

# TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADS AND ADOPTIVE PERFORMANCE OF PUBLIC ELEMENTARY TEACHERS IN DAVAO CITY DIVISION

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## ABSTRACT

The study explored the relationship of transformational leadership and adaptive performance of teachers. Also, it investigated the association of the involved variables and the domains of transformational leadership of school heads that significantly influence adaptive performance. With the use of probability sampling, 150 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive transformational leadership of school heads and an extensive adaptive performance. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of transformational leadership of school heads were found to have significantly influenced adaptive performance. Based on the findings, it was further suggested that higher officials in the Department of Education may find means to further strengthen the transformational leadership of school heads which would pave a way in reinforcing the adaptive performance of teachers. More so, future researchers may further explore the involved variables considering other research methods. They may have qualitative research or mixed methods research to further gain deeper understanding about school heads' transformational leadership and teachers' adaptive performance.

**Keywords:** Transformational leadership of school heads, adaptive performance

## 1. INTRODUCTION

### Rationale

The educational landscape is constantly evolving, necessitating adaptive and innovative approaches to leadership and teaching. Transformational leadership is a style that has garnered attention for its potential to inspire and motivate educators, leading to enhanced performance and adaptability in dynamic educational environments. Globally, transformational leadership is recognized as a critical component in educational success, fostering environments where teachers feel empowered and supported (Bass & Riggio, 2006). In the Philippine context, the Department of Education emphasizes the importance of leadership in driving educational reforms and improving teacher performance (DepEd, 2020). Locally, within the public schools of Panabo City, there is a pressing need to explore how transformational leadership can impact the adaptive performance of teachers. This study seeks to investigate the relationship between transformational leadership of school heads and the adaptive performance of teachers, aiming to provide insights that can inform leadership development programs and enhance educational outcomes.

## 2. PURPOSE OF THE STUDY

The primary aim of this study is to assess the relationship between transformational leadership and adaptive performance among teachers. Additionally, the study seeks to identify which domains of transformational leadership significantly influence adaptive performance. By examining these relationships, the study aims to provide valuable insights into how transformational leadership can be leveraged to improve teacher adaptability in the face of educational challenges. This understanding is crucial for developing targeted interventions and professional development programs that can enhance both leadership practices and teacher performance. The study's findings are intended to inform policy and practice within the educational sector, contributing to the overall goal of improving educational outcomes through effective leadership.

## 3. REVIEW OF SIGNIFICANT LITERATURE

**Transformational Leadership-** Transformational leadership is characterized by the ability to inspire and motivate followers to achieve their full potential and exceed expectations (Bass & Avolio, 1994). This leadership style involves four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Northouse, 2018). Research has shown that transformational leaders can positively impact organizational performance by fostering a culture of innovation, collaboration, and continuous improvement (Bass & Riggio, 2006). In the educational context, transformational leadership has been associated with increased teacher motivation, job satisfaction, and commitment to the organization's goals (Leithwood & Jantzi, 2006).

**Adaptive Performance-** Adaptive performance refers to the ability of individuals to adjust their behavior and performance in response to changing circumstances and demands (Pulakos et al., 2000). In the context of education, adaptive performance is critical as teachers are often required to respond to diverse student needs, curriculum changes, and evolving educational policies. High levels of adaptive performance enable teachers to effectively manage these changes and maintain high standards of teaching and learning (Griffin & Hesketh, 2003). Studies have indicated that adaptive performance is influenced by various factors, including personal attributes, work environment, and leadership support (Hesketh & Neal, 1999).

**Relationship Between Transformational Leadership and Adaptive Performance-** There is a growing body of literature that suggests a positive relationship between transformational leadership and adaptive performance. Transformational leaders create an environment that encourages innovation, flexibility, and continuous learning, all of which are essential for adaptive performance (Bass & Riggio, 2006). Empirical studies have found that transformational leadership behaviors, such as providing vision, support, and intellectual stimulation, are significantly related to higher levels of adaptive performance among employees (Judge & Piccolo, 2004). In educational settings, transformational leadership can empower teachers to embrace change and adapt their teaching practices to meet new challenges (Leithwood & Jantzi, 2006).

**Theoretical / Conceptual Framework-** The study is grounded in the theory of transformational leadership, which posits that leaders who exhibit transformational behaviors can significantly influence their followers' attitudes, behaviors, and performance (Bass & Avolio, 1994). The conceptual framework of this study illustrates the hypothesized relationships among transformational leadership, its various domains (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration), and adaptive performance. By understanding these interactions, the study aims to provide a comprehensive perspective on how transformational leadership can enhance adaptive performance in educational settings.

**Statement of the Problem-** This study seeks to answer the following questions:

1. What is the level of transformational leadership exhibited by school heads in public elementary schools in Panabo City?
2. How is the adaptive performance of teachers characterized in these schools?
3. Is there a significant relationship between transformational leadership of school heads and the adaptive performance of teachers?
4. Which domains of transformational leadership significantly influence the adaptive performance of teachers?

