

Advocating Adaptive Leadership Expertise of School Heads in Times of Crises

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Abstract:

This study examined the adaptive leadership expertise of school heads during times of crises in San Miguel District, Bohol Division. The respondents included five public elementary and secondary school heads and seventy-five teachers, totaling eighty participants. Findings revealed that natural disasters were the most frequently encountered crises, typically experienced once or twice by both groups. Results indicated that school heads consistently demonstrated a very high level of adaptive leadership expertise across three dimensions—diagnostic capacity, mobilization capacity, and experiential learning capacity—with mobilization and experiential learning capacities slightly higher than diagnostic capacity. Challenges in exercising adaptive leadership were experienced to a moderate extent by school heads, while teachers reported moderate to great challenges, particularly in personal aspects. Correlation analysis showed no significant relationship between adaptive leadership expertise and most types of crises among school heads, except for social and political crises, which had a significant positive relationship. For teachers, operational and social-political crises showed weak negative relationships with adaptive leadership expertise. No significant relationships were found between adaptive leadership expertise and challenges among school heads. Overall, the study concludes that school heads consistently exhibit high adaptive leadership expertise, independent of crisis frequency or type. However, organizational and systemic factors continue to influence leadership practice, underscoring the importance of institutional support, adequate resources, and continuous professional development to strengthen adaptive leadership in schools.

Keywords: Adaptive Leadership Expertise, Crisis Management, Educational Leadership, Disaster Resilience, Organizational Design, School Governance, Quantitative Research, Spearman's Rank Order Correlation, San Miguel District, Division of Bohol, Environmental Challenges, Geographic Vulnerability, Institutional Support, Professional Development.

Introduction

Rationale of the Study

Globally, educational leadership in the 21st century is increasingly defined by turbulence, uncertainty, and disruption. The COVID-19 pandemic, recurring natural disasters, socio-economic instability, and rapid technological change have reshaped the educational landscape worldwide. Adaptive leadership has emerged as a critical framework for guiding schools through crises. It emphasizes flexibility, collaboration, and continuous learning—competencies recognized as essential for sustaining educational continuity in contexts of disruption. Recent studies confirm that during the COVID-19 pandemic, school leaders worldwide had to move beyond technical solutions such as online platforms to adaptive responses that involved rethinking pedagogy, equity, and stakeholder engagement[1]. Research in Southeast Asia highlights that adaptive leaders were able to mobilize communities and sustain morale despite resource constraints[2].

Nationally, in the Philippine context, school heads are expected to implement school-based management while responding to crises that disrupt operations. Studies during the COVID-19 pandemic revealed that Filipino school heads often had to “lead without a guidebook,” improvising strategies to sustain learning continuity and teacher support[3]. Famero[4] found that adaptive leadership practices among secondary school principals in the Philippines emerged organically during the pandemic, characterized by stakeholder mobilization, distributed leadership, and resilience-building. Similarly, Bawit[5] emphasized that adaptive leadership was directly linked to improved school performance in school-based management, even under crisis conditions. These findings highlight the relevance of adaptive leadership in the Philippine context, particularly in disaster-prone areas such as Bohol.

Locally, in the San Miguel District of Bohol Province, the realities of crisis leadership are even more pronounced. The district encompasses mountainous and rural schools, each with distinct vulnerabilities. School heads here have faced multiple crises, including the 2013 Bohol earthquake, which destroyed school infrastructure, annual typhoons that disrupt academic calendars and damage facilities, and the COVID-19 pandemic, which forced prolonged closures and transitions to modular and online learning. These crises positioned school heads as frontline crisis managers, balancing immediate safety concerns with long-term educational objectives. Their ability to demonstrate adaptive leadership expertise directly influenced organizational resilience, stakeholder confidence, and student outcomes. Despite the recognized importance of adaptive leadership, there remains a significant gap in empirical research examining how Filipino school heads develop and sustain adaptive leadership expertise during crises.

Theoretically and practically, this study responds to calls for context-specific frameworks in Philippine educational leadership[6]. By anchoring the research on adaptive leadership theory, the study contributes both theoretically—extending adaptive leadership theory by applying it to the Philippine educational context—and practically—providing evidence-based insights for leadership development programs, policy formulation, and organizational support systems within the Department of Education. Arambala[7] emphasizes that leadership competencies such as emotional intelligence, organizational justice, and digital adaptability are increasingly critical in crisis contexts. By identifying how these competencies are exercised by school heads in Bohol, the study informs training modules and capacity-building initiatives.

Significance of the study extends to multiple stakeholders; for school heads, it provides insights into effective adaptive practices for crisis leadership; for teachers and staff, it highlights leadership practices that foster collaboration, resilience, and empowerment; for students and parents, adaptive leadership ensures improved educational continuity and stronger school-community partnerships; for

policymakers and the Department of Education, it offers evidence for designing leadership development programs tailored to disaster-prone regions; for future researchers, it contributes to the growing body of literature on adaptive leadership in education, particularly in developing country contexts.

In conclusion, the rationale is grounded in the urgent need to understand how school heads in the San Miguel District of Bohol Province develop and demonstrate adaptive leadership expertise in navigating educational disruptions. By addressing this knowledge gap, the study contributed to both theory and practice, offering insights that can strengthen leadership development, enhance preparedness planning, and build resilience in Philippine schools.

Theoretical Background

This study is grounded on three interrelated leadership and organizational theories that explain how school heads' adaptive leadership expertise enables them to navigate educational disruptions: Adaptive Leadership Theory, Situational Leadership Theory, and Crisis Management Theory. These theories provide insights into how school leaders mobilize stakeholders, adjust strategies to fit varying contexts, and implement systematic responses to crises in order to sustain teaching and learning continuity.

The foundation of this study rests on adaptive leadership theory, which provides a lens for understanding how school heads navigate complex and uncertain environments. Recent scholarship underscores its relevance in education during crises. Brown, Jones highlight how Australian school leaders balanced technical solutions such as digital platforms with adaptive challenges of equity and pedagogy, demonstrating the dual demands of crisis leadership. In the Philippine context, Famero identified an emergent adaptive leadership model from the collective practices of public secondary school principals during the COVID-19 pandemic, emphasizing the interplay of technical fixes and deeper cultural shifts. Similarly, Espolong documented how Filipino school heads reshaped relationships, inclusivity, and pedagogical approaches in turbulent times,

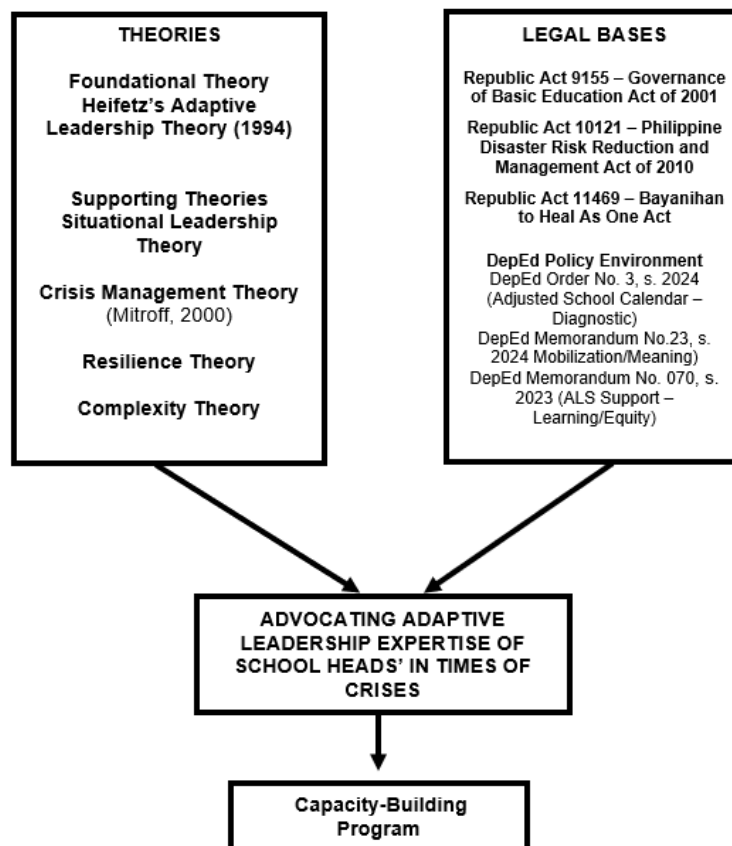


Figure 1. Theoretical Framework.

reinforcing the importance of adaptive leadership in navigating uncertainty. Together, these studies affirm that school leaders must simultaneously provide stability and direction while fostering innovation and collective problem-solving, making adaptive leadership a critical framework for educational resilience in times of crisis.

This study is anchored on Adaptive Leadership Theory, which provides a lens for understanding how school heads navigate crises in complex educational environments. The framework situates adaptive leadership expertise at the center of crisis contexts, emphasizing that leaders must go beyond technical solutions to address adaptive challenges that require changes in values, beliefs, and stakeholder relationships. In times of disruption—whether caused by pandemics, natural disasters, socio-political instability, or economic shocks—school heads must demonstrate adaptive leadership expertise through diagnosing challenges, regulating distress, empowering stakeholders, encouraging innovation, and building resilience.

The framework begins with crisis contexts, which include pandemics, disasters, conflicts, and socio-political disruptions. These crises create volatile and uncertain conditions that test the leadership capacities of school heads. Research during the COVID-19 pandemic confirmed that school leaders faced unprecedented adaptive challenges that demanded flexibility, distributed leadership, and resilience. In the Philippines, Cahapay described how principals had to “lead without a guidebook,” improvising strategies to sustain learning continuity despite limited resources. Famero further demonstrated that adaptive leadership practices among secondary school heads emerged organically during the pandemic, characterized by stakeholder mobilization, collaborative decision-making, and resilience-building.

Supporting this foundation is the Situational Leadership Theory of Hersey, Blanchard[8], which highlights that leadership style must change depending on the demands of the situation and the readiness of followers. This theory complements adaptive leadership by showing that school heads

must adjust their strategies based on the capacity of teachers, learners, and communities to cope with disruptions. It stresses responsiveness and contextual decision-making.

Another important lens is Crisis Management Theory, which outlines preparedness, response, recovery, and mitigation during crises. This theory provides a structured framework for school heads to anticipate risks and implement timely interventions. When combined with adaptive leadership, crisis management ensures that schools are not only reactive but also proactive in building resilience against disruptions. It strengthens the ability of leaders to sustain recovery efforts and safeguard learning continuity.

It is also anchored on Resilience Theory and Complexity Theory, both of which provide critical insights into how school heads can exercise adaptive leadership in times of crises. These theories complement each other in explaining the dynamics of leadership, organizational response, and systemic adaptation within the education sector.

Resilience Theory emphasizes the capacity of individuals and organizations to withstand adversity, recover from disruptions, and transform challenges into opportunities for growth. In the context of school leadership, resilience is manifested in the ability of school heads to maintain stability while navigating uncertainty, mobilizing resources, and sustaining collaborative relationships. Resilient leaders demonstrate adaptability, resourcefulness, emotional regulation, and a learning orientation, ensuring that schools continue to function effectively despite crises. This theory underpins the study's focus on diagnostic assessments of leadership competencies, mobilization of resources for teacher wellness, and experiential learning activities that strengthen crisis responsiveness.

Complexity Theory, on the other hand, views schools as complex adaptive systems composed of interdependent actors—school heads, teachers, learners, parents, and community stakeholders—whose interactions produce emergent outcomes. Leadership within such systems cannot rely solely on rigid, top-down approaches; instead, it requires flexibility, distributed decision-making, and openness to emergent problem-solving. Complexity Theory highlights those crises generate ripple effects across the educational environment, but these disruptions can also catalyze innovation and systemic learning. By applying this lens, the study emphasizes the importance of mobilization involving multiple stakeholders, experiential learning through crisis simulations, and capacity-building programs that foster collaboration and adaptability.

Together, Resilience Theory and Complexity Theory provide a robust framework for advocating adaptive leadership expertise among school heads. Resilience explains *how leaders sustain stability and well-being during crises*, while Complexity explains *how leaders navigate interconnected systems and emergent challenges*. Grounding the study in these theories ensures that the proposed initiatives—diagnostic assessments, resource mobilization, experiential learning, capacity-building, and monitoring and evaluation—are not only practical but also theoretically sound. Ultimately, these frameworks reinforce the argument that adaptive leadership is essential for building resilient, responsive, and sustainable educational systems in times of crises.

The theoretical grounding of this study is not only shaped by Resilience and Complexity Theory but also by the policies and practices that guide educational leadership in the Philippines. Policies serve as institutional frameworks that define expectations for school heads, while practices reflect the lived realities of implementing these policies in diverse and often crisis-prone contexts. Together, they provide the structural and operational foundation for adaptive leadership.

At the policy level, the Department of Education (DepEd) has institutionalized several directives that emphasize preparedness, resource mobilization, and psychosocial support. DepEd Order No. 21, s.[9] established the Disaster Risk Reduction and Management (DRRM) Coordination and Information Management Protocol, which mandates schools to develop crisis response plans and strengthen leadership accountability. More recently, school-based DRRM protocols[10] have reinforced the importance of localized crisis management strategies, ensuring that school heads are equipped to

respond to emergencies in their specific contexts. These policies align with international frameworks such as UNESCO's Education in Emergencies guidelines[11], which highlight resilience, equity, and systemic adaptability as core principles of crisis leadership.

In practice, however, the implementation of these policies requires adaptive leadership that can navigate resource constraints, political and economic disruptions, and the complexity of school-community interactions. School heads must translate policy directives into actionable strategies, such as conducting diagnostic assessments of leadership competencies, mobilizing resources for teacher wellness, and integrating experiential learning activities like crisis simulations. Practices such as mentoring, collaborative decision-making, and peer learning communities embody the principles of resilience and complexity, ensuring that leadership is distributed and responsive to emergent challenges.

Thus, the interplay between policies and practices reinforces the theoretical foundation of this study. Policies provide the structural mandate for crisis preparedness and leadership accountability, while practices demonstrate how adaptive leadership operationalizes these mandates in real-world contexts. Anchoring the study in both theory and policy ensures that the proposed scheme of implementation is not only conceptually sound but also aligned with institutional expectations and practical realities.

Republic Act 10121 (Philippine Disaster Risk Reduction and Management Act of 2010) mandates disaster preparedness, mitigation, response, and rehabilitation in all institutions, including schools. It underscores the responsibility of school heads to integrate safety and continuity measures.

Republic Act 11469 (Bayanihan to Heal As One Act of 2020) provided the legal foundation for flexible learning and crisis-responsive measures during the COVID-19 pandemic. It legitimized adaptive practices such as remote learning and alternative work arrangements.

Complementing these laws are DepEd issuances such as DepEd Order No. 3, s.[12] (adjusted school calendar), DepEd Memorandum No. 23, s.[13] (mobilization strategies), and DepEd Memorandum No. 070, s.[14] (ALS support for equity). These policies operationalize adaptive leadership in schools.

Globally, adaptive leadership has been recognized as a vital framework in education systems facing crises. During the COVID-19 pandemic, countries such as the United Kingdom, Australia, and Singapore highlighted the importance of school leaders adopting adaptive strategies to sustain learning continuity. International studies revealed that leaders who embraced flexibility, stakeholder collaboration, and innovative resource mobilization were more successful in maintaining student engagement and teacher morale. These global experiences show that adaptive leadership is not only a local necessity but also a universal approach to navigating educational disruptions.

Recent scholarship has reinforced the applicability of adaptive leadership in education during crises. Harris, Jones argue that school leaders during the pandemic faced unprecedented adaptive challenges that demanded flexibility, distributed leadership, and resilience. Netolicky similarly highlights that adaptive leadership requires leaders to navigate uncertainty by mobilizing stakeholders and fostering cultures of learning. In the Philippine context, Cahapay describes how principals had to "lead without a guidebook," improvising strategies to sustain learning continuity despite limited resources. Famero demonstrates that adaptive leadership practices among secondary school heads emerged organically during the pandemic, characterized by stakeholder mobilization, collaborative decision-making, and resilience-building. Likewise, Bawit found that adaptive leadership was directly linked to improved school performance in school-based management, even under crisis conditions. These studies affirm that adaptive leadership is not merely a theoretical construct but a lived reality for school leaders in crisis contexts.

Kilag argue that school heads during the pandemic had to balance decisive action with humility, acknowledging uncertainty and inviting collaborative problem-solving. Their findings highlight that adaptive leadership is essential for sustaining trust and resilience in schools. Internationally, Hallinger

emphasizes that leadership for learning in Southeast Asia during COVID-19 required cultural sensitivity, collective action, and adaptive strategies, reinforcing the global relevance of adaptive leadership in education.

In the Philippine setting, recent studies have shown how adaptive leadership is applied in resource-constrained and disaster-prone schools. Dizon[15] documented how rural school heads implemented the Basic Education Learning Continuity Plan (BE-LCP) during the pandemic by engaging parents, using barangay halls as learning hubs, and adopting blended learning despite limited technology. Cruz[16] highlighted adaptive practices in Eastern Visayas, where school heads strengthened disaster preparedness, provided psychosocial support, and collaborated with NGOs to build resilience in typhoon-affected communities. Reyes[17] examined urban schools and found that principals who adopted flexible scheduling, digital resource mobilization, and inclusive stakeholder consultations were more effective in sustaining learning outcomes and teacher morale. These local scenarios affirm that adaptive leadership is indispensable in ensuring educational continuity in the Philippines.

