

Leadership Adaptability A Correlate of Change Management in Public Elementary Schools in the Division of San Pedro City, Laguna, Philippines

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ABSTRACT

Educational reforms, technological advancements, and evolving stakeholder expectations require school leaders to demonstrate high levels of adaptability in managing organizational change. Leadership adaptability has become an essential competency that enables school heads to respond effectively to dynamic educational environments while sustaining school improvement initiatives. This study examined the relationship between leadership adaptability and change management in public elementary schools in the Division of San Pedro City, Laguna. Specifically, it assessed leadership adaptability in terms of contextual diagnostic skills, communication versatility, stakeholder engagement, conflict management dexterity, willingness to innovate and experiment, resource reallocation flexibility, resilience and stress regulation, visionary alignment with change, and empowerment and distributed leadership. Likewise, it evaluated change management practices across instructional leadership, resource mobilization, school culture, teacher collaboration, curriculum alignment, stakeholder involvement, student achievement outcomes, and teacher efficacy and retention. Using a quantitative descriptive-correlational research design, data were collected from **326 respondents**, including school heads, teachers, and non-teaching personnel, from 20 public elementary schools. Statistical analyses included frequencies, percentages, weighted means, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation. Findings revealed that leadership adaptability and change management were assessed at high levels, indicating that school leaders consistently demonstrated adaptive leadership behaviors and effectively implemented change initiatives. Significant positive relationships were found between leadership adaptability and change management, suggesting that adaptive leadership contributes substantially to successful organizational change. The study concludes that strengthening adaptive leadership competencies through continuous professional development and collaborative school governance may further enhance the effectiveness of change management and organizational performance in public elementary schools.

Keywords: leadership adaptability, change management, adaptive leadership, school leadership, public elementary schools, organizational change, division of San Pedro City, Laguna, Philippines

INTRODUCTION

Educational institutions operate in an environment characterized by continuous policy reforms, technological advancements, and increasing stakeholder expectations. These developments require school leaders to demonstrate adaptability in responding to organizational challenges while sustaining instructional quality and school effectiveness. Leadership adaptability has therefore become an essential competency that enables school heads to make informed decisions, foster innovation, manage resources effectively, and lead schools through periods of change.

In the Philippines, educational reforms such as the **Enhanced Basic Education Act of 2013 (Republic Act No. 10533)**, the **Governance of Basic Education Act of 2001 (Republic Act No. 9155)**, and the **Philippine Professional Standards for School Heads** emphasize instructional leadership, school-based management, stakeholder engagement, and continuous organizational improvement. Recent initiatives under the **MATATAG**

Agenda have further strengthened the need for adaptive leadership capable of responding to evolving educational demands.

Successful implementation of educational reforms depends not only on effective leadership but also on school leaders' ability to manage organizational change. Adaptive leaders facilitate collaboration, communicate a shared vision, address emerging challenges, and encourage stakeholder participation, thereby strengthening organizational resilience and school improvement.

Although previous studies have examined educational leadership and change management, relatively few have investigated **leadership adaptability** as a multidimensional construct and its relationship with change management in public elementary schools. This study addresses this gap by examining leadership adaptability and change management in selected public elementary schools in the Division of San Pedro City, Laguna, and provides empirical evidence to inform the development of a **Responsive School Program** that strengthens adaptive leadership and organizational effectiveness.

Research Gap

Existing studies on educational leadership have primarily focused on transformational, instructional, and distributed leadership, with comparatively limited attention given to **leadership adaptability** as a multidimensional competency. Likewise, previous investigations have often examined leadership and organizational change independently rather than exploring how adaptive leadership influences change management. Within the Philippine basic education context, particularly in the Division of San Pedro City, Laguna, empirical evidence remains limited regarding the relationship between leadership adaptability and change management from the perspectives of school heads, teachers, and non-teaching personnel. This study addresses these gaps by providing localized evidence that may guide leadership development and strengthen organizational responsiveness in public elementary schools.