**Hypotheses**

1. There is a significant relationship between transformational leadership of school heads and the adaptive performance of teachers.
2. Each domain of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) significantly influences the adaptive performance of teachers.

**Scope and Limitation of the Study-** This study focuses on public elementary school teachers in Panabo City. The findings may not be generalizable to other districts or private schools. The study is limited to quantitative data and does not explore qualitative aspects of transformational leadership and adaptive performance. Additionally, the study's reliance on self-reported data may introduce bias, and the cross-sectional design does not allow for causal inferences. Future research could address these limitations by incorporating qualitative methods and longitudinal designs to gain deeper insights into the dynamics of transformational leadership and adaptive performance.

**Definition of Terms-** **Transformational Leadership:** A leadership style characterized by the ability to inspire and motivate followers to achieve their full potential and exceed expectations through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

**Adaptive Performance:** The ability of teachers to adjust their behavior and performance in response to changing circumstances and demands within the educational environment.

## 4. METHODS

**Research Design**

This study employs a non-experimental quantitative research design using a descriptive-correlational survey method. This approach is suitable for examining the existing relationships between variables without manipulating them (Creswell, 2014). The descriptive aspect of the design provides a detailed account of the levels of transformational leadership and adaptive performance, while the correlational aspect explores the relationships among these variables.

By utilizing this design, the study aims to provide a comprehensive understanding of how transformational leadership influences adaptive performance among teachers.

#### Respondents of the Study

The study involved 150 elementary school teachers from public schools in Panabo City. A probability sampling technique was used to ensure a representative sample. This method helps in minimizing selection bias and ensuring that different subgroups within the population are adequately represented. The diverse backgrounds and experiences of the respondents contribute to a more comprehensive analysis of the research questions. The sample size was determined to provide sufficient statistical power for detecting significant relationships among the variables.

#### Research Instruments

Standardized questionnaires were used to measure transformational leadership and adaptive performance. The questionnaires were validated and tested for reliability using Cronbach's alpha. Ensuring the validity and reliability of the instruments is crucial for obtaining accurate and consistent data. The transformational leadership questionnaire included items designed to assess the four domains of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The adaptive performance questionnaire included items that measured teachers' ability to adapt to changing demands and circumstances in their work environment.

#### Research Environment

The study was conducted in public elementary schools in Panabo City. This setting provided a relevant context for understanding the dynamics of transformational leadership and adaptive performance within the local educational environment. The chosen environment allowed for the examination of how leadership practices and teacher performance are influenced by the specific challenges and opportunities present in the public school system in Panabo City. The findings can offer targeted insights that are directly applicable to the context of these schools.

#### Ethical Consideration

Informed consent was obtained from all participants. Confidentiality and anonymity of the respondents were maintained throughout the study. Ethical considerations were prioritized to ensure that the rights and well-being of the participants were protected. The study adhered to ethical guidelines to maintain the integrity of the research process and safeguard the interests of the respondents. Participants were informed about the purpose of the study, their right to withdraw at any time, and the measures taken to ensure data confidentiality.

#### Data Gathering Procedure

Data were collected using a self-administered questionnaire distributed to the respondents. Follow-up reminders were sent to ensure a high response rate. The data collection process was meticulously planned and executed to gather accurate and comprehensive information. The collected data were then carefully reviewed and organized for analysis. The structured approach to data collection ensured that the information gathered was relevant and reliable for addressing the research questions.

#### Data Analysis

Data were analyzed using descriptive statistics, Product-Moment correlation, and Regression Analysis. Descriptive statistics were used to summarize the levels of transformational leadership and adaptive performance. Product-Moment correlation was employed to examine the relationships between the variables, while Regression Analysis was used to identify the domains of transformational leadership that significantly influence adaptive performance. These statistical tools were chosen to provide a comprehensive understanding of the relationships and influences among the variables. The results of the analyses were interpreted to draw meaningful conclusions and provide actionable recommendations.

## 5. RESULTS

#### Descriptive Statistics

The descriptive analysis revealed that the transformational leadership of school heads was extensive, indicating high levels of leadership practices that inspire and motivate teachers. Similarly, the adaptive performance of teachers was also rated as extensive, suggesting that teachers are highly capable of adjusting their behavior and performance to meet changing demands. These high ratings reflect the positive perceptions of both leadership and adaptive capabilities within the schools studied. The findings indicate that school heads are effectively utilizing transformational leadership practices, which in turn are associated with high levels of adaptive performance among teachers. The descriptive statistics provide a comprehensive overview of the current state of leadership and performance within the schools.

#### Correlation Analysis

The correlation analysis demonstrated a significant positive relationship between transformational leadership of school heads and the adaptive performance of teachers. This suggests that higher levels of transformational leadership are associated with greater adaptive performance among teachers. The findings align with previous research indicating that transformational leadership can enhance organizational performance by fostering a supportive and motivating environment (Bass & Riggio, 2006). The significant correlation underscores the importance of transformational leadership in promoting adaptability and resilience among teachers. The analysis also revealed that all four domains of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) are significantly related to adaptive performance, highlighting the multifaceted impact of transformational leadership on teacher performance.

