

Adaptive Leadership of School Heads and its Effects to Public Elementary Schools in Central District Tagum City

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Abstract: The study looked into how the adaptive leadership style of school principals positively influences public elementary schools in the Central District of Tagum City Division. The researchers aimed to understand how various elements of this leadership approach affect schools and the dynamics between these different factors. To gather meaningful insights, they engaged a diverse group of 188 elementary teachers from these public schools. They employed a descriptive-correlational survey method, which allowed them to calculate averages, analyze relationships, and conduct regression analyses to better interpret the data. The results highlighted that adaptive leadership is not just a common approach among school leaders; it also plays a crucial role in shaping the school environment. It became evident that the manner in which leaders guide their teams significantly contributes to driving impactful improvements within their schools. Several key characteristics of adaptive leadership stood out, such as maintaining a broader perspective, recognizing challenges, managing stress, staying focused, empowering staff, and being responsive to feedback from all stakeholders. Notably, the emphasis on empowering teachers emerged as a particularly effective way to enhance their digital skills, distinguishing it from other leadership qualities. With these findings in mind, the researchers recommended that higher officials in the Department of Education consider strategies to help school leaders enhance their adaptive leadership skills. Supporting school heads in this way could be essential for implementing leadership strategies that genuinely benefit both the schools and their surrounding communities.

Keywords: Adaptive Leadership, Effects to Schools, Descriptive Correlation, Tagum City Division, Philippines.

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I. INTRODUCTION

Adaptive leadership is becoming increasingly vital for school leaders who want to navigate the challenges of today's educational landscape, especially in our public elementary schools. In Central District, Tagum City, adopting this leadership style is essential for tackling the everyday challenges that schools face.

At its heart, adaptive leadership—first introduced by Heifetz and Laurie in 1997—is about bringing people together to confront difficult challenges and thrive in a world that's constantly changing. This study aims to explore how the practices of adaptive leadership among school heads actually impact public elementary schools. We're eager to understand how this leadership approach can improve educational outcomes and foster a positive environment within our schools.

To achieve this, we'll be gathering insights from elementary teachers about their perceptions of their school

leaders' styles. By listening to their experiences, we hope to shed light on the vital connection between leadership and its effects on teacher performance and student success. Understanding this relationship is crucial for recognizing the transformative power that strong leadership holds in enhancing our educational settings.

II. METHODS

In our study, we set out to explore how the leadership styles of school principals influence public elementary schools in the Central District of Tagum City Division. To gain a comprehensive understanding, we connected with 188 elementary teachers from various schools in the district, ensuring we gathered a diverse range of insights.

To guide our investigation, we developed a structured questionnaire centered around adaptive leadership. Our questions aimed to uncover key themes, such as the ability to step back and see the bigger picture, recognize challenges that necessitate change, manage stress effectively, establish clear

priorities, empower staff, and foster open communication within the schools.

After collecting the responses, we applied various statistical methods—like descriptive statistics, product-moment correlation, and regression analysis—to delve into the connections between school leaders' actions and their effects on school performance. Ultimately, our goal was to shed light on how effective leadership can profoundly enhance the educational experiences of both teachers and students.

III. RESULTS AND DISCUSSIONS

The analysis revealed an important connection between the adaptive leadership styles of school leaders and the positive outcomes seen in their schools. It seems that when leaders actively engage with their teams, the school environment can truly thrive. One particularly compelling aspect of adaptive leadership is the idea of “giving the work back to people.” This approach appears to have a greater impact on enhancing teachers’ digital skills than other leadership qualities. This aligns well with Goleman’s insights from 2000, which suggest that when leaders empower their team members, it fosters growth for both individuals and the organization as a whole.

Furthermore, the study highlighted that every aspect of adaptive leadership plays a vital role in shaping the educational environment and improving teacher effectiveness. It would be beneficial for leaders in the Department of Education to focus on developing and implementing strategies that support school heads in enhancing their adaptive leadership skills. This could include offering professional development programs, mentorship opportunities, and collaborative spaces where best practices can be shared among educators.

IV. CONCLUSION

In conclusion, the findings underscore the critical importance of adaptive leadership in public elementary schools, particularly in nurturing a positive school culture and creating a supportive atmosphere for both teachers and students. Future research could explore the specific challenges school heads face when trying to implement adaptive leadership and how these practices influence student-learning outcomes.

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