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Adaptive Competencies and Contingency Leadership Practices towards Organizational Performance in Public Elementary Schools

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Abstract

The study emphasizes the necessity of preparedness and adaptability in addressing the diverse challenges confronting educational systems, particularly in the Philippines. It underscores the importance of understanding and learning from the adaptive competencies and contingency leadership approaches of school principals in the face of various adversities, ranging from digital disparities to environmental crises. Proactive management is highlighted as essential for anticipating and mitigating potential risks, ensuring the continuity of learning amidst uncertainty and change. The researcher aimed to discover the respondents' perception towards the adaptive competencies, contingency leadership approaches and organizational performances of public elementary school heads in Lucena West District. Descriptive-correlational research, which aims to describe the relationship between two or more variables without proving causality and effect, was used by the researcher. Using this approach, the researcher was able to use random sampling to determine the important role of school leaders' adaptive competencies and contingency leadership practices towards organizational performance. The researcher also observed and identified the factors and problems that exist within the target locale and among the respondents through 4-point Likert scale questionnaire. In conclusion, the school leaders exhibit adept adaptive learning competencies, including emotional intelligence and organizational justice, vital for addressing educational complexities. They demonstrate strong contingency leadership, fostering positive relations and clear task structures. Effective leadership, supportive environments, staff development, and community partnerships contribute to positive organizational performance, ensuring satisfactory educational outcomes. It is best to continue including enhancing leadership development, fostering collaborative leadership, clarifying task structures, investing in staff development, strengthening community partnerships, and implementing regular monitoring and evaluation processes.

Keywords

Educational Management, Adaptive Competencies, Contingency Leadership Practices, Organizational Performance, Department of Education (DepEd), Philippines

INTRODUCTION

Modern problems require modern solutions and we have adopted approaches to better understand the challenging situations in school settings and developed such skills that are beyond our expectations. The society learned that preparedness plays a vital role in combating a natural disaster and as Globalization and Health in 2021 predicts, ecological processes such as climate change, biodiversity loss and world population growth will likely cause crises in different sectors. The current crisis is not the last adversity we will face in the years to come. For example, researchers alert us to the growing threat of infectious diseases that spread from animals to people. Furthermore, there is a greater risk than ever of a health and educational crisis in the future (Connolly, 2021). The education system in the Philippines has been challenged by a number of multifaceted issues, including the lack of resources and facilities, poverty, armed conflict, and the digital divide according to Philippine Institute for Development Studies in 2023 and being knowledgeable about the adaptive practices and contingency leadership approaches of the school principals in the educational setting in times

of challenges provides us the opportunity to hone our abilities and competencies as future administrators. Moreover, this study paves way to proactive management, ready to take on any challenges brought by the risk of natural disasters and sudden changes in any aspect as it is inevitable.

The current educational crises such as health emergencies and climate related risks shifted the educational system to a more modernized setting. Nevertheless it has a wide range of consequences in the educational context specifically the safety of students, teachers, and other stakeholders to the extent that many norms and practices must be addressed.

Administrators are expected to be more digitally knowledgeable, particularly when it comes to connecting with their colleagues, instructors, students, and many other stakeholders. It appears as though they changed from the conventional fashion sense to something more flexible in response to the modern world's demands.

Due to the educational situation in the Philippines, the roles and obligations of school heads have become more demanding and difficult. This has a wide range of consequences in the educational context. The leadership styles of school administrators have a direct impact on how well schools succeed. Being an effective leader requires the ability to go beyond everyday events and envision progressive approaches, especially in light of the rise of increasingly modern methods to teaching, learning, and leadership.

MATERIALS AND METHODS

The researcher utilized descriptive-correlational research that attempts to explain the link between two or more variables without establishing cause and effect. It entails gathering and examining data on at least two variables to see whether a relationship exists between them.

In applying this method, the researcher observed and identified the existing factors and problems within the target locale and among the respondents. Therefore, the researcher pinpointed the significant roles of school leaders' adaptive competencies and contingency leadership practices concerning organizational performance in public elementary schools through random sampling.