Educational leadership in developing country contexts presents distinct challenges that further highlight the relevance of adaptive leadership. Bush, Oduro argue that Western leadership theories must be adapted to account for cultural, economic, and political realities in developing nations. Recent Philippine research supports this view. Rosel[18] found that adaptive leadership in resource-constrained schools often involved balancing hierarchical expectations with participatory decision-making, a dynamic that reflects the contextual adaptation of leadership theories. Arambala adds that competencies such as emotional intelligence, organizational justice, and digital adaptability are increasingly critical for school heads navigating crises, aligning with adaptive leadership's emphasis on mobilization and learning capacities.

Disaster risk reduction and management (DRRM) policies in the Philippines also intersect with adaptive leadership. The Department of Education has mandated schools to integrate DRRM into operations through policies such as DepEd Order No. 37, s. 2015, requiring schools to develop disaster management plans, conduct drills, and ensure infrastructure safety. More recently, DepEd Order No. 3, s. 2024, which adjusted the school calendar for SY 2023–2024, demonstrates the Department's recognition of the need for diagnostic capacity in leadership. By revising schedules in response to natural disasters and the lingering effects of the pandemic, DepEd institutionalized adaptability as a governance principle, requiring school heads to recalibrate plans and ensure continuity of learning. Similarly, DepEd Memorandum No. 23, s. 2024 on End-of-School-Year rites emphasizes the theme *"Kabataang Pilipino Para sa Matatag na Kinabukasan ng Bagong Pilipinas"*, underscoring the importance of meaning-making and mobilization capacity. Moreover, DepEd Memorandum No. 070, s. 2023, which provides transportation and teaching aid allowances to Alternative Learning System (ALS) teachers and community implementors, reflects the Department's learning capacity by addressing systemic inequities and supporting marginalized learners. These policies illustrate how adaptive leadership extends beyond immediate crisis response to long-term organizational learning and equity-building.

Adaptive leadership theory, developed by Heifetz and colleagues, highlights the capacity of leaders to mobilize people, adjust strategies, and thrive in complex, uncertain environments. In the educational context, adaptive leadership is crucial for school heads who must ensure continuity of learning during crises such as the COVID-19 pandemic, natural disasters, or political instability. Studies in the Philippines show that principals who adopt adaptive leadership practices are able to sustain instructional delivery through alternative modalities, safeguard student welfare, and maintain organizational resilience despite resource constraints.

Equally important is the role of adaptive leadership in staff morale. Research on school leaders' crisis response indicates that principals who practice adaptive leadership foster collaboration, clear communication, and shared responsibility, which help teachers and staff remain motivated and

productive even in times of uncertainty. By creating supportive environments, school heads reduce burnout and empower educators to innovate in their teaching practices.

Adaptive leadership also influences policies and practices within schools. Leaders who are flexible and responsive can align institutional policies with the demands of crises, ensuring that practices remain relevant and effective. For instance, during the pandemic, adaptive school heads revised attendance policies, implemented blended learning, and strengthened community partnerships to address emerging challenges.

In the broader context, political and economic crises directly affect education systems. Political instability undermines governance and policy continuity, while economic downturns reduce funding and resources for schools. Adaptive leadership enables school heads to mitigate these impacts by mobilizing stakeholders, maximizing limited resources, and advocating for supportive policies. This resilience is critical in maintaining educational stability when external pressures threaten institutional functioning.

Finally, the role of school heads as adaptive leaders is central to this theoretical framework. They act as change agents who balance technical solutions with adaptive challenges, guiding their communities through uncertainty. By practicing adaptive leadership, school heads not only ensure the continuity of learning but also strengthen institutional resilience, safeguard staff morale, and uphold education as a stabilizing force during crises.

Leadership competencies and expertise development further enrich the theoretical background of this study. Ericsson's theory of deliberate practice suggests that expertise requires sustained, focused effort with continuous feedback and refinement. Day emphasize that effective leadership development programs must be grounded in authentic challenges, collaborative learning, and sustained reflection. In the Philippine context, where formal leadership training may be limited, school heads often develop adaptive leadership expertise through experiential learning, peer networks, and guidance from supervisors. Recent studies confirm this developmental trajectory. Arambala identifies competencies such as emotional intelligence, organizational justice, and digital adaptability as increasingly critical for school heads navigating crises. These competencies align with adaptive leadership capacities, reinforcing the importance of experiential and context-specific learning in leadership

Thus, the theoretical framework positions adaptive leadership expertise as the central construct, shaped by crisis contexts and directed toward ensuring continuity of learning, organizational resilience, and stakeholder trust. It integrates leadership theories, empirical evidence, and the policy environment to provide a comprehensive lens for examining how school heads in the San Miguel District of Bohol Province develop and demonstrate adaptive leadership during educational disruptions. By situating the study within this framework, the research contributes to both theoretical advancement and practical application, offering insights that strengthen leadership development, enhance preparedness planning, and build resilience in Philippine schools.

At the international level, studies conducted during the COVID-19 pandemic and in disaster-prone regions worldwide affirm that adaptive leadership is indispensable in sustaining education amidst uncertainty. School leaders in countries such as the United Kingdom, Australia, and Singapore demonstrated how flexibility, collaboration, and innovation allowed schools to maintain student engagement and teacher morale despite severe disruptions. These global experiences highlight that adaptive leadership is not only a local necessity but also a universal approach to navigating crises in education.

In the local context, Philippine studies provide concrete evidence of how adaptive leadership is practiced in resource-constrained and vulnerable communities. Research by Dizon, Cruz, Reyes documented how school heads engaged parents, mobilized community resources, strengthened disaster preparedness, and adopted blended learning strategies to sustain education during crises.

These findings confirm that adaptive leadership is critical in ensuring continuity of learning, particularly in rural and disaster-prone areas where challenges are most severe.

Together, these theories, legal bases, international experiences, and local studies form the backbone of this research. They explain both the conceptual and practical dimensions of adaptive leadership expertise among school heads, situating the study within a strong academic, policy, and contextual framework. By integrating these insights, the study not only examines how school heads navigate educational disruptions but also provides the rationale for developing an Adaptive Leadership Capacity-Building Program.

This program serves as the practical output of the study, designed to strengthen the skills, strategies, and resilience of school heads so they can effectively lead their schools in times of crisis and change. It bridges theory and practice by translating scholarly knowledge and policy directives into actionable interventions that empower school leaders to thrive in challenging environments.

THE PROBLEM

Statement of the Problem

This research aimed to examine the adaptive leadership expertise of school heads in times of crises at San Miguel District, Bohol Division during School Year 2025–2026, with the end goal of designing a capacity-building program.

Specifically, it sought to answer the following questions:

1. What is the related information as regards:
 - 1.1. profile of the school heads' and teachers:
 - 1.1.1 age and gender,
 - 1.1.2 civil status,
 - 1.1.3 highest educational attainment,
 - 1.1.4 years of experience, and
 - 1.1.5 relevant trainings / seminars attended and
 - 1.2 types of crises experience?
2. As perceived by the respondent groups what is the level of adaptive leadership expertise of the school heads as to the following capacity:
 - 2.1. diagnostic,
 - 2.2. mobilization, and
 - 2.3. experiential learning.
3. Is there a significant correlation between the level of adaptive leadership expertise and the types of crises?
4. What are the challenges when exercising adaptive leadership during times of crises:
 - 5.1. personal challenges,
 - 5.2. organizational challenges,
 - 5.3. stakeholder-related challenges,
 - 5.4. knowledge and skill challenges, and
 - 5.5. contextual challenges.

5. Is there a significant relationship between the level of adaptive leadership of school heads and the challenges they encountered.
6. Based on the findings, what capacity-building program can be advocated?

Statement of the Null Hypotheses

H₀₁: There is no significant correlation between the level of adaptive leadership expertise and the types of crises.

H₀₂: There is no significant relationship between the level of adaptive leadership of school heads and teachers and the challenges they encountered.

Significance of the Study

This study on advocating adaptive leadership expertise among school heads in times of crises is significant for several reasons. It contributed to theory, practice, and policy in educational leadership, particularly within the Philippine context where schools frequently face disruptions due to disasters and socio-economic challenges. By situating adaptive leadership within both global scholarship and local realities, the study provided insights that are timely, relevant, and transformative.

Policymakers and the Department of Education (DepEd). The study will inform leadership development programs and policy reforms aimed at strengthening school-based management. By highlighting the contextual realities of school heads in disaster-prone regions, the research provides evidence for designing training modules and support systems that build adaptive capacity. This aligns with DepEd's ongoing reforms in leadership and governance. The study therefore contributes to policy innovation by grounding recommendations in empirical realities.

School Heads. The findings will provide evidence-based insights into the specific competencies and strategies that enable effective leadership during crises. By identifying adaptive practices, school heads can strengthen their capacity to balance immediate safety concerns with long-term educational objectives. Recent studies emphasize that principals who adopted adaptive leadership approaches during COVID-19 were better able to sustain learning continuity and teacher morale. This study therefore equips school heads with practical tools for resilience and innovation.

Teachers. This study is significant to teachers because it emphasizes the importance of having school heads who practice adaptive leadership during crises. With strong and flexible leadership, teachers are guided and supported in adjusting to new teaching methods, policies, and challenges. This creates a professional environment that boosts morale, encourages collaboration, and helps teachers remain effective even in uncertain times.

School Staff. This study is significant to school staff because it highlights the importance of adaptive leadership in creating a supportive and stable working environment during crises. When school heads demonstrate flexibility, resilience, and responsiveness, staff members are better guided in carrying out their roles despite uncertainties. Adaptive leadership fosters collaboration, clear communication, and shared responsibility, which helps staff maintain efficiency and morale even in challenging situations. By emphasizing the role of leadership in crisis management, the study underscores how staff can thrive and remain productive when empowered by leaders who adapt to the needs of the school community.

Parents. The study is also significant to parents because it shows how adaptive leadership builds trust and confidence in school management during difficult times. By prioritizing safety, communication, and educational continuity, school heads reassure parents that their children are well cared for and that learning will continue despite external challenges. This strengthens the partnership between schools and families in navigating crises together.

Students. Students benefit from this study as it highlights how adaptive leadership ensures the continuity of learning despite disruptions caused by crises. School heads who demonstrate resilience and adaptability can implement strategies that safeguard student welfare, promote inclusivity, and maintain access to quality education. This provides students with stability and assurance that their education will not be compromised.

Local Context. Specifically, in the San Miguel District of Bohol Province, the study is highly significant because school heads and teachers operate in disaster-prone, rural environments where crises such as earthquakes, typhoons, and pandemics regularly disrupt learning. By focusing on this local scenario, the study not only addresses national and global concerns but also provides context-specific strategies that can strengthen resilience and adaptive capacity in vulnerable communities.

Future Researchers. The study contributes to the growing body of literature on adaptive leadership in education, particularly in developing country contexts. It provides a framework for further research on leadership expertise, resilience, and crisis management in schools. Scholars can build on this study to explore comparative analyses across districts, regions, or countries, thereby expanding the theoretical and practical applications of adaptive leadership.

Materials and Methods

THE RESEARCH METHODOLOGY

This part contained the research methodology which include the method used, the flow of the study, research locale, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

Design

This study employed a quantitative approach to provide a comprehensive understanding of school heads' adaptive leadership expertise. The quantitative component measured the levels of adaptive leadership expertise in terms of diagnostic, mobilization, and learning capacities. This design was appropriate because adaptive leadership expertise is a multidimensional construct that requires both statistical analysis of measurable indicators and contextual interpretation of lived experiences. By integrating these approaches, the study ensured a holistic examination of leadership practices in crisis contexts.

Flow of the Study

The flow of the research followed the system approach of input, process, and output. The needed data on the input are the required profile data of the school head such as age and gender, civil status, highest educational attainment, years of experience and trainings attended.

Moreover, the input consists of the related information that adopted to be able to acquire the required information on: (1) level of adaptive leadership expertise among school heads in terms diagnostic capacity, mobilization capacity and experiential learning capacity, (2) the types of crises encountered in terms of natural disaster, health-related crises, safety and security crises, operational crises and social and political crises and (3) the extent do school heads experience the following challenges when exercising adaptive leadership during crises in terms of personal challenges, organizational challenges, stakeholder challenges, knowledge and skill challenges and contextual challenges.

The process of the study includes the transmittal letters, survey questionnaires, appropriate statistical method and research procedure which

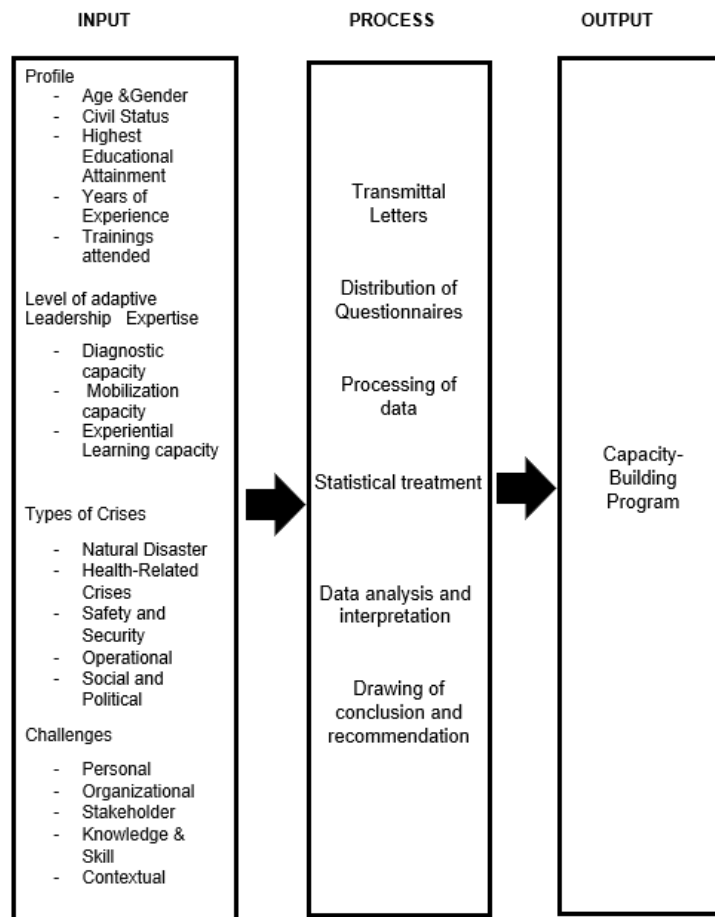


Figure 2. Flow of the Study.

strictly be followed and guided by the research approach it employed which is the descriptive-correlational method of research.

The output of the study will be capacity-building program that will be advocated based on the findings of the study.

Environment

The research conducted in the schools of the San Miguel District Elementary and Secondary Schools, namely: Mahayag National High School, San Miguel Central Elementary School, San Isidro Elementary School, San Vicente Elementary School and Capayas Elementary School.

Mahayag National High School a well-established public secondary institution located in a peaceful and rural barangay Mahayag, under municipality of San Miguel, Bohol. Founded in 1968, the school has since evolved from a small local learning center into one of the most vital educational institutions in the area. With a legacy rooted service, Mahayag NHS has continuously responded to the growing educational needs of its surroundings communities, committed to providing every learner with meaningful, equitable, and inclusive to education. The school is led by a Head Teacher 3 and as of the latest school year, the school has a total student population of 1,020- comprising 336 males and 312 females in junior high school and 173 males and 198 females in senior high school. These students are supported by a dedicated teaching staff, including 35 junior high school teachers (4 males and 31 females) and 11 senior high school teachers (1 male and 10 females) along with 3 LGU paid female teachers and 1 province paid teacher. The school awarded as first place in Gulayan sa Paaralan, District Level.



Figure 3. Location Map of the Study.

Meanwhile, **San Miguel Central Elementary School** situated 50 meters along the National Highway. It is about to 86 kilometers from the Schools Division office. Established in 1937 and the land area is 3,1297 hectares surrounded with fruit trees with only 40% concrete perimeter fence in front and rightside part of the school campus. The school is led by a Central Principal and has 23 National Funded teachers including ALS Teachers, one of whom is a Master Teacher II, two are Master Teacher I, fourteen are Teacher 3, one is a Teacher 2, and five are Teacher I positions. It situated in a community characterized by a mix of urban and rural features where most families rely on agriculture, small-scale business and informal employment for their livelihood. The socio-economic condition of the surrounding communities modest with many households facing financial challenges that can affect learners access ti educational resources and opportunities. Despite these conditions, the school maintains a nurturing and inclusive environment that supports learners' holistic development. It actively fosters partnership with local government units, barangay councils, non-government organizations and private stakeholders to provide additional support as feeding programs, learning materials, and health services. These strong community linkages play a crucial role in enhancing the school's capacity to meet the diverse needs of its learners and ensure their continued growth and well-being. The school awarded as third place in Continuous Improvement Program, district level.