Objectives Of The Study

This study aimed to determine the relationship between **leadership adaptability** and **change management** in public elementary schools in the Division of San Pedro City, Laguna.

Specifically, it sought to:

1. Assess leadership adaptability in terms of: contextual diagnostic; communication versatility; stakeholder engagement; conflict management dexterity; innovation and experimentation willingness; resource reallocation flexibility; resilience and stress regulation; visionary alignment with change; and empowerment and distributed leadership;
2. Determine whether significant differences exist in the assessments of school heads, teachers, and non-teaching personnel regarding leadership adaptability;
3. Assess change management in terms of: instructional leadership focus; resource mobilization and allocation; school culture and climate; teacher professional collaboration; curriculum alignment and coherence; stakeholder involvement; student achievement outcomes; and teacher efficacy and retention;
4. determine the significant relationship between leadership adaptability and change management; and
5. Identify the challenges encountered relative to leadership adaptability.

Theoretical Framework

This study is anchored on **Administrative Theory** and **Distributed Leadership Theory**, which explain how adaptive leadership contributes to effective organizational change in schools.

Administrative Theory emphasizes that effective school leaders achieve organizational goals through planning, organizing, coordinating, and evaluating institutional processes while responding appropriately to changing educational conditions. Leadership adaptability enables school heads to make informed decisions, manage resources strategically, and sustain organizational effectiveness amid educational reforms.

Complementing this perspective is **Distributed Leadership Theory**, which views leadership as a collaborative process shared among school heads, teachers, and other stakeholders. Shared leadership promotes professional collaboration, collective decision-making, organizational learning, and stakeholder engagement, thereby strengthening schools' capacity to implement change successfully.

Together, these theories provide the conceptual foundation for examining how leadership adaptability supports effective change management and organizational improvement in public elementary schools. They also underpin the development of the proposed **Responsive School Program**.

METHODOLOGY

Research Design

The study employed a **quantitative descriptive-correlational research design** to examine the relationship between leadership adaptability and change management in selected public elementary schools in the Division of San Pedro City, Laguna. The descriptive approach assessed the extent of leadership adaptability and change management practices, while the correlational approach determined the relationship between the two variables. In addition, **Analysis of Variance (ANOVA)** was used to determine significant differences in respondents' assessments. This design was appropriate because it enabled the researcher to describe existing organizational conditions and examine naturally occurring relationships without manipulating the study variables.

Research Locale

The study was conducted in **twenty (20) public elementary schools** under the **Schools Division of San Pedro City, Laguna, Philippines**. The participating schools represent diverse educational settings in school size, learner population, organizational structure, and community characteristics, providing a comprehensive picture of leadership and change management practices within the division.

The Division of San Pedro City continues to implement educational reforms aligned with the Department of Education's strategic priorities, including school-based management, instructional leadership, digital transformation, learning recovery initiatives, and organizational development. These continuing reforms make the division an appropriate setting for examining leadership adaptability and change management.

The study was conducted during **School Year 2025–2026**, spanning from research approval through data collection and analysis.

Population and Sampling

The study involved **326 respondents**, comprising **school heads, teachers, and non-teaching personnel** from the participating public elementary schools. These respondent groups were selected because they directly experience leadership practices and organizational changes implemented within their respective schools.

A **purposive sampling technique** was employed to select school heads because they are directly responsible for school administration, instructional leadership, and organizational change management. Teachers and non-teaching personnel were selected through simple random sampling to ensure adequate representation and minimize sampling bias.

The combination of purposive and probability sampling strengthened the study's credibility by ensuring that respondents had relevant organizational experience and by providing representative perspectives on leadership adaptability and change management.

Respondents of the Study

The respondents consisted of **school heads, teachers, and non-teaching personnel** from the twenty participating public elementary schools. School heads served as the primary implementers of leadership and organizational change initiatives, while teachers and non-teaching personnel provided complementary perspectives regarding the effectiveness of adaptive leadership and change management practices.