The researcher developed a checklist questionnaire and applied the 4-point Likert Scale to identify the role of school leaders' adaptive competencies and contingency leadership practices towards organizational performance in public elementary schools of the West District in the Division of Lucena. The contents based on the gathered literature and studies utilized close-ended statements.

The respondents of the study are limited only to seventy-five percent (75%) or two hundred fifty (250) selected elementary teachers from the eleven (11) schools in Lucena West District namely: Barra Elementary School, Ibabang Iyam Elementary School, Ibabang Talim Elementary School, Ilayang Talim Elementary School, Isabang Elementary School, Isabang Elementary School-Bocohan Annex, Lucena West I Elementary School, Lucena West II Elementary School, Lucena West III Elementary School, Lucena West IV Elementary School, Salinas Elementary School and Ransohan Integrated School.

Similarly, the researcher provided a survey questionnaire to determine the school leaders' adaptive competencies and contingency leadership practices toward organizational performance in public elementary schools.

The researcher used a random sampling technique which allows the researcher to select the respondents based on the characteristics and objectives of the study. Consequently, the researcher employed the following criteria: (a) elementary teachers in West District from Division of Lucena City; (b) willingness to participate in the study, in choosing the respondents for the administration of research instrument.

Table 1 Profile of the Respondents

Profile	Designation					
	MT I	MT II	Teacher I	Teacher II	Teacher III	
School	Ibabang Iyam ES	1	0	7	9	9
	Ibabang Talim ES	0	0	4	1	0
	Ilayang Talim ES	2	0	1	0	0
	Isabang ES	1	3	10	4	9
	Isabang ES - Bocohan	0	0	4	2	3
	Lucena West I ES	2	4	57	21	17
	Lucena West II ES	2	0	1	0	4
	Lucena West III ES	1	0	17	8	13
	Lucena West IV ES	0	2	3	1	9
	Ransohan Integrated ES	0	0	2	2	0
	Salinas ES	0	0	10	3	1
Age	30 years and below	0	0	54	14	8
	31-40 years old	4	1	42	17	13
	41-50 years old	4	2	14	9	27
	51 years old and above	1	6	4	11	17
Years in Service	10 years and below	4	0	103	24	13
	11-20 years	2	5	8	18	24
	21-30 years	2	3	5	9	22
	31 and above	1	1	0	0	6

Educational Attainment	BS Graduate	0	0	44	6	3
	With MA Units	3	7	58	41	42
	Master Degree Holder	2	0	9	2	17
	With Doctorate Units	3	2	4	2	2
	Doctorate Degree Holder	1	0	1	0	1

As illustrated in Table 2, the respondents of the study is limited to two hundred fifty (250) or seventy-five percent (75%) of the total number of elementary teachers from the eleven (11) schools in Lucena West District namely: Barra Elementary School, Ibabang Iyam Elementary School, Ibabang Talim Elementary School, Ilayang Talim Elementary School, Isabang Elementary School, Isabang Elementary School-Bocohan Annex, Lucena West I Elementary School, Lucena West II Elementary School, Lucena West III Elementary School, Lucena West IV Elementary School, Salinas Elementary School and Ransohan Integrated School. Consequently, in choosing the respondents of the study, the researcher employed the following criteria: (a) elementary teachers in West District, Division of Lucena City; (b) willingness to participate in the study. Moreover, the respondents are composed of Master Teachers I-IV and Teacher I – III. Majority of the respondents were Teacher I and have been in service 10 years and below, with units in Master of Arts in Education.

RESULTS AND DISCUSSION

This chapter presents and interprets the data collected through the survey by using generally accepted statistical tools and concepts. Primary sources of the data for this study came from survey questionnaires distributed to the Lucena West District Elementary Public School Teachers.