San Isidro Elementary School situated in San Isidro, San Miguel, Bohol approximately 900 meters from the national road. The school established in 1965 and occupies a total land area of 8,839 square meters. The school's catchment area covers the barangays of San Vicente, Bayongan, Camanaga, and Poblacion, including families who have recently relocated to San Isidro. The school has a teaching force of 11 nationally funded teachers compromising on Master Teacher, six Teacher III and four Teacher I positions. The school is led by a Principal who holds a doctorate degree, ensuring strong

leadership and academic direction. While the availability of classroom building poses a challenge due to infrastructure limitations, the school has constructed makeshift classrooms to accommodate the needs of its learners. This school year, the school awarded as first place in Continuous Improvement Program, district level.

San Vicente Elementary School is a public elementary school located in San Vicente, San Miguel, Bohol, operating under the Department of Education. The school caters learners from Kindergarten to Grade VI, with a teaching force of 9 teachers and a total student population on approximately 175 as of SY 2024-2025. It aims to promote holistic development among learners and maintain safe and inclusive learning environment. The school situated in a rural area and serves as the primary learning institution of the barangay. It draws its learners from families residing within walking or commuting distance, mostly from farming or low income households. The school is in an agricultural area, many families depend on farming which sometimes affects financial difficulties. Learners travel either on foot or using limited transportation options. Understanding these challenges. The school focuses on programs that are easy to access and involve the community. These programs aim to meet learners specific needs, encourage regular attendance and build strong connections with families and local groups to help students succeed. The school awarded as second place in Gulayan sa Paaralan, District Level.

Lastly, **Capayas Elementary School** is a public elementary located at Capayas, San Miguel, Bohol, operating under the Department of Education. The school caters to learners from Kinder to Grade VI with a teaching force of 9 teachers including school head and a total pupil population of approximately 148 as of SY 2024-2025. It aims to promote holistic development among teaches and maintain a safe and inclusive learning environment. The school is situated in a rural rolling area and serve as the primary learning institution of the barangay. It draws its learners from families residing within walking pr commuting distance, mostly from farming or low-income households. The school environment is generally safe and peaceful, though it faces challenges related to poverty, limited infrastructure, and assess to learning resources. Most families in the area rely on subsistence farming. Despite this, the school maintain strong ties with local government units, barangays officials and parents' organizations, which actively support school programs and projects through various partnership and initiatives. The school awarded as second place in Grade 2 level as the greatest number of grade level ready in validation of reading assessment, district level.

Respondents

The respondents of the research were the randomly selected school head per schools and teachers coming from the indicated schools of the San Miguel district of Bohol Division namely: Mahayag National High School, San Miguel Central Elementary School, San Isidro Elementary School, San Vicente Elementary School and Capayas Elementary School. The inclusion criteria were as follows: a.) they are school head, and b.) they are teachers of the mentioned research locale.

Table 1 shows the distribution of respondents.

Table 1. Distribution of Respondents.

Schools	School Head	Teachers	Total	Percentage
Mahayag National HS	1	30	31	38.75
San Miguel Central ES	1	20	21	26.25
San Isidro ES	1	9	10	12.50
San Vicente ES	1	8	9	11.25
Capayas ES	1	8	9	11.25
Total	5	75	80	100

Instrument

The instrument used in this study was a **modified questionnaire** adapted from the *Adaptive Leadership Expertise Questionnaire (ALEQ)*, anchored on the theoretical framework of Heifetz, Grashow, Linsky[19], and supported by subsequent studies on adaptive leadership in educational contexts. The ALEQ was designed to measure adaptive leadership expertise among school heads in times of crises and was modified to suit the specific context of this research. It is composed of five parts:

Part I determines the demographic profile which includes comprehensive respondent information covering age, sex, educational attainment, years of experience and trainings attended. This section provides the profile data necessary for correlation analysis between demographic characteristics and leadership expertise.

Part II deals with the Adaptive Leadership Expertise Scale (ALES) which contains 30 items utilizing a 5-point Likert scale (1 = Never to 5 = Always) that measures three critical dimensions of adaptive leadership based on Heifetz, Grashow, Linsky's framework: Diagnostic Capacity (10 items): Assesses the ability to identify, understand, and analyze adaptive challenges and distinguish them from technical problems. Items evaluate pattern recognition, stakeholder assessment, root cause analysis, and situational awareness during crises. Mobilization Capacity (10 items): Measures the ability to engage, energize, and coordinate stakeholders toward adaptive change. Items assess urgency creation, stakeholder engagement, leadership distribution, conflict facilitation, emotional regulation, and resource allocation strategies. Learning Capacity (10 items): Evaluates the ability to reflect, experiment, and develop new competencies through experience. Items measure systematic reflection, experimentation with novel approaches, feedback-seeking behaviors, organizational learning creation, and proactive competency development.

Each dimension yields scores ranging from 10 to 50 points, with the total ALES score ranging from 30 to 150 points. Interpretation guidelines are provided with five categories from "Very Low" to "Very High" adaptive leadership expertise for both dimensional and overall scores.

Part III deals with crisis experience inventory which employs a frequency scale (3 = Multiple times, 2 = Once or twice, 1 = Never experienced) to document 23 types of crises across six categories: (a) natural disasters (typhoons, earthquakes, landslides, drought, fire), (b) health-related crises (pandemic, disease outbreaks, mental health emergencies), (c) safety and security crises (violence, child protection, security breaches), (d) operational crises (staff shortages, infrastructure damage, financial difficulties, technology failures), (e) social and political crises (policy changes, community conflicts, media crises), and (f) other crises with space for respondent specification. This comprehensive inventory enables identification of crisis patterns and their relationship to leadership expertise.

Part IV determines the challenges in exercising adaptive leadership which utilizes a 5-point scale (1 = Not at All to 5 = Very Great Extent) to assess 25 specific challenges categorized into five domains: (a) personal challenges (stress management, work-life balance, self-doubt), (b) organizational challenges (resource limitations, infrastructure inadequacy, rigid structures), (c) stakeholder-related challenges (resistance to change, trust deficits, conflicting expectations), (d) knowledge and skill challenges (training gaps, technical expertise deficits, limited information access), and (e) contextual challenges (geographic isolation, cultural barriers, poverty, connectivity issues). Each category yields scores from 5 to 25 points, enabling identification of primary challenge areas requiring intervention.

Gathering of Data

This research shall commence upon the approval of the research title by the Dean of the Graduate School of Cebu Technological University – Main Campus. Following this, a formal request to conduct

the study was submitted to the Office of the Public Schools District Supervisor, who subsequently granted the necessary approval.

With the district-level authorization secured, the researcher shall proceed to administer the research instruments. Questionnaires were distributed either via Google Forms or through face-to-face interaction, depending on feasibility and in strict compliance with prevailing health and safety protocols.

Prior to the administration of the questionnaires, the researcher shall send formal letters to the respective School Heads to request permission for data collection and to coordinate the schedule for retrieval. The purpose, scope, and contents of the instrument were clearly explained to the target respondents, either through social media platforms or in-person briefings, to ensure clarity and full understanding.

Respondents shall be assured of the confidentiality of their responses and the strict observance of the Data Privacy Act of 2012 (RA 10173) and other relevant ethical standards governing the rights and welfare of participants.

Upon completion of the data collection process, all responses were systematically consolidated, encoded, and subjected to statistical analysis to derive findings aligned with the study's objectives.

Statistical Treatment of the Data

Quantitative data in this study analyzed using appropriate statistical tools to ensure accuracy and validity of results. To describe the demographic and professional profiles of school head respondents, frequency and percentage distribution employed.

To determine the levels of adaptive leadership expertise in terms of diagnostic, mobilization, and learning capacities, the weighted mean computed.

To examine the relationship between the level of adaptive leadership expertise and the types of crises respondents, Spearman's Rank-Order Correlation used.

Scoring Procedure

The scoring procedure for this study was systematically designed to ensure accurate quantification and interpretation of data collected from the four-part research instrument. Each part of the questionnaire employed specific measurement scales and scoring methods appropriate to its purpose, enabling comprehensive analysis of school heads' adaptive leadership expertise in navigating educational disruptions. The procedure provided clear guidelines for computing scores at both the item and composite levels, along with standardized interpretation ranges to facilitate meaningful comparisons and statistical analysis.

Part I of the instrument, which gathers demographic information, required no numerical scoring as it serves solely to establish the profile characteristics of respondents through frequency distributions and percentages. Parts II, III, and IV, however, utilize distinct rating scales that allow for quantitative measurement of adaptive leadership expertise, crisis experience breadth, and leadership challenges respectively. Each scale incorporates carefully calibrated scoring ranges and interpretation categories derived from established measurement practices in leadership research. The scoring system ensures that higher numerical values consistently reflect greater levels of the measured construct—whether expertise, experience, or challenge intensity—thereby maintaining interpretive consistency across all instrument components. This standardized approach to scoring enables rigorous statistical analysis including correlation studies, comparative analyses, and predictive modeling to address the research objectives comprehensively.

Part I: Demographic Profile. This section required no scoring as it serves solely to collect descriptive data about respondents. Information on age and gender, educational attainment, years of

experience as school head, and trainings attended encoded and analyzed using frequency distributions and percentages to establish the profile of the respondents and to facilitate correlation analysis with other variables in the study.

Part II: Adaptive Leadership Expertise Scale (ALES). The ALES comprises 30 items measured on a 5-point Likert scale where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, and 5 = Always. Scores for each dimension—Diagnostic Capacity (items 1-10), Mobilization Capacity (items 11-20), and Learning Capacity (items 21-30)—are computed by summing the ratings of their respective 10 items, yielding dimensional scores ranging from 10 to 50 points. The total ALES score is obtained by summing all 30 items, producing an overall score ranging from 30 to 150 points. Interpretation of scores follows these categories: For dimensional scores (10-50 points): 10-18 = Very Low, 19-26 = Low, 27-34 = Moderate, 35-42 = High, and 43-50 = Very High adaptive leadership expertise. For total ALES scores (30-150 points): 30-54 = Very Low, 55-78 = Low, 79-102 = Moderate, 103-126 = High, and 127-150 = Very High adaptive leadership expertise. Higher scores indicated greater adaptive leadership expertise in responding to crisis situations.

Adaptive Leadership Expertise Scale (ALES)

Weight	Range	Descriptor	Interpretation
5	4.21 – 5.00	Always	School heads consistently demonstrate this adaptive leadership behavior in all crisis situations, indicating mastery and habitual practice of the expertise.
4	3.41 – 4.20	Often	School heads frequently demonstrate this adaptive leadership behavior in most crisis situations, showing strong competence and regular application of the expertise.
3	2.61 – 3.40	Sometimes	School heads occasionally demonstrate this adaptive leadership behavior in crisis situations, indicating moderate competence with inconsistent application of the expertise.
2	1.81 – 2.60	Seldom	School heads rarely demonstrate this adaptive leadership behavior in crisis situations, revealing limited competence and infrequent application of the expertise.
1	1.00 – 1.80	Never	School heads do not demonstrate this adaptive leadership behavior in crisis situations, indicating absence or minimal development of the expertise.

Part III: Crisis Experience Inventory. This section employed a 3-point frequency scale to document crisis exposure across 23 crisis types, where 3 = Multiple times (experienced three or more instances), 2 = Once or twice (experienced one or two instances), and 1 = Never experienced. Individual crisis experience scores are calculated by summing responses across all 23 items, yielding a total crisis exposure score ranging from 23 to 69 points. Category-specific scores can also be computed by summing items within each of the six crisis categories: natural disasters (5 items, range: 5-15), health-related crises (3 items, range: 3-9), safety and security crises (3 items, range: 3-9), operational crises (5 items, range: 5-15), social and political crises (4 items, range: 4-12), and other crises (3 items, range: 3-9). Higher scores indicate greater breadth and depth of crisis experience. Interpretation follows: 23-31 = Limited Crisis Exposure, 32-46 = Moderate Crisis Exposure, and 47-69 = Extensive Crisis Exposure.

Crisis Experience Inventory

Weight	Range	Descriptor	Interpretation
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3	2.61 – 3.00	Multiple times	School heads have encountered this type of crisis repeatedly (three or more instances), indicating extensive exposure and accumulated experience in managing similar crisis situations.
2	1.81 – 2.60	Once or twice	School heads have experienced this type of crisis on limited occasions (one or two instances), reflecting moderate exposure with some practical experience in crisis response.
1	1.00 – 1.80	Never experienced	School heads have not encountered this type of crisis, indicating no direct experience and reliance on theoretical knowledge or vicarious learning for crisis preparedness.

Part IV: Challenges in Exercising Adaptive Leadership. This section utilizes a 5-point scale where 1 = Not at All, 2 = To a Small Extent, 3 = To a Moderate Extent, 4 = To a Great Extent, and 5 = To a Very Great Extent. Scores for each challenge domain are computed by summing the five items within each category: personal challenges (items 1-5), organizational challenges (items 6-10), stakeholder-related challenges (items 11-15), knowledge and skill challenges (items 16-20), and contextual challenges (items 21-25). Each domain score ranges from 5 to 25 points. The total challenges score is obtained by summing all 25 items, producing an overall score ranging from 25 to 125 points. Interpretation for domain-specific scores (5-25 points): 5-9 = Minimal Challenge, 10-14 = Slight Challenge, 15-19 = Moderate Challenge, 20-24 = Significant Challenge, and 25 = Very Significant Challenge. For total challenge scores (25-125 points): 25-45 = Minimal Overall Challenge, 46-65 = Slight Overall Challenge, 66-85 = Moderate Overall Challenge, 86-105 = Significant Overall Challenge, and 106-125 = Very Significant Overall Challenge. Higher scores indicate greater difficulty in exercising adaptive leadership, identifying areas requiring targeted support and intervention.

Challenges in Exercising Adaptive Leadership

Weight	Range	Descriptor	Interpretation
5	4.21 – 5.00	To a very great extent	School heads experience this challenge as a critical barrier that severely hinders their ability to exercise adaptive leadership during crises, requiring immediate and comprehensive intervention.
4	3.41 – 4.20	To a great extent	School heads experience this challenge as a substantial obstacle that significantly impedes their adaptive leadership practices during crises, necessitating targeted support and resources.
3	2.61 – 3.40	To a moderate extent	School heads experience this challenge as a noticeable difficulty that moderately affects their adaptive leadership effectiveness during crises, requiring attention and capacity-building efforts.
2	1.81 – 2.60	To a small extent	School heads experience this challenge as a minor constraint that occasionally affects their adaptive leadership during crises but is generally manageable with existing competencies and resources.
1	1.00 – 1.80	Not at all	School heads do not experience this as a challenge in exercising adaptive leadership during crises, indicating either absence of the obstacle or sufficient capacity to overcome it without difficulty.

Overall Scoring Guide for All Sections. The overall scoring procedure provided a robust, standardized framework for measuring and interpreting adaptive leadership expertise among school heads in crisis contexts. By combining profile data, expertise measurement, experience documentation, and challenge assessment, the instrument enables comprehensive understanding of how school leaders navigate educational disruptions and what factors enhance or impede their adaptive leadership capacity. The clear interpretation guidelines ensured that findings are meaningful, actionable, and applicable to policy development, leadership training programs, and crisis preparedness initiatives in educational settings.

Weight	Range	Descriptor	Interpretation
5	4.21 – 5.00	Very High	School heads demonstrate exceptional adaptive leadership expertise across all dimensions, consistently exhibiting mastery in diagnosing adaptive challenges, mobilizing stakeholders effectively, and fostering organizational learning. They show sustained excellence in crisis leadership, serving as exemplary models of adaptive practice.
4	3.41 – 4.20	High	School heads demonstrate strong adaptive leadership expertise with frequent application of diagnostic, mobilization, and learning capacities. They exhibit well-developed competencies in crisis response and effectively navigate most adaptive challenges, though with occasional areas for refinement.
3	2.61 – 3.40	Moderate	School heads demonstrate adequate adaptive leadership expertise with moderate competence in managing crisis situations. They show developing capabilities in diagnostic, mobilization, and learning capacities but exhibit inconsistent application, indicating need for targeted professional development and support.
2	1.81 – 2.60	Low	School heads demonstrate limited adaptive leadership expertise with infrequent application of critical adaptive capacities. They show emerging awareness of adaptive challenges but struggle to effectively diagnose problems, mobilize stakeholders, or foster organizational learning, requiring substantial capacity-building intervention.
1	1.00 – 1.80	Very Low	School heads demonstrate minimal to no adaptive leadership expertise, showing significant deficits across all dimensions. They exhibit fundamental challenges in recognizing adaptive problems, engaging stakeholders, and learning from crisis experiences, necessitating comprehensive and intensive professional development.

DEFINITION OF TERMS

Adaptive Leadership Expertise. This refers to the ability of school heads to respond effectively to crises by diagnosing problems, mobilizing resources, and applying lessons learned from past experiences. It is measured across three dimensions: diagnostic capacity, mobilization capacity, and experiential learning capacity.

Diagnostic Capacity. The skill of school heads to recognize, analyze, and interpret crisis situations, identifying both immediate and underlying issues that affect school operations.