Including these three respondent groups enabled the study to examine leadership adaptability from both administrative and operational perspectives, thereby providing a more comprehensive understanding of leadership practices within public elementary schools.

Research Instrument

The study utilized a **researcher-developed survey questionnaire** as the principal instrument for data collection. The questionnaire was developed following an extensive review of literature on educational leadership, adaptive leadership, change management, organizational development, instructional leadership, school-based management, and organizational behavior. The construction of the instrument was likewise guided by **Administrative Theory** and **Distributed Leadership Theory**, ensuring conceptual alignment with the research objectives and variables.

All questionnaire items used a five-point Likert scale, with higher scores indicating greater leadership adaptability and more effective change management practices.

Validation of the Research Instrument

The researcher-developed questionnaire underwent content validation by experts in educational leadership, educational management, curriculum and instruction, educational measurement, and research methodology to ensure its clarity, relevance, and alignment with the study objectives. Based on their recommendations, necessary revisions were made to improve the instrument's quality and organization.

The revised questionnaire was pilot-tested with respondents who had characteristics similar to those of the target population but were excluded from the actual study. Reliability was established using **Cronbach's Alpha**, which demonstrated satisfactory internal consistency across all dimensions. These procedures confirmed that the instrument was both valid and reliable for assessing leadership adaptability, change management, and the challenges encountered.

Data Gathering Procedure

Prior to conducting the study, the researcher secured formal approval from the **Schools Division Office of San Pedro City, Laguna**, and the administrators of the participating public elementary schools. Coordination meetings were subsequently held with school heads to discuss the administration schedule and data collection procedures.

Before distributing the questionnaires, respondents were informed regarding the objectives of the study, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw from the investigation at any time without penalty. After obtaining informed consent, the researcher personally administered the questionnaires and retrieved the completed ones to ensure the completeness and accuracy of the responses.

Retrieved questionnaires were checked, coded, organized, and prepared for statistical analysis.

Ethical Considerations

The study strictly adhered to accepted ethical principles governing educational research involving human participants.

Participation was entirely voluntary, and informed consent was obtained from all respondents prior to data collection. Respondents were assured that their identities would remain anonymous and that all information collected would be treated with strict confidentiality.

Individual responses were reported only in aggregate form, and all research data were used exclusively for academic and scholarly purposes. The researcher likewise complied with institutional research policies and ensured that participation did not interfere with school personnel's professional responsibilities.

Statistical Treatment of Data

The collected data were analyzed using both descriptive and inferential statistical techniques.

- **Frequency and Percentage** were utilized to describe the demographic profile and distribution of respondents.
- **Weighted Mean** determined the level of leadership adaptability, change management, and the challenges encountered.
- **Analysis of Variance (ANOVA)** determined whether significant differences existed among the assessments of school heads, teachers, and non-teaching personnel regarding leadership adaptability and change management.
- **Pearson Product–Moment Correlation Coefficient (Pearson's r)** determined the relationship between leadership adaptability and change management.

All statistical analyses were interpreted at the 0.05 significance level, which served as the basis for accepting or rejecting the null hypotheses.

RESULTS AND DISCUSSION

Profile of the Respondents

The study involved **326 respondents**, including school heads, teachers, and non-teaching personnel from 20 public elementary schools in the Division of San Pedro City, Laguna. These respondents provided complementary perspectives regarding leadership adaptability and change management because they directly experience school leadership practices, organizational reforms, and school improvement initiatives. The inclusion of administrators, instructional personnel, and support staff allowed the study to capture a comprehensive organizational assessment of leadership adaptability within the participating schools.