Table 4 Respondents' Perception to Adaptive Leadership Practices on Emotional Intelligence in terms of Empathy

Indicators	Mean	SD	Verbal Interpretation
1. displays effective communication skills through conveying their own thoughts with clarity, transparency and consideration of others.	3.56	0.55	Highly Competent
2. demonstrates value and respect the perspective of his/her subordinates.	3.63	0.53	Highly Competent
3. genuinely cares about the well-being of his/her subordinates.	3.60	0.52	Highly Competent
4. possesses a curious mindset that drives them to seek out different opinions and actually learn from them.	3.57	0.56	Highly Competent
5. embraces diversity and actively seek to understand the backgrounds broadening informed and thoughtful decisions.	3.57	0.56	Highly Competent
Overall	3.59	0.54	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

With regard to Table 4, it becomes clear that school leaders' adaptive competencies and contingency leadership practices play integral roles in shaping organizational performance within educational contexts. By fostering these competencies and practices, educational leaders can effectively navigate challenges, drive positive change, and ultimately, create environments conducive to student success and organizational excellence. School leaders' adaptive competencies and contingency leadership practices significantly influence organizational performance in educational settings. Adaptive competencies like emotional intelligence and resilience, coupled with effective contingency practices such as clear task structures and positive leader-member relations, foster an environment conducive to success and growth.

Table 5 Respondents' Perception to Adaptive Leadership Practices on Emotional Intelligence in terms of Emotional Regulation

Indicators	Mean	SD	Verbal Interpretation
1. is able to manage and understand one's own emotions and the emotions of those around him/her.	3.53	0.54	Highly Competent
2. is fully present and aware of one's thoughts and emotions without judgment.	3.54	0.55	Highly Competent
3. acknowledges negative perspective within the organization while displaying calmness that maintains on ways forward resolutions.	3.53	0.55	Highly Competent
4. positively influences the emotions of team members to allow them to work with improved coordination	3.57	0.56	Highly Competent
5. expresses one's emotions, needs and boundaries respectfully as a leader within the organization.	3.55	0.57	Highly Competent
Overall	3.54	0.55	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

When it comes to Table 5, the mean score of 3.54 indicates a high perception of adaptive leadership practices concerning emotional intelligence, particularly in emotional regulation. School leaders demonstrate proficiency in managing their own emotions and those of others, being present and non-judgmental, addressing negative perspectives calmly, positively influencing team emotions, and expressing needs and boundaries respectfully. The high mean score suggests that school leaders excel in emotional regulation, a crucial aspect of emotional intelligence. Effective emotional regulation enables leaders to maintain composure, address conflicts constructively, and foster positive work environments. By demonstrating these adaptive practices, leaders enhance team coordination, communication, and overall organizational effectiveness. This highlights the significance of emotional intelligence in leadership and its positive impact on organizational dynamics and performance.

Table 6 Respondents' Perception to Adaptive Leadership Practices on Organizational Justice in terms of Fairness

Indicators	Mean	SD	Verbal Interpretation
1. ensures that decisions are made collaboratively so that all members' voices are heard.	3.54	0.57	Highly Competent
2. recognizes each member's special needs and limitations and treating them accordingly.	3.54	0.60	Highly Competent
3. gives each member equitable amounts of opportunities and refrains from any attempt at "favoritism".	3.54	0.61	Highly Competent
4. never makes promises to members that they cannot keep and will hold themselves accountable should such failures arise.	3.55	0.58	Highly Competent
5. distributes resources among members equitably and responsibly.	3.56	0.55	Highly Competent
Overall	3.55	0.58	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 6 indicates a mean score of 3.55, suggesting a high perception of adaptive leadership practices in organizational justice, particularly in terms of fairness. School leaders demonstrate practices such as collaborative decision-making, recognition of individual needs, equitable opportunity distribution, accountability, and responsible resource allocation. Moreover, the high mean score underscores the importance of fairness in organizational justice, as perceived by respondents. School leaders' adaptive practices reflect a commitment to inclusivity, transparency, and accountability. Collaborative decision-making ensures that diverse perspectives are considered, fostering a sense of ownership and buy-in among team members. Recognizing individual needs and limitations promotes a supportive and inclusive work environment, enhancing morale and engagement. Equitable opportunity distribution and responsible resource allocation contribute to fairness and trust within the organization. Overall, these adaptive practices align with principles of ethical leadership and contribute to positive organizational culture and performance.