Mobilization Capacity. The ability of school heads to engage teachers, stakeholders, and community members, and to allocate resources efficiently in order to address crises.

Experiential Learning Capacity. The capacity of school heads to draw from prior experiences, reflect on lessons learned, and apply these insights to future crisis situations.

Capability Building Program. This refers to a structured set of activities, training sessions, and developmental initiatives designed to enhance the knowledge, skills, and competencies of school heads and teachers. It aims to strengthen adaptive leadership expertise by providing professional development opportunities, resource support, and experiential learning strategies. The program focuses on equipping educational leaders with the capacity to diagnose crises, mobilize stakeholders, and apply lessons learned, thereby improving resilience and effectiveness in managing personal, organizational, stakeholder-related, knowledge-skill, and contextual challenges during times of crises.

Challenges in Adaptive Leadership. These are barriers encountered by school heads and teachers in exercising adaptive leadership, including personal, organizational, and systemic factors.

Personal Challenges. These are difficulties experienced by school heads and teachers that stem from individual circumstances, such as stress, emotional strain, health concerns, or limited coping strategies when responding to crises.

Organizational Challenges. These refer to barriers within the school system itself, including inadequate resources, poor infrastructure, unclear policies, or limited administrative support that hinder effective leadership during crises.

Stakeholder-related Challenges. These are issues arising from interactions with parents, community members, local government units, or other external partners. They may include conflicting expectations, lack of cooperation, or insufficient stakeholder engagement in crisis response.

Knowledge and Skill Challenges. These are limitations in the professional competencies of school heads and teachers, such as gaps in training, lack of expertise in crisis management, or insufficient leadership skills to adapt to complex situations.

Contextual Challenges. These refer to external conditions shaped by the broader environment, such as geographic vulnerability to natural disasters, socio-political instability, or cultural factors that influence how schools respond to crises.

Continuity of Learning. The sustained delivery of instruction during crises. It will be measured through qualitative interview responses and survey items on instructional delivery, access, and equity.

Crises. These are disruptive events that challenge the normal functioning of schools. In this study, crises include natural disasters, operational challenges, and socio-political issues.

Natural Disasters. Environmental hazards such as typhoons, floods, or earthquakes that frequently affect schools in the San Miguel District, Division of Bohol.

Health-related Crises. These are emergencies or disruptions in schools that arise from health concerns, such as outbreaks of contagious diseases, pandemics, or sudden medical conditions affecting students, teachers, or staff. They may include situations like influenza epidemics, dengue cases, or COVID-19, which require immediate response to safeguard the well-being of the school community.

Safety and Security Crises. These refer to threats or incidents that compromise the physical safety and protection of individuals within the school environment. Examples include accidents, fire hazards, campus intrusions, violence, or conflicts that endanger students and staff. Such crises demand swift leadership action to ensure order, protection, and the continuity of learning.

Operational Challenges. Internal school-related problems such as resource shortages, administrative difficulties, or disruptions in teaching and learning processes.

Socio-Political Crises. External issues arising from political instability, policy changes, or community conflicts that impact school governance and leadership.

DepEd Policies. The official issuances of the Department of Education relevant to crisis response. In this study, these include DepEd Order No. 3, s. 2024 (Adjusted School Calendar), DepEd Memorandum No. 23, s. 2024 (End-of-School-Year Rites), and DepEd Memorandum No. 070, s. 2023 (ALS Teacher Support). Their influence will be examined qualitatively through interview responses and document analysis.

Relevant Information. This refers to the profile of the respondents covering their gender, highest educational attainment, length of service, and relevant training, workshops and seminars attended.

Gender. The designation of the school heads and teachers as male or female is alluded to in this report.

Highest Educational Attainment. Below are the highest rates of teacher qualification in this study: BA; with MA; Full Fledge; MA; with Ed. D., Full Fledge, MA. Complete Fledge Ed. D., and sections.

Length of Service. This is the amount of time that the teachers spent teaching in their 5 years, 6-15, 16-25, 26-35 and 36-45 years.

Relevant Seminars and Training. These are organized educational events, workshops, or lecture courses that focus on specific subject areas relevant to teaching and school leadership. They are typically facilitated by experienced or renowned speakers and resource persons, and delivered through lectures, discussions, or interactive activities. Such seminars and training programs aim to enhance teachers' and school heads' knowledge, skills, and competencies, while also providing updates on current trends, policies, and innovations in education. They serve as professional development opportunities that strengthen adaptive leadership expertise and improve the capacity of educators to respond effectively to crises and challenges in the school environment.

San Miguel District, Division of Bohol. The geographic setting of the study, characterized as a disaster-prone area where schools frequently encounter natural and socio-political crises.

School Heads. Public elementary and secondary school administrators in the San Miguel District, Division of Bohol, who are responsible for leading schools during crises.

Teachers. Public elementary and secondary school educators in the same district who support school heads in implementing adaptive leadership practices during crises.

Results and Discussion

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter portrayed the related literature and studies to support and strengthen the agenda of this research.

Related Literature

The present study anchored on Heifetz's Adaptive Leadership Theory (1994), which explains how leaders mobilize people to face challenges, adjust behaviors, and thrive in changing environments. Unlike technical leadership, which relies on established solutions, adaptive leadership emphasizes flexibility, innovation, and the capacity to guide organizations through uncertainty. This theory is

particularly relevant in education, where school heads must respond to disruptions without clear precedents, requiring them to exercise judgment, resilience, and collaboration.

Supporting this foundation was the Situational Leadership Theory of Hersey, Blanchard, which posits that leadership style must change depending on the demands of the situation and the readiness of followers. This perspective complements adaptive leadership by highlighting the importance of contextual decision-making, especially in schools where teachers and learners vary in their capacity to cope with disruptions.

Another theoretical lens was Crisis Management Theory, which outlines the stages of preparedness, response, recovery, and mitigation during crises. This theory provides a structured framework for understanding how school heads can systematically address educational disruptions. By integrating crisis management principles with adaptive leadership, school leaders are better equipped to anticipate risks, implement timely interventions, and sustain recovery efforts that safeguard the continuity of learning.

Globally, adaptive leadership recognized as essential in navigating crises in education. Heifetz, Grashow, Linsky emphasized that adaptive leadership differs from technical leadership because it requires mobilizing people to confront challenges without clear solutions. Chatzipanagiotou, Katsarou[20] reviewed crisis management and school leadership during disruptive times, noting that adaptive leadership fosters resilience, collaboration, and innovation in schools facing global crises such as COVID-19. International literature consistently underscores that adaptive leadership is not only about decision-making but also about fostering collective problem-solving and long-term recovery strategies.

In the Philippine context, Rosel, Agodera, Oksok, Bagalanon found that adaptive leadership, alongside transformational and situational approaches, plays a crucial role in resource-constrained schools. Their study highlighted how school heads must be responsive to systemic challenges and community needs during disruptions. Similarly, Paloma[21] examined adaptive leadership in Tagum City Division and concluded that adaptive leadership expertise positively influences school performance and teacher collaboration, particularly during educational crises. These local studies affirm that adaptive leadership is indispensable in ensuring educational continuity in the Philippine setting, where schools often face challenges such as natural disasters, policy shifts, and socio-economic constraints.

The study was also grounded on several national laws and policy issuances that define the role of school heads and guide their leadership during educational disruptions. Republic Act 9155, or the Governance of Basic Education Act of 2001, empowers school heads as instructional leaders and administrative managers, establishing their authority in managing school operations, supervising instruction, and ensuring accountability for learning outcomes. Republic Act 10121, or the Philippine Disaster Risk Reduction and Management Act of 2010, mandates disaster preparedness, mitigation, response, and rehabilitation in all institutions, including schools, thereby underscoring the responsibility of school heads to implement disaster risk reduction and management measures. Republic Act 11469, or the Bayanihan to Heal As One Act of 2020, was enacted in response to the COVID-19 pandemic and allowed flexible learning modalities, remote work arrangements, and crisis-responsive measures in education. This Act provided the legal foundation for adaptive leadership practices among school heads as they navigated unprecedented disruptions in teaching and learning.

Complementing these laws were DepEd issuances such as DepEd Order No. 3, s. 2024, which adjusted the school calendar to address learning gaps; DepEd Memorandum No. 23, s. 2024, which emphasized mobilization strategies for schools to adapt to changing contexts; and DepEd Memorandum No. 070, s. 2023, which strengthened support for Alternative Learning System (ALS) programs to ensure equity and inclusivity during disruptions.

The conceptualization of resilience in educational settings aligns closely with the Philippine Professional Standards for School Heads (PPSSH), which emphasize adaptive and strategic leadership competencies as core requirements for effective school leadership[22]. The PPSSH framework recognizes that contemporary school heads must demonstrate competencies beyond traditional management and instructional supervision, including the capacity to lead in complex and changing environments, engage stakeholders in collaborative decision-making, promote innovation and continuous improvement, and ensure institutional resilience. These standards reflect an implicit adoption of adaptive leadership principles even as they maintain emphasis on technical leadership competencies, suggesting recognition at the policy level that both technical and adaptive capacities are essential for effective school leadership in the Philippine context.

The integration of foundational and supporting theories, international and local studies, and legal bases demonstrates that adaptive leadership expertise is indispensable in navigating educational disruptions. Theories provide the conceptual lens, empirical studies validate its practical relevance, and legal frameworks establish the mandate for school heads to act. International literature underscores the global applicability of adaptive leadership, while Philippine studies contextualize its importance in local schools, especially in resource-constrained and crisis-prone environments. National laws and DepEd policies further reinforce the responsibility of school heads to exercise adaptive leadership in ensuring educational continuity. Together, these elements provided a strong foundation for examining school heads' adaptive leadership expertise as both a theoretical construct and a practical necessity.

Related Studies

Internationally, numerous studies since 2020 have examined the role of adaptive leadership in education during times of disruption. Chatzipanagiotou, Katsarou conducted a systematic review of crisis management and school leadership in the post-COVID-19 era. Their findings revealed that adaptive leadership enabled school leaders to balance immediate crisis responses with long-term recovery strategies, emphasizing resilience, collaboration, and innovation.

Similarly, Harris, Jones explored school leadership during the COVID-19 pandemic and concluded that adaptive leadership was essential in guiding schools through uncertainty, particularly in shifting to remote learning and sustaining teacher morale. These studies highlight that adaptive leadership has become a global necessity in navigating educational disruptions brought about by health crises, technological shifts, and socio-political changes.

In the Philippine context, several recent studies have also emphasized the importance of adaptive leadership among school heads. Rosel, Agodera, Oksok, Bagalanon investigated leadership styles in resource-constrained schools and found that adaptive leadership, alongside transformational and situational approaches, was pivotal in ensuring quality learning outcomes during crises. Their study underscored the need for school heads to be flexible and responsive to both systemic challenges and community needs.

Paloma examined adaptive leadership in Tagum City Division and concluded that adaptive leadership expertise positively influenced school performance and teacher collaboration, particularly during educational disruptions such as the COVID-19 pandemic.

Likewise, Kilag, Torres, Saycon, Lado, Quibal studied educational leadership and management innovations in the Philippines, revealing that school heads employed adaptive strategies such as flexible learning modalities and community-based support systems to sustain learning continuity.

Another relevant study by Balbuena, Capacio[23] investigated the leadership perspectives of Filipino school heads in international contexts. Their multiple case study highlighted culturally adaptive leadership strategies, showing how Filipino leaders managed conflict, built trust, and fostered positive relationships in multicultural educational settings. This study demonstrates that adaptive leadership

expertise is not only relevant locally but also transferable to global contexts where cultural sensitivity and effective communication are essential.

Dizon examined the implementation of the Basic Education Learning Continuity Plan (BE-LCP) in rural schools during the COVID-19 pandemic, focusing on how school heads adapted to extended closures in resource-constrained settings. The study found that adaptive leaders engaged parents as learning partners through home visits and orientations, maximized community resources such as barangay halls and local volunteers, and adopted blended learning using printed modules, limited face-to-face sessions, and mobile support despite technological limitations. These practices ensured continuity of learning despite challenges in connectivity, resources, and parental capacity. Although school heads faced issues such as geographic isolation, limited administrative support, and parental hesitancy, schools led by adaptive leaders achieved higher module retrieval rates, stronger student engagement, and better learning outcomes compared to those relying mainly on directive approaches.

Cruz examined the role of school heads in disaster-prone areas of Eastern Visayas, tracking leadership practices across multiple disaster cycles. The study showed that adaptive leaders strengthened preparedness through simulations, pre-positioned materials, and alternative learning sites; provided psychosocial support via trauma-informed teaching and counseling; and collaborated with NGOs and humanitarian groups for resources. These practices built strong community trust and reinforced school resilience during emergencies.

Reyes investigated leadership in urban schools during the pandemic. Findings revealed that principals who adopted adaptive strategies—such as flexible scheduling, mobilizing digital resources through partnerships, differentiated teacher mentoring, and inclusive stakeholder consultations—were more effective in sustaining student engagement, maintaining learning outcomes, and preserving teacher morale compared to those who used rigid, directive approaches.

The convergence of theoretical foundations, empirical studies, and legal mandates clearly establishes the necessity of strengthening adaptive leadership among school heads. Theories such as Adaptive Leadership, Situational Leadership, and Crisis Management provide the conceptual lens for understanding how leaders navigate uncertainty, while international and local studies validate the practical relevance of these frameworks in times of disruption. Moreover, national laws and DepEd policies reinforce the mandate for school heads to exercise adaptive leadership in ensuring educational continuity. Taken together, these insights highlight a pressing need to translate scholarly knowledge and policy directives into actionable interventions. Thus, the present study culminates in the design of an Adaptive Leadership Capacity-Building Program—a structured initiative aimed at enhancing the expertise of school heads in responding to educational disruptions. This program serves as the practical output of the research, bridging theory and practice by equipping school leaders with the competencies, strategies, and resilience required to sustain learning in the face of crises.

Chapter 3

PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents of this study consisted of 5 school heads and 75 teachers for a total of 80 respondent groups from the selected schools of the San Miguel district of Bohol Division.

This chapter comprised five (5) distinct sections.

The first part is divided into two subsections: the first subsection deals with the relevant information of the respondents in terms of their demographic profile such as age and gender, civil status, highest educational attainment, number of years in service and relevant training attended. The second subsection deals with the crises experienced by the respondents in terms of natural disasters, health-related crises, safety and security crises, operational crises, and social and political crises.

The second part tackles the level of adaptive leadership expertise as perceived by the school heads and observed by teachers in terms of diagnostic capacity, mobilization capacity, and experiential learning capacity.

The third part presents the challenges in exercising adaptive leadership of the respondents in terms of the following challenges: personal, organizational, stakeholder-related, knowledge and skills, and contextual.

Lastly, this study tests the relationship between the level of adaptive leadership expertise and the crises experienced as well as the challenges among the respondent groups.

RELEVANT INFORMATION OF THE RESPONDENTS

The following subsections reveal the relevant information of the respondents in terms of their profile and types of crises experienced.

Profile. The following tables show the age and sex, civil status, highest educational attainment, number of years in service, and relevant training attended by the respondents in the study.

Age. Table 2 presents the profile of the respondents in terms of age.

Table 2. Age Profile.

Age	School Heads		Teachers	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
56 years old and above	2	40.00	7	9.33
51 - 55 years old	1	20.00	3	4.00
46 - 50 years old	1	20.00	13	17.33
41 - 45 years old	1	20.00	20	26.67
36 - 40 years old	-	-	12	16.00
31 - 35 years old	-	-	12	16.00
25 - 30 years old	-	-	8	10.67
Total	5	100.00	75	100.00

Table 2 presents the age distribution of the respondents. Among school head-respondents, the majority are aged 56 years old and above (40%), while the remaining respondents are evenly distributed across the age brackets of 41–55 years old, each comprising 20%. Notably, no school heads fall below 40 years old, indicating that leadership positions are predominantly held by more experienced individuals.

In contrast, teacher-respondents are relatively younger, with the largest proportion belonging to the 41–45 age group (26.67%), followed by 46–50 years old (17.33%). A considerable number of teachers are also found in the 31–40 age range, each accounting for 16.00%. Additionally, younger teachers aged 25–30 years old comprise 10.67% of the respondents.

Overall, the results suggest that school heads tend to be older and more experienced, while teachers represent a broader and relatively younger age distribution.

While age is often used as a demographic marker, research suggests it is a proxy for professional seniority and maturity, which more directly influences performance[24]. In the educational sector, this seniority is critical because leadership roles demand a level of resilience and resourcefulness that significantly impacts both staff mentoring and student learning outcomes[25]. Consequently, the complex decision-making required in administrative roles, especially during crises, is typically reserved for those who have attained specific qualifications and 'wisdom' through long-term

service[26]. This professional progression creates a natural demographic trend where the broader teaching workforce remains in a younger age bracket, while leadership positions are concentrated among older, more experienced practitioners[27].

Gender. Table 3 presents the profile of the respondents in terms of sex.

Table 3. Gender Profile.