Leadership Adaptability

Overall, respondents assessed **Leadership Adaptability** as **Highly Evident**, indicating that school heads consistently demonstrated the flexibility and responsiveness needed to manage educational reforms and organizational change. Strong performance across contextual diagnosis, communication, stakeholder engagement, conflict management, innovation, resource management, resilience, visionary leadership, and empowerment suggests that adaptive leadership has become an important organizational competency within the participating schools. These findings imply that school leaders effectively balance strategic decision-making, collaboration, and continuous improvement to sustain instructional quality and organizational effectiveness. The results support both **Administrative Theory** and **Distributed Leadership Theory**, which emphasize that adaptive and collaborative leadership strengthens organizational performance and facilitates successful educational change.

Contextual Diagnostic

Among the leadership adaptability dimensions, **contextual diagnostic skills** received one of the highest assessments, indicating that school heads consistently analyze organizational conditions before implementing

administrative decisions and school improvement initiatives. Respondents recognized that school leaders effectively identify emerging educational challenges, evaluate institutional needs, and utilize relevant information when responding to organizational changes.

These findings demonstrate that adaptive school leaders possess strong situational awareness, enabling them to make informed decisions that are responsive to changing educational environments.

Communication Versatility

Communication versatility was likewise assessed as **Highly Evident**, suggesting that school leaders effectively communicate organizational goals, policy changes, and school improvement initiatives to diverse stakeholders. Respondents recognized that school heads employ multiple communication strategies that encourage transparency, collaboration, and stakeholder participation.

Effective communication facilitates organizational trust, minimizes resistance to change, and promotes collective understanding of institutional priorities.

Stakeholder Engagement

Stakeholder engagement also received a **Highly Evident** assessment. School heads consistently involve teachers, parents, community partners, local government units, and other educational stakeholders in planning, implementing, and evaluating school programs.

These findings indicate that collaborative leadership remains an important organizational practice supporting school improvement and organizational responsiveness.

Conflict Management Dexterity

Respondents similarly assessed conflict management as **Highly Evident**, indicating that school leaders effectively address interpersonal conflicts, organizational disagreements, and operational challenges through constructive dialogue, negotiation, and collaborative problem-solving.

Effective conflict management helps maintain positive organizational relationships and strengthen institutional stability during periods of educational change.

Innovation and Experimentation Willingness

Willingness to innovate and experiment likewise received a **Highly Evident** assessment, suggesting that school heads actively encourage creativity, instructional innovation, technological integration, and continuous organizational improvement.

Respondents recognized that adaptive leaders support experimentation with new instructional strategies, administrative approaches, and organizational practices that improve school performance.

Resource Reallocation Flexibility

Resource reallocation flexibility was also evaluated as **Highly Evident**, indicating that school leaders effectively redistribute financial, material, and human resources according to changing institutional priorities and emerging educational needs.

These findings demonstrate that adaptive resource management contributes significantly to organizational resilience and the effective implementation of school improvement initiatives.

Resilience and Stress Regulation

School leaders likewise demonstrated **Highly Evident** levels of resilience and stress regulation. Respondents observed that school heads remain composed, optimistic, and solution-oriented despite organizational challenges, policy changes, and increasing administrative responsibilities.

Leadership resilience enables school administrators to maintain organizational stability while supporting teachers and school personnel during periods of uncertainty and educational reform.

Visionary Alignment with Change

Visionary alignment with change received a **Highly Evident** assessment, indicating that school heads consistently align organizational decisions with institutional vision, mission, strategic goals, and Department of Education priorities.

These findings suggest that adaptive leadership helps maintain organizational direction while facilitating continuous improvement and sustainable educational development.

Empowerment and Distributed Leadership

Among all dimensions, empowerment and distributed leadership likewise obtained a **Highly Evident** assessment. Respondents recognized that school heads encourage teacher participation, shared decision-making, collaborative leadership, and professional learning communities.

These findings strongly support **Distributed Leadership Theory**, which emphasizes that effective organizational change occurs when leadership responsibilities are shared across the school organization rather than concentrated solely on formal administrators.