Table 7 Respondents' Perception to Adaptive Leadership Practices on Organizational Justice in terms of Transparency

Indicators	Mean	SD	Verbal Interpretation
1. does not withhold information relevant to the work performance of their members.	3.57	0.53	Highly Competent
2. values transparency when it comes to distribution of resources and opportunities among their members.	3.59	0.52	Highly Competent
3. involves subordinates' input on important decisions freely and with openness.	3.58	0.53	Highly Competent
4. emphasizes transparency and building trust by being consistent to the organizational goals.	3.57	0.55	Highly Competent
5. regularly documents and updates important decisions, policies and processes regarding the performance of the school.	3.60	0.53	Highly Competent
Overall	3.58	0.53	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 7 reveals a mean score of 3.58, indicating a high perception of adaptive leadership practices in organizational justice, specifically in terms of transparency. School leaders exhibit practices such as providing relevant information, transparent resource distribution, involving subordinates in decision-making, emphasizing consistency with organizational goals, and documenting important decisions and policies. The high mean score suggests that transparency is valued and practiced by school leaders, as perceived by respondents. Transparent leadership fosters trust, accountability, and engagement within the organization. By providing relevant information and involving subordinates in decision-making, leaders empower their team members and promote a culture of openness and collaboration. Transparent resource distribution ensures fairness and equity, enhancing morale and reducing conflicts. Emphasizing consistency with organizational goals reinforces trust and credibility, aligning actions with stated values. Regular documentation of

decisions and policies promotes clarity and accountability, facilitating effective communication and decision-making processes. Overall, these adaptive practices contribute to a positive organizational climate and performance.

Table 8 Respondents' Perception to Adaptive Leadership Practices on Organizational Justice in terms of Impartiality

Indicators	Mean	SD	Verbal Interpretation
1. prioritizes collaboratively constructing decisions that benefit the majority.	3.57	0.54	Highly Competent
2. makes judgments based on objective assessments of the situation.	3.53	0.60	Highly Competent
3. refrains from letting personal connections to some members influence their treatment in the workplace.	3.52	0.60	Highly Competent
4. has awareness of existing systemic inequalities and actively checks themselves for any internalized prejudice.	3.57	0.54	Highly Competent
5. recognizes the difference between impartiality and neutrality and accepts the reality of taking sides.	3.54	0.55	Highly Competent
Overall	3.55	0.57	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 8 indicates a mean score of 3.55, suggesting a high perception of adaptive leadership practices in organizational justice, specifically in terms of impartiality. School leaders exhibit practices such as prioritizing collaborative decision-making, making objective judgments, avoiding bias based on personal connections, addressing systemic inequalities, and acknowledging the reality of taking sides. The high mean score highlights the importance of impartiality in organizational justice, as perceived by respondents. School leaders' adaptive practices demonstrate a commitment to fairness, objectivity, and equity. Prioritizing collaborative decision-making ensures that diverse perspectives are considered, promoting inclusivity and consensus-building. Making objective judgments based on assessments of the situation enhances credibility and trustworthiness among team members. Avoiding bias based on personal connections fosters a level playing field and reduces perceptions of favoritism. Addressing systemic inequalities and acknowledging internalized prejudice reflect a proactive approach to promoting fairness and equity within the organization. Moreover, recognizing the difference between impartiality and neutrality acknowledges the complexities of leadership and the necessity of making decisions aligned with organizational values and goals. Overall, these adaptive practices contribute to a positive organizational culture and enhance organizational justice.