Gender	School Heads		Teachers	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Male	-	-	6	8.00
Female	5	100.00	69	92.00
Total	5	100.00	75	100.00

Table 3 presents the gender distribution of the respondents. All school heads are female (100%), indicating that leadership positions in the selected schools are entirely occupied by women. No male respondents were recorded among the sampled school heads.

Among teachers, the majority are also female, comprising 92.00% of the respondents, while only 8.00% are male. This indicates that the teaching workforce in the selected schools is predominantly female.

Overall, the results suggest a strong female representation in both leadership and teaching positions within the study area.

The feminization of the Philippine educational system is rooted in deeply embedded societal stereotypes, where women are often perceived to possess a 'natural' nurturing ability that makes them the ideal candidates for teaching[28]. Conversely, male educators frequently face gender-based scrutiny from both colleagues and parents[29], a factor that contributes to higher attrition rates among men in the profession[30]. This lack of longevity among male staff often prevents them from attaining the seniority required for higher-level leadership roles. Consequently, this cycle of early-career exit for males explains why the Department of Education's workforce remains overwhelmingly female-dominated[31].

Civil Status. Table 4 presents the profile of the respondents in terms of civil status.

Table 4. Civil Status Profile.

Civil Status	School Heads		Teachers	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Single	1	20.00	5	6.67
Married	4	80.00	68	90.67
Separated	-	-	-	-
Widowed	-	-	2	2.67
Total	5	100.00	75	100.00

Table 4 presents the civil status distribution of the respondents. Among school heads, the majority are married (80.00%), while only 20.00% are single. No respondents reported being separated or widowed. Similarly, teachers are predominantly married, comprising 90.67% of the respondents, while 6.67% are single and only 2.67% are widowed.

Overall, the results show that both school heads and teachers are largely married, suggesting that the respondents are generally in stable marital relationships.

Marital status has emerged as a significant predictor of professional performance, particularly within the demanding spheres of teaching and leadership. According to Mohd Rokeman[32], marital stability plays a foundational role in increasing an individual's self-efficacy, providing the psychological security necessary for professional growth. This internal confidence translates into practical workplace skills which shows in the synthesis by Pablo where it was stated that married professionals often demonstrate a superior ability to manage work-life balance. This competency is essential for establishing the resilience required to navigate institutional crises and maintain leadership effectiveness during unfortunate circumstances.

Beyond individual resilience, marital stability also contributes to the cultivation of social capital within professional environments. Teachers and leaders who experience supportive marital relationships often extend this sense of stability into their workplace interactions, fostering collaboration and trust among colleagues. The emotional regulation developed through stable partnerships enhances communication skills, enabling professionals to mediate conflicts and maintain harmony in organizational settings. In this way, marital status indirectly strengthens institutional cohesion, ensuring that leadership effectiveness is not only sustained during crises but also reinforced through everyday interpersonal dynamics.

Highest Educational Attainment. Table 5 presents the profile of the respondents in terms of highest educational attainment.

Table 5. Highest Educational Attainment.

Highest Educational Attainment	School Heads		Teachers	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Doctoral Degree				
Master's Degree with Doctoral Units	2	40.00	3	4.00
Master's Degree	1	20.00	5	6.67
Bachelor's Degree with Master's Units	-	-	12	16.00
Bachelor's Degree	2	40.00	47	62.67
	-	-	8	10.67
Total	5	100.00	75	100.00

Table 5 presents the highest educational attainment of the respondents. Among school heads, 40.00% hold a doctoral degree, while another 40.00% have a bachelor's degree with master's units. Additionally, 20.00% have a master's degree with doctoral units. Notably, no school heads reported having only a bachelor's or master's degree, indicating a high level of academic qualification among school leaders.

In contrast, the majority of teachers (62.67%) have a bachelor's degree with master's units, followed by those with a master's degree (16.00%). A smaller proportion of teachers hold a doctoral degree (4.00%) or are pursuing doctoral studies (6.67%). Meanwhile, 10.67% of teachers have only a bachelor's degree.

Overall, this indicates that school heads generally possess higher educational qualifications compared to teachers, reflecting the academic requirements and expectations associated with leadership positions.

The demands of educational leadership requires an advanced academic background, which serves as the foundation for performing complex instructional, administrative, and managerial functions. In this context, superior theoretical knowledge and technical capability are not merely preferred but are essential prerequisites for leadership. As established by Yadav[33], the long-term success and sustainability of an institution are directly contingent upon the leader's comprehensive performance. This suggests that advanced educational attainment acts as the primary mechanism through which leaders cultivate the expertise required to steer an organization toward its strategic goals.

In addition to academic attainment, effective educational leadership is equally dependent on the integration of personal attributes such as emotional intelligence, ethical commitment, and interpersonal skills. While advanced theoretical knowledge equips leaders with the technical capacity to design and implement institutional strategies, it is their ability to empathize, inspire, and maintain integrity that ensures these strategies resonate with both staff and students. As highlighted by contemporary leadership frameworks, the fusion of intellectual competence with human-centered values creates a holistic model of leadership that not only drives organizational success but also cultivates a culture of trust and shared responsibility within educational institutions.

Years of Experience. Table 6 presents the profile of the respondents in terms of years of experience.

Table 6. Years of Experience.

Years of Experience	School Heads		Teachers	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
13 years and above	2	40.00	33	44.00
10-12 years	1	20.00	14	18.67
7-9 years	-	-	15	20.00
4-6 years	2	40.00	7	9.33
1-3 years	-	-	4	5.33
less than 1 year	-	-	2	2.67
Total	5	100.00	75	100.00

Table 6 presents the years of teaching experience of the respondents. Among school heads, the majority are highly experienced, with 40.00% having 13 years and above and another 40.00% having 4–6 years of experience. Only 20.00% fall within the 10–12 years range, while no school heads have less than 4 years of experience. This indicates that school heads generally possess substantial professional experience.

In contrast, teachers exhibit a wider distribution in terms of years of experience. The largest proportion (44.00%) of teachers have 13 years and above in teaching experience, followed by those with 7–9 years (20.00%) and 10–12 years (18.67%). A smaller percentage of teachers fall within the lower experience brackets, including 4–6 years (9.33%), 1–3 years (5.33%), and less than 1 year (2.67%).

Overall, this indicates that both school heads and teachers are generally experienced, although school heads tend to have more consistently higher levels of experience, which aligns with the expectations for leadership roles.

The appointment of school heads has traditionally been governed by a high-level set of criteria, including advanced educational attainment, scholarly research, and extensive years of service. As

noted by D'Souza[34], most school heads are recruited from the ranks of highly effective teachers, which means the first-hand mastery of various professional levels provides them with the 'on-the-ground' perspective necessary to lead peers effectively. Furthermore, the comprehensive nature of leadership requires a specialized depth of experience that is typically only found in seasoned educators. According to Arrieta[35], it is through years of classroom practice, targeted administrative training, and research collaborations that these individuals cultivate the essential competencies required to fulfill the complex mandates of a school leader.

Relevant Training Attended. Table 7 presents the profile of the respondents in terms of relevant training attended.

Table 7. Relevant Training Attended.

Relevant Trainings Attended	School Heads		Teachers	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Capacity Building on Disaster Risk Reduction and Management (DRRM) and Climate Change Adaptation and Mitigation (CCAM)	5	100.00	7	9.33
Capacity Building on Disaster Risk Reduction and Management (DRRM) Psychological First Aid Training	5	100.00	11	14.67
Re-training on Handling Reportorial Mechanisms on Child Abuse	3	60.00	7	9.33
Incidents of Student Athletes and Re-tooling for Safety Food Handling, Proper Nutrition and First Aid	-	-	-	-
Re Orientation on Psychological First Aid (PFA) for Selected School Personnel	3	60.00	7	9.33
Psychological First Aid (PFA) Orientation for District Disaster Risk Reduction Management (DRRM) Coordinators and Project Live, Love, Lead (LLLAC) TWG Members	1	20.00	3	4.00
Conduct Training On Basic Life Support-Cardio Pulmonary Resuscitation (BLS-CPR) To DepEd Personnel and Learners	1	20.00	9	12.00
Virtual Implementation of Project PsIToC (Psychological Intervention in Times of Crisis)	-	-	2	2.67

Mental Health and Psychosocial Support Activities Project Psychological Support in Times of Crisis (PsIToC)	2	40.00	13	17.33
Mid-Year INSET	5	100.00	70	93.33
Other Trainings	3	60.00	27	36.00

Note: Multiple responses were allowed; therefore, percentages do not total 100%.

Table 7 presents the relevant training attended by the respondents. Results show that all school heads (100%) have attended disaster-related training, particularly DRRM and DRRM with CCAM, as well as Mid-Year INSET. This indicates a high level of exposure to institutional and disaster preparedness programs among school heads.

In contrast, teachers exhibit high participation in Mid-Year INSET (93.33%), followed by mental health and psychosocial support training (17.33%) and DRRM-related training (14.67%). However, participation in other specialized training such as psychological first aid and BLS-CPR remain relatively low.

Furthermore, a notable proportion of teachers (36.00%) reported attending other types of training, suggesting a broader but less concentrated distribution of professional development opportunities. Compared to school heads, whose training exposure is more focused on leadership and crisis-related programs, teachers demonstrate more varied but less intensive training participation.

Overall, this indicates that school heads are more consistently trained in crisis-related and leadership programs, while teachers have more diverse but less concentrated exposure to relevant training.

Under the Philippine Disaster Risk Reduction and Management (DRRM) Act of 2010 (RA 10121), school heads are legally mandated to establish and maintain secure learning environments. This responsibility requires a specialized body of security risk knowledge and disaster management expertise[36], which accounts for why administrative leaders are prioritized for high-level risk reduction and capacity-building programs. Accordingly, a clear functional division emerges during a crisis: while school heads focus on institutional preparedness and emergency response, teachers remain dedicated to maintaining instructional continuity. As noted by Carvalho, this necessitates that teachers receive program-based training specifically designed to adapt pedagogical procedures, ensuring that student learning remains effective regardless of environmental disruptions.

Crises Experience Inventory. The following tables show the types of crises you have encountered during the tenure of the respondents.

Natural Disasters. Table 8 presents the frequency of natural disasters/crises experienced by the respondents during their tenure.

Table 8. Natural Disasters.

Type of Crisis	School Heads			Teachers		
	Weighted Mean	Standard Deviation	Interpretation	Weighted Mean	Standard Deviation	Interpretation
Typhoons/ Floods	2.80	0.45	Multiple times	2.59	0.59	Once or twice
Earthquakes	2.40	0.55	Once or twice	2.17	0.62	Once or twice

Landslides	1.00	0.00	Never experienced	1.15	0.43	Never experienced
Drought/ Water scarcity	1.80	0.45	Never experienced	1.76	0.73	Never experienced
Fire incidents	1.20	0.45	Never experienced	1.13	0.38	Never experienced
GRAND MEAN	1.84	0.80	Once or twice	1.76	0.80	Once or twice

Legend: 2.61-3.00 Multiple times; 1.81-2.60 Once or twice; 1.00-1.80 Never experienced

Table 8 presents the natural disasters experienced by the respondents during their tenure. Among school heads, typhoons and floods were experienced multiple times with a weighted mean of 2.80, indicating repeated exposure to this type of disaster throughout their years of service. In contrast, teachers reported experiencing typhoons and floods once or twice with a weighted mean of 2.59, suggesting slightly lower cumulative exposure.

Both groups reported experiencing earthquakes once or twice, reflecting occasional encounters with seismic events during their tenure. Meanwhile, other types of natural disasters such as landslides, drought or water scarcity, and fire incidents were generally not experienced, indicating limited exposure to these events over time.

The grand mean of 1.84 for school heads and 1.76 for teachers indicates that natural disasters were occasionally experienced during their tenure. This suggests that while certain disasters such as typhoons are repeatedly encountered, other types of natural crises are less commonly experienced across the respondents' professional years.

The Philippine geographical profile is defined by a dual-hazard landscape with cyclical events, such as high-frequency annual typhoons, and episodic events, such as low-frequency earthquakes, volcanic eruptions, or catastrophic floods (PAGASA, 2024). This distinction in disaster frequency directly intersects with the professional tenure of educators. As established by Xie, Barrow, a significant disparity exists between the years of experience held by school heads versus novice teachers. While a novice teacher's disaster exposure may be limited to the seasonal regularity of typhoons, a school head's extensive career path provides a broader 'exposure window.' This longitudinal service increases the statistical probability that a veteran leader has encountered at least one major, non-cyclical natural disaster, thereby deepening their capacity for crisis management compared to their less-experienced counterparts.

Health-related Crises. Table 9 presents the frequency of health-related crises experienced by the respondents during their tenure.

Table 9. Health-Related Crises.

Type of Crisis	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation	Interpretation		Standard Deviation	Interpretation
Pandemic (e.g., COVID-19)	2.20	0.45	Once or twice	1.97	0.57	Once or twice
Disease outbreaks in	1.40	0.55	Never experienced	1.36	0.56	Never experienced

school community						
Mental health emergencies	1.00	1.00	Never experienced	1.29	0.51	Never experienced
Accidents/injuries requiring immediate response	1.80	0.84	Never experienced	1.75	0.62	Never experienced
GRAND MEAN	1.60	0.68	Never experienced	1.59	0.63	Never experienced

Legend: 2.61-3.00 Multiple times; 1.81-2.60 Once or twice; 1.00-1.80 Never experienced

Table 9 presents the health-related crises experienced by the respondents during their tenure. Both school heads and teachers reported experiencing pandemics once or twice, with weighted means of 2.20 and 1.97, respectively. This reflects the impact of major health events such as COVID-19 during their years of service.

However, other health-related crises such as disease outbreaks in the school community, mental health emergencies, and accidents requiring immediate response were generally not experienced, as indicated by low mean scores across both groups.

The grand mean of 1.60 for school heads and 1.59 for teachers indicates that health-related crises were generally not experienced during their tenure. This suggests that aside from pandemics, other health-related disruptions were relatively uncommon among the respondents.

According to the World Health Organization, major global pandemics like COVID-19 are "extreme outliers" in public health history. In the Philippines, while localized outbreaks of Dengue, Measles, or HFMD (Hand, Foot, and Mouth Disease) occur, they rarely trigger the total institutional shutdowns that define a national calamity. It follows that a seasoned professional with an extensive tenure has a higher probability of having navigated such a rare systemic shock compared to a novice educator.

Safety and Security Crises. Table 10 presents the frequency of safety and security crises experienced by the respondents during their tenure.

Table 10. Safety and Security Crises.

Type of Crisis	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation	Interpretation		Standard Deviation	Interpretation
Violence or threats of violence	1.00	0.00	Never experienced	1.36	0.56	Never experienced
Child protection concerns	1.40	0.55	Never experienced	1.73	0.79	Never experienced
Security breaches	1.00	0.00	Never experienced	1.39	0.66	Never experienced
Community conflicts	1.00	0.00	Never experienced	1.43	0.66	Never experienced

affecting school						
GRAND MEAN	1.10	0.31	Never experienced	1.48	0.69	Never experienced

Legend: 2.61-3.00 Multiple times; 1.81-2.60 Once or twice; 1.00-1.80 Never experienced

Table 10 presents the safety and security crises experienced by the respondents during their tenure. Results show that both school heads and teachers generally reported that these types of crises were not experienced, as reflected by low weighted mean scores across all indicators.

Among school heads, all listed safety and security crises—including violence or threats of violence, security breaches, and community conflicts—were not experienced, with mean values of 1.00. Similarly, teachers reported low exposure to these crises, with mean values ranging from 1.36 to 1.73, indicating minimal occurrence during their tenure.

The grand mean of 1.10 for school heads and 1.48 teachers indicates that safety and security crises were generally not experienced during their tenure. This suggests that such incidents are relatively uncommon in their schools.

Large-scale security breaches are usually uncommon due to the implementation of safety protocols and preventative policies mandated by the Department of Education. However, at the institutional level, interpersonal violence and minor security incidents occur with greater frequency. These occurrences are more readily observed by teachers than by school heads, as teachers engage in constant, direct interaction with the student body. According to Berkowitz[37], this proximity to the classroom environment renders teachers more vulnerable to immediate conflicts and emerging behavioral crises. Conversely, school heads typically maintain a more detached administrative position, often becoming involved only when a conflict has escalated beyond the teacher's immediate capacity for containment. Thus, while school heads manage the systemic security of the institution, teachers serve as the frontline observers of daily behavioral disruptions.

Operational Crises. Table 11 presents the frequency of safety and security crises experienced by the respondents during their tenure.

Table 11. Operational Crises.

Type of Crisis	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation n	Interpretation		Standard Deviation n	Interpretation
Sudden staff shortage	1.00	0.00	Never experienced	1.27	0.50	Never experienced
Infrastructure damage/ collapse	1.60	0.89	Never experienced	1.61	0.63	Never experienced
Financial difficulties	2.20	0.84	Once or twice	2.03	0.72	Once or twice
Technology system failures	1.20	0.45	Never experienced	1.67	0.66	Never experienced
Loss of critical	1.00	0.00	Never experienced	1.27	0.50	Never experienced

school leader/ personnel						
GRAND MEAN	1.40	0.71	Never experienced	1.57	0.67	Never experienced

Legend: 2.61-3.00 Multiple times; 1.81-2.60 Once or twice; 1.00-1.80 Never experienced

Table 11 presents the operational crises experienced by the respondents during their tenure. Among school heads, financial difficulties were experienced once or twice ($M = 2.20$), indicating occasional operational challenges. Similarly, teachers reported experiencing financial difficulties once or twice ($M = 2.03$), suggesting that this is the most common operational issue encountered by both groups.