Change Management

Overall, respondents assessed **change management as Highly Evident**, indicating that participating schools consistently implement organizational changes in a systematic, collaborative, and strategic manner. School leaders effectively manage instructional reforms, organizational development initiatives, stakeholder participation, resource allocation, curriculum implementation, and professional collaboration while maintaining positive school climates.

The consistently high ratings across all change management dimensions demonstrate that adaptive leadership contributes to successful organizational transformation and continuous school improvement.

Instructional Leadership Focus

Instructional leadership received one of the highest assessments, indicating that school leaders consistently prioritize curriculum implementation, instructional supervision, teacher development, and learner achievement during organizational change initiatives.

These findings demonstrate that instructional improvement remains central to school change management efforts.

Resource Mobilization and Allocation

Resource mobilization was likewise assessed as **Highly Evident**, indicating that school leaders effectively obtain, allocate, and maximize available organizational resources to support school improvement initiatives.

Strategic resource management strengthens organizational capacity to implement educational reforms successfully.

School Culture and Climate

Respondents similarly recognized positive school culture and climate, suggesting that adaptive leadership promotes collaboration, trust, innovation, organizational commitment, and shared responsibility among school personnel.

Healthy organizational cultures facilitate greater acceptance of change while strengthening institutional resilience.

Teacher Professional Collaboration

Teacher collaboration likewise received a **Highly Evident** assessment. School leaders consistently promote Learning Action Cells (LACs), peer mentoring, collaborative lesson planning, professional dialogue, and continuous professional learning.

Collaborative professional cultures strengthen organizational learning and improve instructional quality.

Curriculum Alignment and Coherence

Curriculum alignment was consistently rated Highly Evident, indicating that schools effectively align instructional practices, assessment systems, and curriculum implementation with the Department of Education standards and organizational priorities.

These findings suggest that adaptive leadership supports coherent curriculum implementation during periods of educational change.

Stakeholder Involvement

Stakeholder involvement likewise demonstrated **Highly Evident** implementation. School leaders actively involve parents, community organizations, local government units, alumni, and private sector partners in school improvement initiatives.

Broad stakeholder participation strengthens organizational legitimacy and enhances institutional responsiveness.

Student Achievement Outcomes

Respondents recognized positive student achievement outcomes associated with effective organizational change. Adaptive leadership contributes indirectly to learner achievement by strengthening instructional quality, teacher collaboration, curriculum implementation, and organizational support systems.

Teacher Efficacy and Retention

Teacher efficacy and retention also received **Highly Evident** assessments. School leaders consistently support teacher professional growth, organizational commitment, workplace motivation, and instructional confidence through collaborative leadership and continuous professional development.

These findings indicate that adaptive leadership contributes to sustaining teacher effectiveness and organizational stability.

Significant Difference in the Assessment of Leadership Adaptability

Analysis of Variance (ANOVA) indicated that **school heads, teachers, and non-teaching personnel generally shared similar perceptions regarding leadership adaptability**. Where statistically significant differences were observed, these primarily reflected differences in organizational responsibilities and professional experiences rather than disagreement regarding the effectiveness of adaptive leadership.

School heads evaluated leadership from administrative perspectives, whereas teachers and non-teaching personnel assessed adaptability through daily organizational interactions and operational experiences. Despite these differences, respondents consistently recognized the high level of adaptive leadership demonstrated within participating schools.

Relationship Between Leadership Adaptability and Change Management

Pearson Product–Moment Correlation analysis revealed a **strong positive and statistically significant relationship** between leadership adaptability and change management. The findings indicate that higher levels of adaptive leadership are consistently associated with more effective implementation of organizational change initiatives.

This result suggests that school leaders who demonstrate strong contextual awareness, communication skills, stakeholder engagement, innovation, resilience, and distributed leadership are better positioned to successfully implement educational reforms, sustain school improvement initiatives, and promote organizational effectiveness.

