emphasis	2.93	0.96	High
Overall	2.94	0.94	High

Legend: 3.50-4.00 Very High, 2.50-3.49 High, 1.50-2.49 Low, 1.00-1.49 Very Low

The overall status of School Organizational Health in the district reveals a compelling portrait of leadership that is both principled and effective. Interpreted through the five core dimensions Institutional Integrity, Collegial Leadership, Resource Influence, Teacher Affiliation, and Academic Emphasis the findings point to a district where school heads are fostering cohesive, ethical, and high-performing educational communities.

At the forefront is Institutional Integrity, reflecting a leadership culture rooted in trust, transparency, and moral responsibility. School heads in the district are not only keeping ethical standards but are also actively shaping school environments where fairness, accountability, and shared values guide decision-making. This affirms the framework put forward by Hoy and Tarter (1997), who argue that ethical leadership enhances the internal trust and collective efficacy of a school, setting the stage for both teacher satisfaction and improved student outcomes.

Equally significant is the strong performance in Collegial Leadership and Teacher Affiliation. These dimensions shows that school leaders in the district are creating relationally rich environments where teachers feel respected, empowered, and involved. Whether through collaborative planning sessions, regular recognition of staff, or inclusive school activities, teachers are treated not merely as employees but as partners in educational leadership. This mirrors the concept of participatory leadership highlighted by Barth (2006), where a culture of trust and teamwork promotes continuous professional growth and a sense of belonging.

Although slightly lower, the dimensions of Resource Influence and Academic Emphasis still rated high. This indicates that schools are working diligently to provide quality instructional support and maintain thorough academic standards even amid resource constraints. School leaders appear to be making strategic decisions in allocating limited resources and launching initiatives such as remediation programs and learner support systems showing responsiveness to student needs. Yet, as Tschannen-Moran (2004) noted the health of a school organization also depends on how equitably and effectively resources are distributed, and this remains a continuous challenge that requires innovative leadership and external partnerships.

Importantly, these findings underscore the interconnectedness of leadership practices. High organizational health is not the product of isolated strengths but of a balanced, multidimensional approach that integrates ethics, collaboration, instructional leadership, and resource stewardship. In the district, school heads are demonstrating this balance cultivating environments where professionalism, high standards, and mutual respect are not just ideals but lived realities.

Moving forward, the challenge is one of sustainability and refinement. School heads must continue nurturing ethical and collaborative cultures while also enhancing strategies for academic support and resource generation. By building deeper partnerships with stakeholders, strengthening data-driven decision-making, and expanding professional development opportunities, they can elevate organizational health even further.

In summary, the organizational vitality of schools in the district stands as a reflection of strong, value-driven leadership one that is not only effective in today's context but also capable of adapting and growing in the face of future educational demands.

Table 24

Test of Significant Relationship between the Extent of Agile Leadership Practices and Status of School Organizational Health

Agile Leadership Practices	School Organizational Health				
	Institutional Integrity	Collegial Leadership	Resource Influence	Teacher Affiliation	Academic Emphasis
Developing	0.853**	0.855**	0.834**	0.878**	0.846**
Reflecting	0.841**	0.857**	0.840**	0.861**	0.843**
Learning	0.816**	0.835**	0.817**	0.857**	0.829**
Inspiring	0.860**	0.881**	0.836**	0.885**	0.860**

Engaging	0.852**	0.880**	0.833**	0.882**	0.858**
Unifying	0.865**	0.878**	0.850**	0.897**	0.882**
Empowering	0.880**	0.890**	0.890**	0.902**	0.885**
Achieving	0.885**	0.894**	0.884**	0.901**	0.896**
Innovating	0.865**	0.887**	0.887**	0.887**	0.900**

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

The significant relationship between agile leadership practices and the status of school organizational health highlights the essential role leadership plays in shaping effective and thriving school environments. The data prove that agile leadership marked by adaptability, innovation, empowerment, and reflective practices is strongly and positively correlated with all dimensions of organizational health. Particularly, empowering leadership is closely tied to teacher affiliation, suggesting that when school heads entrust their staff with autonomy and meaningful involvement, teachers experience stronger morale, engagement, and a deeper sense of belonging.