Other operational crises such as sudden staff shortages, infrastructure damage or collapse, technology system failures, and loss of critical school personnel were generally not experienced, as indicated by low mean values.

The grand mean of 1.40 for school heads and 1.57 for teachers indicates that operational crises were generally not experienced during their tenure. This suggests that while financial constraints may arise occasionally, other operational disruptions are relatively uncommon in the study area.

Inadequate institutional funding creates a direct financial burden on educators, as the scarcity of resources for essential classroom activities often necessitates the use of personal funds. When coupled with existing salary insufficiency, this creates a significant ripple effect where budgetary shortfalls transcend the professional sphere and impact on the personal lives of the educators[38]. However, while individual financial concerns remain a persistent challenge, systemic operational disruptions are relatively rare. As noted by Arrieta, this operational resilience is largely attributed to effective school management systems and robust institutional support from Local Government Units (LGUs), which provide a critical safety net that maintains school functionality despite limited national subsidies.

Social and Political Crises. Table 12 presents the frequency of social and political crises experienced by the respondents during their tenure.

Table 12. Social and Political Crises.

Type of Crisis	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation	Interpretation		Standard Deviation	Interpretation
Policy changes requiring rapid adaptation	1.60	0.55	Never experienced	1.64	0.75	Never experienced
Community protests or unrest	1.00	0.00	Never experienced	1.21	0.53	Never experienced
Parent- school conflicts	1.20	0.45	Never experienced	1.52	0.64	Never experienced

Media/public relations crises	1.00	0.00	Never experienced	1.33	0.60	Never experienced
GRAND MEAN	1.20	0.41	Never experienced	1.43	0.65	Never experienced

Legend: 2.61-3.00 Multiple times; 1.81-2.60 Once or twice; 1.00-1.80 Never experienced

Table 12 presents the social and political crises experienced by the respondents during their tenure. Results show that both school heads and teachers generally did not experience these types of crises, as indicated by low weighted mean scores across all indicators.

Among school heads, all types of social and political crises—including policy changes requiring rapid adaptation, community unrest, parent-school conflicts, and media-related issues—were not experienced, with mean values ranging from 1.00 to 1.60. Similarly, teachers reported minimal exposure to these crises, with mean values between 1.21 and 1.64.

The grand mean of 1.20 for school heads and 1.43 for teachers indicates that social and political crises were generally not experienced during their tenure. This suggests that such disruptions are relatively uncommon in the study area.

Social and political disruptions within the educational sector have become so persistent that they are often perceived as a normalized baseline rather than an acute crisis. As explained by Ahmed[39], this 'normalization' leads educators and school leaders to overlook chronic systemic issues, desensitizing them to long-standing political stressors. Consequently, only events that are exceptionally rare or extreme in nature continue to be classified as 'crises' by school personnel. Within this context, Berkowitz highlight that teachers experience a higher degree of exposure to these acute incidents compared to administrators. This is attributed to their direct and continuous interaction with students, parents, and the immediate community, placing teachers at the frontline of any emerging social or political friction.

This persistent exposure to social and political disruptions also reshapes the professional identity of educators, particularly teachers who operate at the frontline. Over time, the normalization of systemic instability cultivates adaptive coping mechanisms, but it simultaneously risks fostering a culture of resignation where structural reforms are deprioritized. As noted by Berkowitz, the heightened vulnerability of teachers to acute incidents underscores the need for institutional support systems that go beyond crisis response, focusing instead on proactive resilience-building. Such measures may include professional development in conflict management, psychosocial support programs, and participatory governance structures that empower teachers to address political stressors constructively. In this way, the educational sector can transform chronic disruptions from sources of fatigue into opportunities for strengthening collective agency and institutional stability.

Table 13. Summary on the Crises Experienced.

Dimension	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation	Interpretation		Standard Deviation	Interpretation
Natural Disasters	1.84	0.80	Once or twice	1.76	0.80	Once or twice
Health-Related Crises	1.60	0.68	Never experienced	1.59	0.63	Never experienced

Safety and Security Crises	1.10	0.31	Never experienced	1.48	0.69	Never experienced
Operational Crises	1.40	0.71	Never experienced	1.57	0.67	Never experienced
Social and Political Crises	1.20	0.41	Never experienced	1.43	0.65	Never experienced
GRAND MEAN	1.44	0.67	Never experienced	1.57	0.70	Never experienced

Legend: 2.61-3.00 Multiple times; 1.81-2.60 Once or twice; 1.00-1.80 Never experienced

Table 13 presents the summary of crises experienced by the respondents during their tenure. Among school heads, natural disasters were the most frequently encountered type of crisis with a mean of 1.84, indicating that these were occasionally (once or twice) experienced. In contrast, all other types of crises including health-related, safety and security, operational, and social and political were generally not experienced. Similarly, teachers reported that natural disasters were the most commonly encountered crises with a mean of 1.76, although still at an occasional level. Other crisis types were generally not experienced, as reflected by relatively low mean scores.

The overall grand mean of 1.44 for school heads and 1.57 for teachers indicates that crises were generally not experienced during their tenure. However, natural disasters stand out as the most notable exception, suggesting that they are the primary source of disruption within the study context.

LEVEL OF ADAPTIVE LEADERSHIP EXPERTISE

The following tables reveal the level of adaptive leadership expertise as self-assessed by the school heads and observed by the teachers in terms of diagnostic capacity, mobilization capacity, and experiential learning capacity.

Diagnostic Capacity. The ability to identify, understand, and analyze challenges and adaptive situations.

Table 14. Perceived Diagnostic Capacity of School Heads.

Items	Weighted Mean	Standard Deviation	Interpretation
I accurately identify when problems require adaptive rather than technical solutions.	4.00	0.00	Often
I distinguish between urgent and important issues during crisis situations.	4.40	0.55	Always
I assess the readiness and capacity of stakeholders to address challenges.	4.60	0.55	Always
I recognize patterns and trends that signal emerging crises.	4.20	0.45	Often
I analyze the root causes of problems rather than just addressing symptoms.	4.60	0.55	Always
I identify which stakeholders need to be involved in addressing specific challenges.	4.40	0.55	Always
I evaluate the political and cultural dynamics that affect problem-solving.	4.00	1.00	Often

I assess the risks and potential consequences of different courses of action.	4.20	0.45	Always
I determine what values and beliefs are in conflict during challenging situations.	4.60	0.55	Always
I recognize when my own biases might affect my interpretation of situations.	4.40	0.55	Always
GRAND MEAN	4.34	0.56	Always

Legend: 4.21 - 5.00 Always; 3.41 – 4.20 Often; 2.61 – 3.40 Sometimes; 1.81 – 2.60 Rarely; 1.00 – 1.80 Never

Table 14 presents the perceived diagnostic capacity of school heads. The results show that school heads always demonstrate adaptive leadership in terms of diagnostic capacity, as reflected by a grand mean of 4.34. Specifically, the highest-rated indicators include assessing stakeholders' readiness, analyzing root causes of problems, and determining conflicting values and beliefs, all of these obtaining a mean of 4.60. This indicates strong competence in understanding complex and adaptive challenges. Similarly, distinguishing between urgent and important issues during crisis situations, identifying stakeholders, and recognizing personal biases are demonstrated always with a mean of 4.40.

Meanwhile, slightly lower but still high ratings were observed in identifying when problems require adaptive solutions and evaluating political and cultural dynamics, suggesting that they demonstrate these often.

Overall, this indicates that school heads consistently demonstrate strong diagnostic skills, enabling them to effectively analyze situations and identify appropriate strategies during times of crisis.

This level of preparedness may be attributed to a combination of continuous disaster-management training, extensive professional experience, and the practical wisdom gained over years of service. This cumulative expertise ensures that when a crisis arises, school leaders possess the necessary confidence to make decisive actions that prioritize the continuity of learning. Such competence aligns with DepEd Order No. 003, s. 2024, which identifies diagnostic capacity as a core skill in adaptive leadership. Under this mandate, school heads are expected to recalibrate institutional plans and implement flexible strategies to ensure that educational delivery remains uninterrupted, regardless of the nature of the emergency.

Mobilization Capacity. The ability to engage, energize, and coordinate stakeholders toward adaptive change.

Table 15. Perceived Mobilization Capacity of School Heads

Items	Weighted Mean	Standard Deviation	Interpretation
I create a sense of urgency that motivates action without causing panic.	4.40	0.55	Always
I engage diverse stakeholders in addressing complex challenges.	4.40	0.55	Always
I distribute leadership responsibilities appropriately during crises.	4.40	0.55	Always
I facilitate productive conflict that leads to innovative solutions.	4.60	0.55	Always
I maintain emotional composure that stabilizes others during uncertainty.	4.60	0.55	Always

I communicate a clear direction while remaining flexible in approach.	4.60	0.55	Always
I build coalitions among stakeholders with different perspectives.	4.40	0.55	Always
I allocate resources strategically to address priority challenges.	4.60	0.55	Always
I regulate the pace of change to prevent overwhelming stakeholders.	4.40	0.55	Always
I protect voices of dissent that may offer valuable alternative perspectives.	4.40	0.55	Always
GRAND MEAN	4.48	0.50	Always

Legend: 4.21 - 5.00 Always; 3.41 – 4.20 Often; 2.61 – 3.40 Sometimes; 1.81 – 2.60 Rarely; 1.00 – 1.80 Never

Table 15 presents the perceived mobilization capacity of school heads. The results reveal a very high level of mobilization capacity, as indicated by a grand mean of 4.48. All indicators were deemed demonstrated always, reflecting strong leadership behaviors in mobilizing stakeholders and managing collective action. The highest-rated items include facilitating productive conflict, maintaining emotional composure, communicating clear direction, and allocating resources strategically; all of these obtained a mean of 4.60. These indicate that school heads are highly capable of guiding and coordinating efforts during challenging situations. Other indicators, such as engaging stakeholders, distributing leadership responsibilities, and building coalitions, also received high ratings of 4.40, demonstrating consistent application of collaborative leadership practices.

Overall, the results suggest that school heads possess a strong capacity to mobilize people and resources effectively, which is essential in implementing adaptive responses during crises. Identifying a crisis is merely the first step because effective school leadership requires the capacity to translate that awareness into community-wide action. This mobilization capacity is considered more critical than diagnostic capacity alone because it shifts the focus from analysis to collective, real-world intervention. By strategically activating students, parents, and local resources, educators can adopt a proactive stance against crises, ensuring that no learner is left behind due to a lack of support[40]. In this context, the school head serves as the essential bridge between administrative mandates and community needs. Their extensive professional experience enables them to manage both human and material resources effectively, embodying the core principles of adaptive leadership by recalibrating school functions to meet the immediate demands of the environment.

Experiential Learning Capacity. The ability to reflect, experiment, and develop new competencies through experience.

Table 16. Perceived Experiential Learning Capacity of School Heads.

Items	Weighted Mean	Standard Deviation	Interpretation
I systematically reflect on experiences to extract lessons learned.	4.60	0.55	Always
I experiment with new approaches when familiar solutions prove inadequate.	4.40	0.55	Always
I seek feedback from diverse sources to improve my leadership practice.	5.00	0.00	Always

I create opportunities for the school community to learn from challenges.	4.20	0.45	Often
I acknowledge and learn from mistakes rather than hiding them.	4.80	0.45	Always
I stay updated on best practices and emerging trends in educational leadership.	4.40	0.55	Always
I adapt my leadership style based on the specific context and situation.	4.40	0.55	Always
I encourage innovation and calculated risk-taking among staff.	4.40	0.55	Always
I build organizational memory by documenting responses to crises.	4.40	0.55	Always
I develop new competencies proactively before they become urgent needs.	4.00	0.71	Often
GRAND MEAN	4.46	0.54	Always

Legend: 4.21 - 5.00 Always; 3.41 – 4.20 Often; 2.61 – 3.40 Sometimes; 1.81 – 2.60 Rarely; 1.00 – 1.80 Never

Table 16 presents the perceived experiential learning capacity of school heads. The results indicate a very high level of learning capacity, as reflected by a grand mean of 4.46, demonstrated always.

The highest-rated indicator is seeking feedback from diverse sources with a mean of 5.00, followed by acknowledging and learning from mistakes with a mean of 4.80, suggesting a strong orientation toward reflective and adaptive learning practices. Other indicators, such as reflecting on experiences, adapting leadership styles, and encouraging innovation, were also always consistently demonstrated.

However, relatively lower ratings were observed in creating opportunities for the school community to learn from challenges with a mean of 4.20 and developing new competencies proactively with a mean of 4.00, both demonstrated often. These results indicate potential areas for improvement in fostering a more proactive learning environment.

Overall, the results suggest that school heads demonstrate strong experiential learning capacity, enabling them to continuously improve their leadership practices based on experience and feedback.

Practical experience serves as a school head's most vital asset, transforming theoretical knowledge into the decisive confidence required to navigate complex challenges. Rather than relying solely on administrative manuals, experienced leaders utilize their 'hands-on' wisdom to bypass operational barriers and activate community support systems, ensuring educational continuity even amidst severe resource scarcity[41]. This professional maturity is further reinforced by the school head's dual expertise in both instructional and administrative domains.

Table 17. Summary of the Level of Adaptive Leadership Expertise.

Dimensions	School Heads			Teachers		
	Weighted Mean	Standard Deviation	Interpretation	Weighted Mean	Standard Deviation	Interpretation
Diagnostic Capacity	4.34	0.56	Always	4.46	0.64	Always
Mobilization Capacity	4.48	0.50	Always	4.41	0.70	Always

Learning Capacity	4.46	0.54	Always	4.47	0.67	Always
GRAND MEAN	4.43	0.54	Always	4.45	0.67	Always

Legend: 4.21 - 5.00 Always; 3.41 – 4.20 Often; 2.61 – 3.40 Sometimes; 1.81 – 2.60 Rarely; 1.00 – 1.80 Never

Table 17 presents the summary of the level of adaptive leadership expertise of school heads. The results indicate that school heads demonstrate a consistently high level of adaptive leadership across all dimensions, with grand means of 4.43 for school heads and 4.45 for teachers, interpreted as always observed.

Across the three dimensions, mobilization capacity obtained the highest rating from school heads with a mean of 4.48, while learning capacity was rated highest by teachers with a mean of 4.47. Diagnostic capacity, although slightly lower, still received high ratings from both groups.

Notably, teachers rated diagnostic capacity higher than school heads, while school heads rated their mobilization capacity higher than teachers. Meanwhile, learning capacity showed almost identical ratings between the two groups, indicating strong alignment.

Overall, the findings suggest that school heads consistently exhibit strong adaptive leadership expertise, as reflected in both self-assessment and teachers' perceptions. The minimal differences between the two perspectives indicate a high level of agreement, reinforcing the reliability of the results.

This level of consensus suggests that adaptive leadership is not merely a subjective self-perception held by school heads, but a consistently demonstrated behavior recognized by the frontline staff, the teachers. According to Duray[42], this validates the reliability of the findings, indicating that the school heads' internal intent is effectively translated into operational governance. Furthermore, as Almagro states, this shared perspective reflects a transparent organizational climate where leadership strategies are both visible and impactful. The minimal disparity between the two cohorts effectively eliminates concerns of self-bias, reinforcing the conclusion that these school heads possess a validated expertise in navigating institutional complexities.

CHALLENGES IN EXERCISING ADAPTIVE LEADERSHIP

The following tables reveal the extent of challenges in exercising adaptive leadership in terms of personal, organizational, stakeholder-related, knowledge and skill, and contextual challenges.

Personal Challenges. Table 18 presents the extent of personal challenges in exercising adaptive leadership of the respondents.

Table 18. Personal Challenges in Exercising Adaptive Leadership.

Challenge	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation	Interpretation		Standard Deviation	Interpretation
Managing personal stress and emotional exhaustion	3.00	1.58	To a moderate extent	3.81	0.94	To a great extent

Balancing multiple competing priorities simultaneously	3.40	1.52	To a moderate extent	3.77	0.95	To a great extent
Maintaining work-life balance during prolonged crises	3.20	1.64	To a moderate extent	3.69	1.03	To a great extent
Overcoming personal fears and uncertainties	2.80	1.30	To a moderate extent	3.71	1.04	To a great extent
Dealing with self-doubt about leadership decisions	2.80	1.30	To a moderate extent	3.64	1.01	To a great extent
GRAND MEAN	3.04	1.37	To a moderate extent	3.73	0.99	To a great extent

Legend: 4.21 - 5.00 To a very great extent; 3.41 – 4.20 To a great extent; 2.61 – 3.40 To a moderate extent; 1.81 – 2.60 To a small extent; 1.00 – 1.80 Not at all.