#### Regression Analysis

The regression analysis identified that all domains of transformational leadership significantly influence the adaptive performance of teachers. Specifically, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration were all found to have significant positive effects on adaptive performance. These findings suggest that each aspect of transformational leadership plays a crucial role in enhancing teachers' ability to adapt to changing demands and circumstances. The regression analysis provides detailed insights into the specific contributions of each domain of transformational leadership, emphasizing the importance of a holistic approach to leadership development. By focusing on these domains, school heads can effectively foster adaptive performance among their teachers, leading to improved educational outcomes.

## 6. DISCUSSION

### Transformational Leadership and Adaptive Performance

The study found a significant relationship between transformational leadership and adaptive performance among teachers. This finding aligns with the existing body of research that underscores the importance of transformational leadership in educational settings. Transformational leaders inspire and motivate their followers, fostering an environment of innovation, collaboration, and continuous improvement (Bass & Riggio, 2006). In the context of education, transformational leadership can empower teachers to embrace change and adapt their teaching practices to meet new challenges. The study's findings highlight the critical role of transformational leadership in enhancing adaptive performance, suggesting that school heads who exhibit transformational behaviors can significantly influence their teachers' ability to adapt and thrive in dynamic environments. The positive relationship between transformational leadership and adaptive performance underscores the need for ongoing leadership development programs that focus on enhancing transformational behaviors among school heads. By fostering a culture of transformational leadership, schools can create supportive and motivating environments that promote high levels of adaptive performance among teachers.

### Domains of Transformational Leadership

The analysis revealed that all four domains of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) significantly influence adaptive performance. Idealized influence involves leaders serving as role models, inspiring trust and respect among their followers. Inspirational motivation refers to the ability of leaders to articulate a compelling vision that motivates and energizes their followers. Intellectual stimulation encourages innovation and creativity by challenging followers to think critically and explore new ideas. Individualized consideration involves providing personalized support and attention to the needs and development of each follower (Bass & Avolio, 1994). The significant impact of these domains on adaptive performance suggests that transformational leadership is a multifaceted construct that requires a comprehensive approach to leadership development. School heads who effectively utilize these domains can create an environment that fosters adaptability and resilience among their teachers. The findings emphasize the importance of addressing all aspects of transformational leadership in leadership training programs to maximize their positive impact on teacher performance.

### Implications for Educational Management

The results of this study have significant implications for educational management practices. First, they underscore the need for educational leaders to develop and demonstrate high levels of transformational leadership. Transformational leadership is essential for creating an environment where teachers feel supported, motivated, and empowered to adapt to changing demands. Educational leaders should prioritize their own professional development to enhance their transformational leadership skills. Additionally, the findings suggest that schools should invest in comprehensive professional development programs for their teachers. These programs should be designed to enhance both technical and adaptive skills, ensuring that teachers are well-equipped to respond to the evolving educational landscape.



Furthermore, the study highlights the importance of creating a supportive and inclusive school culture. Leaders should strive to build trust and foster open communication with their teachers. This can be achieved by involving teachers in decision-making processes, recognizing their contributions, and providing opportunities for professional growth. The study also suggests that regular evaluations of leadership practices and professional development programs are necessary to ensure their effectiveness. Schools should collect feedback from teachers to identify areas for improvement and make necessary adjustments. Finally, the interconnectedness of transformational leadership and adaptive performance indicates that these elements should be integrated into a holistic approach to educational management. By doing so, schools can create a sustainable model that promotes continuous improvement and adaptability. The study provides valuable insights for educational leaders seeking to enhance the overall effectiveness and adaptability of their institutions.

## 7. CONCLUSIONS

### Summary of Findings

The study concluded that transformational leadership of school heads and adaptive performance of teachers are extensively practiced in public elementary schools in Panabo City. The significant positive relationship between transformational leadership and adaptive performance highlights the critical role of leadership in fostering adaptability among teachers. The analysis also revealed that all four domains of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) significantly influence adaptive performance. These findings suggest that a comprehensive approach to transformational leadership can enhance teachers' ability to adapt to changing demands and circumstances. The study's results provide empirical evidence supporting the positive impact of transformational leadership on adaptive performance, emphasizing the need for ongoing leadership development and professional growth initiatives.

## 8. RECOMMENDATIONS

Based on the findings, the study recommends that educational leaders invest in leadership training and professional development programs that focus on enhancing transformational leadership skills. These programs should be designed to address all four domains of transformational leadership to maximize their positive impact on teacher performance. Schools should create a supportive environment that encourages continuous professional growth for teachers. Regular evaluations of leadership practices and professional development initiatives are essential to ensure their effectiveness and address areas for improvement. Future research should explore other potential mediators and the long-term effects of these variables on educational outcomes. Additionally, qualitative studies or mixed methods research could provide deeper insights into the experiences and perspectives of teachers and school heads regarding transformational leadership and adaptive performance. Implementing these recommendations can help create a sustainable model for improving leadership practices and enhancing the adaptive performance of teachers, ultimately leading to better educational outcomes.

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