Table 9 Respondents' Perception to Adaptive Leadership Practices on Development in terms of Coach and Mentoring

Indicators	Mean	SD	Verbal Interpretation
1. promotes feedback that provides specific recommendations prompting performance improvements.	3.62	0.51	Highly Competent
2. creates long-term objectives and short-term goals to help you realize your goals.	3.60	0.51	Highly Competent
3. encourages you to step outside of your comfort zone so that you can gain new experiences, learn, and grow.	3.64	0.51	Highly Competent
4. supports trainings and other activities that will foster continuing professional development.	3.64	0.51	Highly Competent
5. has awareness of their mentee's strengths and weakness.	3.57	0.53	Highly Competent
Overall	3.61	0.51	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 9 provides a mean score of 3.61 indicating a high perception of adaptive leadership practices in terms of coach and mentoring for development. School leaders' exhibit practices such as providing specific feedback, setting long-term objectives and short-term goals, encouraging stepping out of comfort zones, supporting professional development activities, and having awareness of mentee's strengths and weaknesses.

The high mean score underscores the importance of coaching and mentoring in fostering development, as perceived by respondents. School leaders' adaptive practices demonstrate a commitment to nurturing growth and learning among team members. Providing specific feedback promotes self-awareness and targeted improvement, enhancing performance and skill development. Setting long-term objectives and short-term goals facilitates goal attainment and progress monitoring, fostering a sense of direction and achievement. Encouraging stepping out of comfort zones promotes resilience and adaptability, enabling individuals to expand their skills and experiences. Supporting professional development activities demonstrates investment in the growth and success of team members, contributing to job satisfaction and retention. Having awareness of mentee's strengths and weaknesses enables tailored support and guidance, maximizing developmental outcomes.

Overall, these adaptive practices contribute to a positive organizational culture and promote individual and organizational development.

Table 10 Respondents' Perception to Adaptive Leadership Practices on Development in terms of Feedback Recognition

Indicators	Mean	SD	Verbal Interpretation
1. provides recognitions to employees who are striving and doing well in their respective tasks.	3.59	0.54	Highly Competent
2. spreads encouragement and positive reinforcement at your organizations.	3.62	0.55	Highly Competent
3. highlights strengths and demonstrating his/her employees' contributions.	3.60	0.54	Highly Competent
4. acknowledges each other's efforts to form genuine, lasting bonds that can pay dividends both personally and professionally with the stakeholders and the community.	3.64	0.54	Highly Competent
5. aligns employees with organizational culture and shows them how their efforts contribute to the bigger picture constructively.	3.62	0.53	Highly Competent
Overall	3.61	0.54	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

As indicated in Table 10, the mean score is 3.61 indicating a high perception of adaptive leadership practices in terms of feedback recognition for development. School leaders engage in practices such as providing recognition to employees, offering encouragement and positive reinforcement, highlighting strengths and contributions, acknowledging efforts to build genuine relationships, and aligning employees with organizational culture.

The high mean score underscores the importance of feedback recognition in fostering development, as perceived by respondents. School leaders' adaptive practices demonstrate a commitment to recognizing and reinforcing positive behaviors and contributions within the organization. Providing recognition to employees for their efforts and achievements promotes motivation, engagement, and a sense of appreciation. Spreading encouragement and positive reinforcement fosters a supportive and encouraging work environment, enhancing morale and job satisfaction. Highlighting strengths and contributions acknowledges individuals' value and strengthens their sense of belonging and contribution to the organization. Acknowledging efforts to build genuine relationships fosters trust, collaboration, and loyalty among stakeholders and the community. Moreover, aligning employees with organizational culture and demonstrating how their efforts contribute to the bigger picture enhances engagement and commitment to shared goals and values.

Overall, these adaptive practices contribute to a positive organizational climate and support individual and organizational development.

Table 11 Respondents' Perception to Adaptive Leadership Practices on Development in terms of Learning Agility

Indicators	Mean	SD	Verbal Interpretation
1. is unafraid to challenge the status quo.	3.54	0.56	Highly Competent
2. remains calm in the face of difficulty.	3.62	0.53	Highly Competent
3. takes time to reflect on their experiences.	3.61	0.54	Highly Competent
4. purposefully put themselves in challenging situations.	3.58	0.56	Highly Competent
5. initiates ways forward during the times of adversity.	3.63	0.53	Highly Competent
Overall	3.60	0.54	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 11 displays a mean score of 3.50, indicating a high perception of adaptive leadership practices in terms of learning agility for development. School leaders engage in practices such as challenging the status quo, remaining calm in difficult situations, reflecting on experiences, purposefully exposing themselves to new experiences, and promoting resilience within the team.