Table 18 presents the personal challenges encountered by respondents in exercising adaptive leadership. The results show that school heads experience these challenges to a moderate extent with a mean of 3.04, while teachers experience them to a greater extent with a mean of 3.73.

Among school heads, the most prominent challenges include balancing multiple competing priorities with a mean of 3.40 and maintaining work-life balance with a mean of 3.20, indicating moderate difficulty in managing the demands of adaptive leadership. Similarly, teachers reported mostly experiencing all listed challenges, particularly managing personal stress and emotional exhaustion with a mean of 3.81, balancing competing priorities with a mean of 3.77, and overcoming personal fears and uncertainties with a mean of 3.71.

These results suggest that while school heads demonstrate strong adaptive leadership capacity, they still encounter moderate personal challenges in its application. In contrast, teachers experience greater personal strain, which may affect their ability to fully engage in adaptive leadership practices. Overall, exercising adaptive leadership is not only a matter of capability but also involves managing significant personal demands, particularly among teachers.

The fundamental essence of adaptive leadership lies in the ability to maintain institutional stability regardless of the nature or severity of an emergency. For school heads, the presence of high-demand challenges serves as a primary catalyst for applying their expertise, creating a unique synergy where personal resilience directly informs their professional administrative capacity. However, as noted by Dhakal[43], the educational landscape remains in a state of perpetual transition due to rapid sociocultural and pedagogical advancements. These continuous shifts present a complex environment where even experienced leaders may harbor reservations, requiring a constant recalibration of their

leadership practices to bridge the gap between traditional governance and modern educational demands.

Organizational Challenges. Table 19 presents the extent of organizational challenges in exercising adaptive leadership of the respondents.

Table 19. Organizational Challenges in Exercising Adaptive Leadership.

Challenge	School Heads			Teachers		
	Weighted Mean	Standard Deviation	Interpretation	Weighted Mean	Standard Deviation	Interpretation
Limited financial resources to address crisis needs	3.80	1.30	To a great extent	3.51	1.03	To a great extent
Inadequate infrastructure and facilities	3.60	1.52	To a great extent	3.44	1.00	To a great extent
Insufficient staff to handle increased workload	3.00	1.41	To a moderate extent	2.93	1.26	To a moderate extent
Lack of established crisis management protocols	2.60	1.14	To a moderate extent	2.97	1.20	To a moderate extent
Rigid organizational structures that resist change	2.80	1.10	To a moderate extent	3.08	1.17	To a moderate extent
GRAND MEAN	3.16	1.28	To a moderate extent	3.19	1.16	To a moderate extent

Legend: 4.21 - 5.00 To a very great extent; 3.41 – 4.20 To a great extent; 2.61 – 3.40 To a moderate extent; 1.81 – 2.60 To a small extent; 1.00 – 1.80 Not at all.

Table 19 presents the organizational challenges encountered by respondents in exercising adaptive leadership. The results indicate that both school heads with a grand mean of 3.16 and teachers with a grand mean of 3.19 experience these challenges to a moderate extent.

Among school heads, the most significant challenges include limited financial resources with a mean of 3.80 and inadequate infrastructure and facilities with a mean of 3.60, both interpreted to have been mostly experienced. Similarly, teachers identified limited financial resources with a mean of 3.51 and inadequate infrastructure with a mean of 3.44 as major organizational constraints, mostly experienced also.

Other challenges, such as insufficient staff, lack of established crisis management protocols, and rigid organizational structures, were experienced to a moderate extent by both groups, indicating persistent but manageable organizational limitations.

Notably, the results show minimal difference between school heads and teachers, suggesting that organizational challenges are shared experiences across roles. This indicates that systemic issues within the school environment affect both leadership and teaching functions. Overall, this highlights that while adaptive leadership capacity is high, organizational constraints such as limited resources and infrastructure continue to pose moderate challenges in its effective implementation.

Organizational challenges are inherently similar because they are structural rather than individual. As Dhakal asserts, adaptive leaders recognize that these issues are systemic, requiring an analysis of the institution as a whole rather than focusing on individual deficiencies. This explains why different schools face nearly identical challenges which boils down to the problem of transitioning from strategic vision to operational reality being obstructed by a lack of essential resources. Arrieta notes that even the most experienced leaders, despite high diagnostic and mobilization capacities, face the same persistent financial constraints. Ultimately, as Duray maintains, these challenges remain consistent across institutions because leadership is a constant struggle against the rigid, shared structural barriers that define the modern school system.

These structural barriers also highlight the critical role of policy and governance in shaping the operational realities of schools. While leaders may possess strong diagnostic and mobilization capacities, their effectiveness is ultimately constrained by systemic issues such as inequitable funding models, bureaucratic inefficiencies, and rigid compliance requirements. As Dhakal suggests, adaptive leadership must therefore extend beyond internal institutional management to active engagement with external stakeholders, including government agencies and local communities. By advocating for policy reforms and fostering collaborative networks, school leaders can begin to mitigate the limitations imposed by structural challenges. In this sense, leadership is not only about navigating existing constraints but also about reshaping the broader educational landscape to create more enabling conditions for institutional success.

Stakeholder-related Challenges. Table 20 presents the extent of stakeholder-related challenges in exercising adaptive leadership of the respondents.

Table 20. Stakeholder-Related Challenges in Exercising Adaptive Leadership.

Challenge	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation	Interpretation		Standard Deviation	Interpretation
Resistance to change from teachers and staff	3.00	1.58	To a moderate extent	3.08	1.19	To a moderate extent
Lack of trust or support from superiors	2.60	1.14	To a moderate extent	2.81	1.27	To a moderate extent
Conflicting expectations from various stakeholders	2.60	1.14	To a moderate extent	2.73	1.19	To a moderate extent
Poor communication channels with stakeholders	2.20	1.30	To a small extent	2.64	1.24	To a moderate extent

Limited parental and community engagement	2.60	1.14	To a moderate extent	2.77	1.23	To a moderate extent
GRAND MEAN	2.60	1.19	To a moderate extent	2.81	1.23	To a moderate extent

Legend: 4.21 - 5.00 To a very great extent; 3.41 – 4.20 To a great extent; 2.61 – 3.40 To a moderate extent; 1.81 – 2.60 To a small extent; 1.00 – 1.80 Not at all.

Table 20 presents the stakeholder-related challenges encountered by respondents in exercising adaptive leadership. The results indicate that both school heads with a mean of 2.60 and teachers with a mean of 2.81 experience these challenges to a moderate extent.

Among school heads, the most prominent challenge is resistance to change from teachers and staff with a mean of 3.00 followed by issues related to trust, conflicting expectations, and limited parental and community engagement, all interpreted to a moderate extent. However, poor communication channels were experienced to a small extent with a mean of 2.20, indicating relatively fewer issues in communication.

Similarly, teachers reported resistance to change with a mean of 3.08 and lack of trust or support from superiors with a mean of 2.81 as notable challenges. Other factors, including conflicting stakeholder expectations and limited community engagement, were also experienced to a moderate extent. Notably, teachers reported slightly higher levels of stakeholder-related challenges compared to school heads, suggesting that they may experience more direct interaction and pressure from various stakeholders.

Overall, the results indicate that stakeholder-related challenges are moderately present and may influence the effectiveness of adaptive leadership, particularly in managing relationships and expectations among different groups.

The findings indicate that stakeholder-related challenges are a significant component of the school's organizational atmosphere, substantiating the role of the school head as a critical mediator between competing internal and external interests. As Netolicky maintains, ensuring the continuity of learning requires the sophisticated management of diverse stakeholders whose expectations may not always align with the school's strategic objectives. This tension highlights the negotiated nature of adaptive leadership; as Heifetz note, leadership effectiveness is often constrained by the 'readiness' of the stakeholder environment to accept change. Consequently, while school heads may possess high levels of expertise, their ability to implement adaptive solutions is frequently moderated by the need to navigate these complex interpersonal and political dynamics, proving that leadership impact is as much about community alignment as it is about individual skill.

Knowledge and Skill Challenges. Table 21 presents the extent of knowledge and skill challenges in exercising adaptive leadership of the respondents.

Table 21. Knowledge and Skill Challenges in Exercising Adaptive Leadership.

Challenge	School Heads			Teachers		
	Weighted Mean	Standard Deviation	Interpretation	Weighted Mean	Standard Deviation	Interpretation
Insufficient training in crisis management	2.80	1.30	To a moderate extent	3.07	1.08	To a moderate extent

Lack of technical expertise for specific crises	3.00	1.00	To a moderate extent	2.96	1.07	To a moderate extent
Limited access to relevant information and data	2.80	0.84	To a moderate extent	2.92	1.14	To a moderate extent
Difficulty in adapting to rapidly changing situations	2.80	1.30	To a moderate extent	2.97	1.11	To a moderate extent
Insufficient mentoring or coaching support	2.80	1.30	To a moderate extent	2.79	1.27	To a moderate extent
GRAND MEAN	2.84	1.07	To a moderate extent	2.94	1.13	To a moderate extent

Legend: 4.21 - 5.00 To a very great extent; 3.41 – 4.20 To a great extent; 2.61 – 3.40 To a moderate extent; 1.81 – 2.60 To a small extent; 1.00 – 1.80 Not at all.

Table 21 presents the knowledge and skill challenges encountered by respondents in exercising adaptive leadership. The results indicate that both school heads with a mean of 2.84 and teachers with a mean of 2.94 experience these challenges to a moderate extent.

Among school heads, the most notable challenge is the lack of technical expertise for specific crises with a mean of 3.00, followed by insufficient training in crisis management and difficulty adapting to rapidly changing situations, both with a mean of 2.80. Similarly, teachers reported insufficient training with a mean of 3.07 and difficulty adapting to changing situations with a mean of 2.97 as key challenges.

Other challenges, such as limited access to relevant information and insufficient mentoring or coaching support, were also experienced to a moderate extent by both groups, indicating areas where capacity development may be enhanced.

Notably, teachers reported slightly higher levels of knowledge and skill challenges compared to school heads, suggesting a greater need for professional development and support among teachers. Overall, the results highlight that while adaptive leadership capacity is high, continuous learning, training, and skill development remain essential to effectively respond to crisis situations.

High leadership capacity is not defined by a static criterion where challenges disappear once it is solved. As Ericsson implies, even the most sophisticated skills must be constantly updated when a new crisis hits. Because the educational and social landscape is always changing, Dhakal notes that leaders will always encounter gaps in their knowledge. Therefore, true leadership is defined by resilience and the willingness to learn. Instead of being defeated by new problems, great leaders use these challenges to fuel their growth, proving that even the most experienced experts must remain active learners to stay effective.

Contextual Challenges. Table 22 presents the extent of contextual challenges in exercising adaptive leadership of the respondents.

Table 22. Contextual Challenges in Exercising Adaptive Leadership.

Challenge	School Heads			Teachers		
	Weighted Mean	Standard Deviation	Interpretation	Weighted Mean	Standard Deviation	Interpretation
Geographic isolation of school location	2.40	1.14	To a small extent	2.65	1.28	To a moderate extent
Cultural barriers in the community	2.00	1.30	To a small extent	2.59	1.26	To a small extent
Poverty and socioeconomic challenges in the area	2.60	1.00	To a small extent	2.89	1.16	To a moderate extent
Limited technology and internet connectivity	2.80	0.84	To a moderate extent	2.99	1.17	To a moderate extent
Political interference or pressure	2.60	1.30	To a small extent	2.51	1.38	To a small extent
GRAND MEAN	2.48	1.08	To a small extent	2.73	1.26	To a moderate extent

Legend: 4.21 - 5.00 To a very great extent; 3.41 – 4.20 To a great extent; 2.61 – 3.40 To a moderate extent; 1.81 – 2.60 To a small extent; 1.00 – 1.80 Not at all

Table 22 presents the contextual challenges encountered by respondents in exercising adaptive leadership. The results indicate that school heads experience these challenges to a small extent with a mean of 2.48, while teachers experience them to a moderate extent with a mean of 2.73.

Among school heads, most contextual challenges including geographic isolation, cultural barriers, poverty, and political interference were experienced to a small extent, suggesting that these factors are not major constraints in their leadership practice. Only limited technology and internet connectivity with a mean of 2.80 was experienced to a moderate extent.

In contrast, teachers reported moderate challenges related to geographic isolation with a mean of 2.65, poverty and socioeconomic conditions with a mean of 2.89, and limited technology and internet connectivity with a mean of 2.99. Cultural barriers and political interference were experienced to a small extent.

The results indicate that contextual challenges are more pronounced among teachers than school heads, possibly due to teachers' closer interaction with the community and learning environment.

Overall, the findings suggest that while contextual factors are not the most dominant challenges, they still play a role in influencing the implementation of adaptive leadership, particularly at the classroom level.

The difference in organizational challenges experienced by educators stems from their distinct spheres of interaction within the school system. As highlighted by Berkowitz, teachers operate closer, where constant direct interaction with students and parents exposes them to immediate, contextual challenges related to classroom dynamics and individual student needs. In contrast, Netolicky maintains that school heads focus on high-level stakeholder management to ensure the overall continuity of learning, particularly during emergencies. This disparity in professional exposure creates a natural difference in their perceptions, where while teachers are immersed in the social and emotional complexities of the classroom, school heads are occupied with the administrative and strategic stability of the institution.

Table 23. Summary on the Challenges in Exercising Adaptive Leadership.

Dimensions	Weighted Mean	School Heads		Weighted Mean	Teachers	
		Standard Deviation	Interpretation		Standard Deviation	Interpretation
Personal Challenges	3.04	1.37	To a moderate extent	3.73	0.99	To a moderate extent
Organizational Challenges	3.16	1.28	To a moderate extent	3.19	1.16	To a moderate extent
Stakeholder-related Challenges	2.60	1.19	To a small extent	2.81	1.23	To a moderate extent
Knowledge and Skill Challenges	2.84	1.07	To a moderate extent	2.94	1.13	To a moderate extent
Contextual Challenges	2.48	1.08	To a small extent	2.73	1.26	To a moderate extent
GRAND MEAN	2.83	1.21	To a moderate extent	3.08	1.21	To a moderate extent

Legend: 4.21 - 5.00 To a very great extent; 3.41 – 4.20 To a great extent; 2.61 – 3.40 To a moderate extent; 1.81 – 2.60 To a small extent; 1.00 – 1.80 Not at all

Table 23 presents the summary of challenges encountered by respondents in exercising adaptive leadership. The results indicate that both school heads with a mean of 2.83 and teachers with a mean of 3.08 experience challenges to a moderate extent overall.

Among school heads, most challenges including personal, organizational, and knowledge and skill-related were experienced to a moderate extent. However, stakeholder-related and contextual challenges were relatively lower, indicating fewer difficulties in these areas.

In contrast, teachers reported consistently higher levels of challenges across all dimensions. Personal challenges were experienced to a great extent with a mean 3.73, indicating significant emotional and workload-related pressures. Other dimensions, including organizational, stakeholder-related, knowledge and skill, and contextual challenges, were experienced to a moderate extent.

Notably, teachers reported higher levels of challenges compared to school heads across all dimensions, suggesting that they experience greater difficulty in exercising adaptive leadership.

Overall, the findings indicate that while adaptive leadership capacity is high, various challenges, particularly personal and systemic, continue to influence its effective implementation, with teachers being more affected than school heads.

The fact that teachers are more acutely affected by these challenges substantiates the vulnerability theory proposed by Berkowitz, where those in direct, daily contact with students and parents absorb the primary shocks of organizational dysfunction. Furthermore, as Almagro, Almagro[44] maintain, high leadership expertise cannot fully bypass structural limitations. Therefore, the high capacity of school heads acts as a strategic foundation, but without the removal of systemic barriers such as lack of resources and rigid protocols, the burden of adaptation falls disproportionately on the teaching staff, who must navigate these constraints in real-time.

TESTING SIGNIFICANT RELATIONSHIPS

Level of Adaptive Leadership Expertise and Crisis Experience. The following tables disclose the results of testing the relationship between the level of adaptive leadership expertise and the crisis experience of the school heads and teachers.

Table 24. Level of Adaptive Leadership Expertise and Crises Experience on School Heads.

Variable 1	Variable 2	r_s coefficient	p- value	Significance	Strength and Direction
Level of Adaptive Leadership Expertise	Natural Disasters	0.7906	0.1114	Not significant	Strong positive relationship
	Health-Related Crises	0.7182	0.1718	Not significant	Strong positive relationship
	Safety and Security Crises	0.0000	1.0000	Not significant	No relationship
	Operational Crises	-0.3591	0.5528	Not significant	Weak negative relationship
	Social and Political Crises	0.9487	0.0138	Significant	Very strong positive relationship

Table 24 presents the relationship between the level of adaptive leadership expertise and crises experienced among school heads. The results reveal that most types of crises do not have a statistically significant relationship with adaptive leadership expertise, as indicated by p-values greater than 0.05.

Although the computed correlation coefficients suggest varying degrees of association such as natural disasters ($r_s = 0.7906$) and health-related crises ($r_s = 0.7182$) these relationships are not statistically significant ($p > 0.05$). Therefore, the observed direction and magnitude of these correlations are applicable only to the sample and cannot be generalized to the population.