The findings strongly support both **Administrative Theory** and **Distributed Leadership Theory**, confirming that adaptive leadership serves as an important organizational capability for managing educational change.

Challenges Encountered

Although leadership adaptability and change management were generally assessed positively, respondents identified several organizational challenges affecting school leadership. These included increased administrative workload, rapidly changing educational policies, resource limitations, communication challenges, stakeholder expectations, and the need to balance multiple organizational priorities.

Overall, these challenges were generally assessed as **Moderately Encountered**, indicating that while they do not substantially impede school leadership, they require continuous organizational support and strategic leadership development.

Integrated Discussion

The findings collectively demonstrate that **leadership adaptability is a critical organizational capability that supports successful change management in public elementary schools**. School heads consistently demonstrated adaptive leadership behaviors, including flexibility, strategic decision-making, collaborative leadership, innovation, resilience, and stakeholder engagement. These competencies contributed directly to effective organizational change across instructional leadership, curriculum implementation, school culture, resource management, and stakeholder collaboration.

The strong positive relationship between leadership adaptability and change management confirms that adaptive leadership significantly contributes to organizational responsiveness and school improvement. Adaptive school leaders effectively balance stability with innovation while maintaining instructional quality and organizational effectiveness during periods of educational reform.

Despite the favorable findings, respondents identified ongoing organizational challenges related to workload, policy implementation, resource constraints, and communication. These findings highlight the importance of sustained professional development, organizational support, collaborative governance, and leadership capacity-building initiatives to further strengthen adaptive leadership competencies and ensure successful implementation of future educational reforms.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. **Leadership adaptability was highly evident** among school heads in the public elementary schools of the Division of San Pedro City, Laguna. School leaders consistently demonstrated strong competencies in contextual diagnosis, communication versatility, stakeholder engagement, conflict management, innovation, resource flexibility, resilience, visionary leadership, and distributed leadership. These adaptive leadership behaviors enabled them to respond effectively to organizational challenges and educational reforms.

2. **Change management practices were likewise highly evident**, indicating that school leaders effectively managed instructional improvement, resource mobilization, organizational culture, teacher collaboration, curriculum implementation, stakeholder engagement, learner achievement initiatives, and teacher development. These findings demonstrate that the participating schools have established effective organizational systems supporting continuous school improvement.
3. Although statistically significant differences were observed in selected assessments of leadership adaptability among school heads, teachers, and non-teaching personnel, the overall findings indicate that respondents shared generally positive perceptions regarding adaptive leadership practices. The observed differences primarily reflected the varying organizational roles and responsibilities of the respondent groups.
4. **Leadership adaptability exhibited a strong positive and statistically significant relationship with change management**. This finding indicates that school leaders with higher levels of adaptive leadership competencies are more capable of successfully implementing organizational changes, strengthening stakeholder collaboration, improving instructional leadership, and sustaining school effectiveness.
5. Respondents identified several organizational challenges related to leadership adaptability, including increasing administrative workload, changing educational policies, communication demands, resource constraints, and stakeholder expectations. Although these challenges were generally assessed as moderately encountered, they highlight the continuing need for leadership support and professional development.
6. Overall, the findings demonstrate that strengthening leadership adaptability contributes significantly to effective change management and organizational responsiveness. Adaptive leadership, therefore, is an important organizational competency that supports continuous school improvement in public elementary schools.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **School heads should continuously strengthen adaptive leadership competencies** through professional development activities that enhance contextual analysis, strategic planning, communication versatility, conflict management, stakeholder engagement, organizational resilience, and innovation management. These competencies are essential for effectively responding to the changing demands of educational leadership.
2. **The Schools Division Office of San Pedro City should adopt and pilot the proposed Responsive School Program** as a division-wide leadership enhancement initiative. The program may include structured leadership capability-building workshops, mentoring and coaching sessions, collaborative leadership forums, innovation laboratories, school-based action learning projects, and periodic leadership reflection conferences. These interventions will provide school leaders with practical opportunities to strengthen adaptive leadership competencies while improving organizational responsiveness.
3. **Professional Learning Communities (PLCs) and Learning Action Cells (LACs) should be expanded** to support collaborative leadership, shared decision-making, and continuous organizational learning. Regular professional dialogue among school heads, teachers, and non-teaching personnel will strengthen distributed leadership and facilitate the sharing of best practices in managing organizational change.
4. **School administrators should institutionalize systematic stakeholder engagement mechanisms** by conducting regular consultation meetings, community dialogues, strategic planning workshops, and partnership forums involving parents, local government units, school governing councils, alumni, and community organizations. Strengthening collaborative governance will improve organizational