Similarly, the high correlation between achieving leadership and collegial leadership indicates that goal-oriented leaders who articulate clear visions foster greater collaboration and shared responsibility within the school.

Furthermore, the strong relationship between innovative leadership and academic emphasis underscores that leaders who embrace new teaching strategies and adapt to evolving educational demands contribute significantly to academic excellence and professional synergy. Even the slightly lower but still strong correlations of reflective and learning practices reveal that school heads who consistently seek growth and feedback are better positioned to uphold institutional integrity and support ongoing development. These insights are consistent with the work of Northouse (2018) and Laloux (2014), who emphasized that transformational and reflective leadership styles cultivate trust, collaboration, and sustainable progress. In practice, this means that school leaders who regularly engage with teachers, encourage innovation, and celebrate team efforts are not only improving day-to-day operations but are building resilient, high-performing learning communities.

These findings strongly advocate for continued investment in leadership development programs that embed agile principles, ensuring that schools remain adaptive, inclusive, and academically driven in the face of constant change.

Table 25

Test of Significant Relationship between the Level of Transformative Management Practices and Status of School Organizational Health

Transformative Management	School Organizational Health				
	Institutional Integrity	Collegial Leadership	Resource Influence	Teacher Affiliation	Academic Emphasis
Idealized Influence	0.873**	0.873**	0.863**	0.875**	0.876**
Inspirational Motivation	0.871**	0.890**	0.857**	0.884**	0.880**
Intellectual Stimulation	0.875**	0.892**	0.868**	0.890**	0.909**
Individual Consideration	0.876**	0.884**	0.871**	0.896**	0.901**

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

The test of the significant relationship between the level of Transformative Management Practices and the status of School Organizational Health reveals a compelling and constant connection.

All dimensions of organizational health ranging from collegial leadership to academic emphasis are strongly and positively correlated with key elements of transformational leadership, emphasizing that when school heads lead with vision, empathy, and intellectual rigor, schools function more effectively and sustainably. The strongest relationship between Intellectual Stimulation and Academic Emphasis, illustrates how school leaders who encourage innovative thinking, critical inquiry, and continuous learning elevate instructional quality and drive student achievement. This aligns with Leithwood and Jantzi (2006), who asserted that transformational leaders catalyze meaningful improvements in student outcomes by fostering an intellectually engaged teaching workforce.

Additionally, the powerful association between Individual Consideration and both Teacher Affiliation and Academic Emphasis underlines the importance of personalized leadership principals who recognize individual staff needs, provide tailored mentorship, and promote well-being tend to build motivated, collaborative, and high-performing teams. Furthermore, the strong correlations of Inspirational Motivation and Idealized Influence with Collegial Leadership highlight how clearly communicated visions and ethical modeling inspire unity and participatory leadership. As Bass and Riggio (2006) highlight, such leaders earn the trust and loyalty of their staff, reinforcing a school culture grounded in mutual respect and shared purpose.

Overall, the data affirm that transformational leadership is not a theoretical ideal but a practical, measurable driver of school health. These insights advocate for leadership development programs that move beyond technical management skills and instead promote the human-centered, visionary, and intellectually engaging approaches that are essential for creating resilient, collaborative, and academically excellent schools and beyond.

2. Recommendations

In the light of the findings and conclusions of the study, the following recommendations are offered:

1. School heads may improve engagement and collaboration through fostering strong school-community partnerships and nurturing inclusive school climates. It involves initiatives such as community consultations, teacher-parent discussions, and stakeholder feedback mechanisms.
2. School heads may embed innovation into school improvement plans through allocating time and resources for experimentation with new teaching methods, technology integration, and design thinking approaches.
3. The district may support agile leadership advancement through offering specialized capacity-building programs focused on the weaker areas especially Empowering, Innovating, and Achieving. These may include workshops, action learning projects, and inter-school exchanges that allow school heads to observe and practice agile strategies in varied contexts.
4. School heads may promote a culture of innovation and inquiry through integrating teacher-led action research, design thinking workshops, and professional learning communities focused on solving instructional challenges. Encouraging teachers to question norms, pilot new strategies, and reflect on outcomes will help build a more adaptive and forward thinking school environment.
5. School heads may cultivate a culture of innovation to strengthen academic emphasis and adaptability through the integration of research-based teaching strategies and pilot testing of emerging educational technologies.

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