Similarly, safety and security crises ($r_s = 0.0000$, $p = 1.0000$) and operational crises ($r_s = -0.3591$, $p = 0.5528$) show no statistically significant relationship with adaptive leadership expertise.

However, a statistically significant relationship was found between adaptive leadership expertise and social and political crises ($r_s = 0.9487$, $p = 0.0138$), indicating a very strong positive association. This suggests that higher levels of adaptive leadership expertise are significantly associated with increased experience or awareness of social and political crises among school heads.

Overall, the findings indicate that adaptive leadership expertise is generally not significantly related to most types of crises experienced, except for social and political crises. It is important to note that the small sample size of school heads may limit the stability and generalizability of the correlation results.

According to Almagro, a distinction must be made between the management of a crisis and its prevention where while a school head's expertise is vital for navigating an emergency, it does not necessarily serve as a shield that prevents the crisis from happening and this is particularly true for external or natural disasters. However, in the context of social and political crises, which are inherently human-driven, the impact of leadership becomes more measurable. In these scenarios, the specific skills and interventions of the school head can directly alter the ultimate outcome of the conflict, making these human-centric challenges the primary arena where adaptive expertise is most effectively demonstrated.

Table 25. Level of Adaptive Leadership Expertise and Crises Experience on Teachers.

Variable 1	Variable 2	r_s coefficient	p- value	Significance	Strength and Direction
Level of Adaptive Leadership Expertise	Natural Disasters	-0.0218	0.8530	Not significant	Very weak negative relationship
	Health-Related Crises	-0.1201	0.3046	Not significant	Very weak negative relationship
	Safety and Security Crises	-0.1292	0.2692	Not significant	Very weak negative relationship
	Operational Crises	-0.2683	0.0200	Significant	Weak negative relationship
	Social and Political Crises	-0.2691	0.0196	Significant	Weak negative relationship

Table 25 presents the relationship between the level of adaptive leadership expertise and crises experienced among teachers. The results show that most types of crises do not have a statistically significant relationship with adaptive leadership expertise, as indicated by p-values greater than 0.05.

Specifically, natural disasters ($r_s = -0.0218$, $p = 0.8530$), health-related crises ($r_s = -0.1201$, $p = 0.3046$), and safety and security crises ($r_s = -0.1292$, $p = 0.2692$) all show no statistically significant relationship. Although the correlation coefficients indicate very weak negative associations, these are applicable only to the sample and cannot be generalized to the population.

However, operational crises ($r_s = -0.2683$, $p = 0.0200$) and social and political crises ($r_s = -0.2691$, $p = 0.0196$) show statistically significant relationships with adaptive leadership expertise. Both relationships are weak and negative, indicating that higher levels of adaptive leadership expertise are associated with lower levels of experience or impact of these types of crises.

Overall, the findings suggest that adaptive leadership expertise among teachers is generally not significantly related to most types of crises, except for operational and social and political crises, where a weak but significant inverse relationship is observed.

The findings reveal a nuanced inverse relationship between teacher expertise and specific crisis types, suggesting that higher adaptive capacity serves as a specialized tool for de-escalation. The significant correlation in operational and social and political contexts substantiates the theory that adaptive leadership is most effective in 'human-centric' and 'procedural' domains where the individual has a degree of agency. As Almagro, Almagro suggest, teachers with high procedural intelligence can navigate operational disruptions more fluidly, thereby perceiving them as less critical. Furthermore, the inverse link in social-political crises aligns with Berkowitz, implying that teachers with advanced adaptive skills are better equipped to resolve interpersonal conflicts before they reach a crisis threshold.

Level of Adaptive Leadership Expertise and Challenges in Exercising Adaptive Leadership. The following tables disclose the results of testing the relationship between the level of adaptive leadership expertise and the challenges in exercising adaptive leadership of the school heads and teachers.

Table 26. Level of Adaptive Leadership Expertise and Challenges in Exercising Adaptive Leadership on School Heads.

Variable 1	Variable 2	r_s coefficient	p- value	Significance	Strength and Direction
Level of Adaptive Leadership Expertise	Personal Challenges	-0.2052	0.7406	Not significant	Weak negative relationship
	Organizational Challenges	-0.4000	0.5167	Not significant	Moderate negative relationship
	Stakeholder-related Challenges	-0.2052	0.7406	Not significant	Weak negative relationship
	Knowledge and Skill Challenges	-0.1000	0.9500	Not significant	Very weak negative relationship
	Contextual Challenges	0.0000	1.0000	Not significant	No relationship

Table 26 presents the relationship between the level of adaptive leadership expertise and challenges encountered in exercising adaptive leadership among school heads. The results show that none of the types of challenges have a statistically significant relationship with adaptive leadership expertise, as indicated by p-values greater than 0.05.

Specifically, personal challenges ($r_s = -0.2052$, $p = 0.7406$), organizational challenges ($r_s = -0.4000$, $p = 0.5167$), stakeholder-related challenges ($r_s = -0.2052$, $p = 0.7406$), knowledge and skill challenges ($r_s = -0.1000$, $p = 0.9500$), and contextual challenges ($r_s = 0.0000$, $p = 1.0000$) all show no statistically significant relationship with adaptive leadership expertise.

Although the computed correlation coefficients indicate generally negative associations, these relationships are not statistically significant and therefore are only descriptive of the sample. No inference can be made regarding the existence of a relationship in the population.

Overall, the findings suggest that adaptive leadership expertise among school heads is not significantly associated with the challenges they encounter in exercising adaptive leadership. This may indicate that despite experiencing various challenges, school heads are able to maintain a high level of leadership expertise. It is important to note that the small sample size may limit the reliability and generalizability of the results.

For Almagro, leadership expertise functions as a mechanism for navigation rather than a preventative one. Since many institutional challenges are beyond a leader's direct control, the school head is able to maintain a high level of expertise regardless of the nature and severity of the obstacles encountered. Ultimately, while the school heads' adaptive expertise remains resilient in the face of adversity, the limited sample size suggests that this stability should be further explored to determine if it remains consistent across a broader, more diverse population of administrators.

Table 27. Level of Adaptive Leadership Expertise and Challenges in Exercising Adaptive Leadership on Teachers.

Variable 1	Variable 2	r_s coefficient	p- value	Significance	Strength and Direction
Level of Adaptive Leadership Expertise	Personal Challenges	0.1347	0.2493	Not significant	Very weak positive relationship
	Organizational Challenges	-0.0818	0.4856	Not significant	Very weak negative relationship
	Stakeholder-related Challenges	-0.2632	0.0225	Significant	Weak negative relationship
	Knowledge and Skill Challenges	-0.2608	0.0238	Significant	Weak negative relationship
	Contextual Challenges	-0.1031	0.3790	Not significant	Very weak negative relationship

Table 27 presents the relationship between the level of adaptive leadership expertise and the challenges encountered in exercising adaptive leadership among teachers. The results indicate that some types of challenges have a statistically significant relationship with adaptive leadership expertise, while others do not.

Specifically, personal challenges ($r_s = 0.1347$, $p = 0.2493$), organizational challenges ($r_s = -0.0818$, $p = 0.4856$), and contextual challenges ($r_s = -0.1031$, $p = 0.3790$) show no statistically significant relationship with adaptive leadership expertise. Although the correlation coefficients indicate very weak associations, these are not statistically significant and therefore apply only to the sample.

In contrast, stakeholder-related challenges ($r_s = -0.2632$, $p = 0.0225$) and knowledge and skill challenges ($r_s = -0.2608$, $p = 0.0238$) show statistically significant relationships with adaptive leadership expertise. Both relationships are weak and negative, indicating that higher levels of adaptive leadership expertise are associated with lower levels of stakeholder-related and knowledge and skill challenges.

Overall, the findings suggest that adaptive leadership expertise among teachers is significantly related to certain types of challenges, particularly those involving stakeholder dynamics and knowledge and skills. This implies that stronger leadership capability may help reduce or better manage these specific challenges.

The significant relationship between teacher expertise and challenges in stakeholder dynamics and knowledge/skills substantiates the theory of professional agency. As Berkowitz highlight, teachers with high adaptive capacity are better equipped to navigate the complexities of student and parent expectations, effectively reducing the friction of these interactions. Furthermore, the link to 'knowledge and skills' aligns with Dhakal's assertion that adaptive leaders embrace continuous

learning; for these educators, the emergence of new pedagogical demands is perceived as a manageable task rather than an overwhelming crisis. Ultimately, these findings support the conclusion that while adaptive leadership cannot prevent external disruptions, it serves as a critical mitigating force in human-centric and operational domains where a teacher's personal intervention can directly improve the organizational outcome.

Chapter 4

Summary of Findings, Conclusions, and Recommendations

Summary

This study determined the level of adaptive leadership expertise of school heads in relation to the crises experienced and challenges encountered in exercising adaptive leadership in selected public schools. It also examined the relationship between adaptive leadership expertise and both crises and challenges as perceived by school heads and teachers. This research employed the descriptive-correlational method using a modified survey questionnaire to gather relevant data. A descriptive-correlational design is used when the researcher aims to describe existing conditions and examine relationships among variables without establishing causal relationships.

Findings

The profile of the respondents revealed that most school heads were aged 46 years and above, female, and married, with advanced educational qualifications and extensive years of experience in school leadership. Similarly, teachers were predominantly female and married, with the majority holding bachelor's degrees and possessing varied teaching experience. Both groups were largely assigned in elementary schools situated in rural areas. In terms of professional development, both school heads and teachers had commonly attended Disaster Risk Reduction and Management (DRRM) training and Mid-Year INSET, while participation in other specialized training varied.

In terms of crises experienced, the findings showed that natural disasters were the most encountered crises, experienced once or twice by both school heads and teachers. Other types of crises, including health-related, safety and security, operational, and social and political crises, were generally not experienced or only minimally encountered. This suggests that while certain disruptions such as natural disasters are present, the overall exposure to crises remains relatively low.

With respect to adaptive leadership expertise, the results revealed that school heads demonstrated a very high level across all three dimensions, namely diagnostic capacity, mobilization capacity, and experiential learning capacity. These were consistently interpreted as always demonstrated, indicating that adaptive leadership practices are regularly and effectively demonstrated. Teachers' perceptions are closely aligned with the self-assessment of school heads, suggesting that these leadership behaviors are both observable and consistently practiced. Among the three dimensions, mobilization and experiential learning capacities were slightly higher than diagnostic capacity.

In terms of challenges in exercising adaptive leadership, the findings indicated that school heads experienced challenges to a moderate extent overall, while teachers experienced them from moderate to great extent, particularly in personal aspects. Personal challenges such as stress, emotional exhaustion, and balancing responsibilities were more evident among teachers. Organizational challenges, including limited financial resources and inadequate infrastructure, were experienced to a moderate extent by both groups. Stakeholder-related challenges, such as resistance to change and conflicting expectations, were also moderately experienced. Similarly, knowledge and skill challenges pointed to the need for continuous training and professional development. Contextual challenges, including geographic isolation and socioeconomic conditions, were experienced to a small extent by school heads but to a moderate extent by teachers. Overall, teachers consistently reported higher levels of challenges compared to school heads.

The results of the correlation analysis showed that for school heads, there was no statistically significant relationship between adaptive leadership expertise and most types of crises, except for social and political crises, which demonstrated a significant positive relationship. For teachers, operational crises and social and political crises showed statistically significant but weak negative relationships with adaptive leadership expertise. Most of the relationships, however, were not statistically significant, indicating that leadership expertise is generally independent of the occurrence of crises.

Furthermore, the relationship between adaptive leadership expertise and challenges revealed that no statistically significant relationships were found among school heads across all types of challenges. In contrast, among teachers, stakeholder-related challenges and knowledge and skill challenges showed statistically significant weak negative relationships with adaptive leadership expertise. This indicates that higher levels of adaptive leadership expertise may help reduce or better manage certain types of challenges, particularly those involving stakeholder interactions and professional competencies.

Results and Discussion

The study resulted in the development of the Adaptive Leadership Capability Program (ALCP), a comprehensive intervention designed to strengthen the crisis leadership competencies of school heads in public schools. The program was developed in response to the findings that educational institutions continuously face challenges brought about by pandemics, natural disasters, and other emergencies that require responsive, flexible, and resilient leadership. The ALCP provides a structured framework that enables school leaders to effectively manage crises while ensuring the continuity of learning, safeguarding teacher well-being, and promoting equitable access to educational resources.

The program is grounded on the principles of adaptive leadership and aligned with the Department of Education's Disaster Risk Reduction and Management (DRRM) policies and protocols. It emphasizes leadership preparedness, collaborative decision-making, resource mobilization, and organizational resilience. By integrating national policies with current leadership practices, the framework supports school heads in responding effectively to complex and rapidly changing situations while maintaining high-quality educational services.

One of the major components of the ALCP is leadership development, which focuses on assessing and strengthening the competencies of school heads through leadership assessments, self-evaluation tools, focus group discussions, and crisis decision-making workshops. These activities provide school leaders with opportunities to evaluate their strengths and identify areas requiring improvement. The competency profiles generated from these assessments serve as the basis for designing targeted professional development interventions that enhance leadership effectiveness during crises.

The framework also places significant emphasis on teacher well-being, recognizing that resilient schools depend on healthy, motivated, and supported educators. The program incorporates psychosocial support services, counseling programs, stress management activities, and workload management initiatives to promote teachers' physical, emotional, and mental wellness. By fostering a supportive work environment, the program seeks to improve teacher satisfaction, reduce burnout, strengthen collaboration, and enhance overall school performance during periods of uncertainty.

Another important component is technology access and digital readiness, particularly for underserved schools. The program proposes the provision of ICT equipment, improved internet connectivity, and digital literacy training for school heads and teachers. Through partnerships with local government units, private organizations, and other stakeholders, the initiative aims to expand access to technology and strengthen teachers' ability to integrate digital tools into teaching and school management. These efforts contribute to more effective instructional delivery and improved continuity of learning during emergencies.

The ALCP further promotes continuous capacity-building through seminars, webinars, leadership forums, peer learning communities, and mentoring activities conducted throughout the school year. These professional learning opportunities encourage collaborative problem-solving, leadership sharing, and the exchange of best practices among school leaders and teachers. By sustaining professional development, the framework cultivates adaptive leadership behaviors that enable school communities to respond proactively to present and future challenges.

To ensure successful implementation, the framework incorporates a comprehensive monitoring and evaluation system that utilizes leadership competency assessments, teacher satisfaction surveys, ICT utilization reports, stakeholder feedback, and key performance indicators. Regular monitoring allows school leaders and education officials to assess program effectiveness, identify implementation gaps, and make evidence-based improvements. The framework also includes sustainability measures such as integrating the program into School Improvement Plans (SIP), Annual Implementation Plans (AIP), and ongoing DRRM initiatives to ensure long-term institutional support.

Overall, the Adaptive Leadership Capability Program is expected to strengthen the adaptive leadership competencies of school heads, improve teacher well-being, increase digital readiness, and establish sustainable crisis management practices within public schools. By integrating leadership development, wellness initiatives, technology access, continuous professional learning, and systematic evaluation into a unified framework, the ALCP promotes resilient, inclusive, and future-ready educational institutions capable of maintaining quality learning despite crises and disruptions.

Conclusions

Based on the findings of the study, it can be concluded that school heads demonstrate a consistently high level of adaptive leadership expertise, as evidenced by both their self-assessment and the perceptions of teachers. This suggests that adaptive leadership practices are well-established and effectively implemented in the school setting.

It can also be concluded that adaptive leadership expertise is not dependent on the frequency or type of crises experienced, as most types of crises did not show a statistically significant relationship with leadership. This implies that adaptive leadership is a stable capability that can be applied regardless of crisis exposure.

Despite the high level of leadership expertise, challenges in exercising adaptive leadership remain evident. These challenges are more pronounced among teachers, particularly in terms of personal and contextual factors, indicating that teachers experience greater pressure and demands in crisis situations.

The findings further suggest that adaptive leadership expertise plays a role in mitigating certain challenges, particularly those related to stakeholder interactions and knowledge and skills. This highlights the importance of strengthening leadership capabilities to effectively manage complex and dynamic school environments.

Finally, it can be concluded that organizational and systemic factors continue to influence leadership practice, emphasizing the need for institutional support, adequate resources, and continuous professional development to enhance adaptive leadership in schools.

Recommendations

Based on the findings of the study, it is recommended that school heads continue strengthening their adaptive leadership practices, particularly in diagnosing emerging issues and sustaining effective

mobilization and learning strategies. They should also provide support mechanisms to help teachers manage personal and professional challenges.

Teachers are encouraged to engage in continuous professional development, particularly in crisis management and adaptive leadership, while also developing strategies to cope with stress and workload demands.

Schools and administrators should enhance organizational support by improving resources, infrastructure, and crisis management systems, as well as strengthening communication and collaboration among stakeholders.

The Department of Education should implement sustained capacity-building programs, promote teacher well-being, and improve access to technology and resources, especially in underserved areas. Lastly, future researchers are encouraged to replicate the study with larger samples and explore additional variables to further understand adaptive leadership in educational settings.

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