transparency, increase stakeholder ownership, and enhance the successful implementation of school improvement initiatives.

5. **The proposed Responsive School Program should incorporate continuous monitoring and evaluation mechanisms** to assess leadership development outcomes, organizational responsiveness, and the effectiveness of change management initiatives. Leadership competency assessments, school climate surveys, stakeholder satisfaction evaluations, and organizational performance indicators should be regularly monitored to guide continuous refinement of leadership development strategies.
6. **The Department of Education may consider integrating adaptive leadership competencies into future leadership development initiatives** aligned with the Philippine Professional Standards for School Heads (PPSSH), School-Based Management (SBM), and the MATATAG Agenda. Institutionalizing adaptive leadership training will strengthen school administrators' capacity to manage educational reforms and organizational transformation more effectively.
7. **Future researchers are encouraged to evaluate the effectiveness of the proposed Responsive School Program** using experimental, quasi-experimental, or longitudinal research designs. Such investigations may determine the extent to which participation in the program improves leadership adaptability, organizational resilience, school effectiveness, and change management outcomes over time.
8. **Replication studies involving other school divisions, secondary schools, and private educational institutions** are likewise recommended to validate the applicability of the Responsive School Program across different educational contexts and organizational settings. Comparative studies may further identify leadership practices that contribute to sustainable organizational change and educational excellence.

Practical Implications

The findings emphasize the importance of strengthening **leadership adaptability** as a key organizational competency for managing educational change. School leaders who demonstrate flexibility, collaborative decision-making, effective communication, and strategic resource management are better positioned to implement reforms, sustain instructional quality, and improve organizational performance.

The proposed **Responsive School Program** provides an evidence-based framework for enhancing adaptive leadership through professional development, mentoring, collaborative learning, and continuous leadership coaching. The program may be adopted by the Schools Division Office and individual schools to strengthen leadership capability, promote distributed leadership, improve stakeholder engagement, and support continuous school improvement. Ultimately, investing in adaptive leadership can enhance organizational resilience and prepare schools to respond effectively to future educational challenges.

Limitations Of The Study

The findings of this study should be interpreted in light of several limitations.

First, the investigation was limited to public elementary schools within the Division of San Pedro City, Laguna; therefore, the findings may not be fully generalizable to other school divisions or educational contexts.

Second, the descriptive-correlational design enabled the identification of relationships between leadership adaptability and change management, but did not establish causal relationships between these variables.

Third, the study relied primarily on respondents' perceptions obtained through survey questionnaires. Although the research instrument underwent expert validation and reliability testing, self-reported responses may have been influenced by personal experiences, organizational culture, and professional perspectives.

Finally, other organizational variables—including school size, leadership experience, organizational climate, financial resources, teacher motivation, and community support—may also influence change management but were beyond the scope of the present investigation.

Ethical Approval

The study was conducted in accordance with accepted ethical principles governing educational research involving human participants. Permission to conduct the study was obtained from the **Schools Division Office of San Pedro City, Laguna**, and the administrators of the participating public elementary schools. Participation was voluntary; informed consent was obtained from all respondents; and confidentiality and anonymity were strictly maintained throughout the investigation. All data collected were used exclusively for academic and scholarly purposes.

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