Despite the slightly lower mean score, the perception of adaptive leadership practices related to learning agility is still significant. School leaders' practices demonstrate a commitment to fostering continuous learning, adaptability, and growth within the organization. Challenging the status quo reflects a willingness to innovate and explore new ideas, promoting organizational agility and responsiveness to change. Remaining calm in difficult situations fosters effective decision-making and problem-solving under pressure, contributing to organizational stability and resilience. Reflecting on experiences encourages self-awareness and continuous improvement, facilitating personal and professional growth. Purposefully exposing oneself to new experiences promotes curiosity and adaptability, enhancing leadership effectiveness in dynamic environments. Promoting resilience within the team fosters a supportive culture and enables individuals to bounce back from setbacks, contributing to overall organizational resilience.

Overall, these adaptive practices contribute to a positive organizational climate conducive to learning, innovation, and growth.

Table 12 Respondents' Perception to Adaptive Leadership Practices on Character in terms of Integrity

Indicators	Mean	SD	Verbal Interpretation
1. acts with honesty and fairness, treats everyone with respect, and follows a strong moral compass.	3.62	0.54	Highly Competent
2. does the right thing even when no one is watching.	3.64	0.51	Highly Competent
3. abides by the department's general moral code and the organization's unique ethical considerations.	3.63	0.52	Highly Competent
4. retains the respect of other employees and promotes a positive image of their organization through transparency.	3.58	0.54	Highly Competent
5. is being honest with employees, whether it is giving proper credit or the other way around.	3.63	0.52	Highly Competent
Overall	3.62	0.53	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent; 1.50-2.49 Less Competent, 1.00-1.49 Not Competent

The overall mean score of 3.62 indicates a high perception of adaptive leadership practices in terms of integrity among school leaders. Indicators such as acting with honesty and fairness, doing the right thing even when not Competent, abiding by moral and ethical codes, retaining respect, and being honest with employees are Highly Competent.

The high mean score reflects the significance of integrity in adaptive leadership practices, as perceived by respondents. School leaders' adherence to principles of honesty, fairness, and respect contributes to a positive organizational culture and trust among stakeholders. Doing the right thing even in the absence of supervision demonstrates a commitment to ethical behavior and accountability. Abiding by moral and ethical codes reinforces organizational values and fosters a sense of integrity and trustworthiness. Retaining respect and promoting a positive organizational image through transparency enhances credibility and reputation. Being honest with employees fosters open communication, trust, and mutual respect, enhancing collaboration and engagement.

Overall, these adaptive practices contribute to a culture of integrity, transparency, and trust within educational institutions, supporting organizational effectiveness and success.

Table 13 Respondents' Perception to Adaptive Leadership Practices on Character in terms of Resilience

Indicators	Mean	SD	Verbal Interpretation
1. can recognize the problem and look beyond the current situation to paint a positive future on the other side of a challenging situation.	3.59	0.54	Highly Competent
2. can recognizes diversity of possible ways to address organizational setbacks.	3.59	0.54	Highly Competent
3. can handle bad news or disgruntled opinions and can listen and respond constructively.	3.58	0.55	Highly Competent
4. can process failures and celebrate accomplishments of the organizations and subordinates.	3.60	0.55	Highly Competent
5. promotes resilience within the team by cultivating activities that will build a resilient support network within the organization.	3.59	0.53	Highly Competent
Overall	3.59	0.54	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent; 1.50-2.49 Less Competent, 1.00-1.49 Not Competent

The table indicates that respondents perceive adaptive leadership practices related to character, particularly resilience, quite favorably, with a mean score of 3.59. This suggests that these practices are Highly Competent among school leaders.

Overall, the analysis highlights the effectiveness of adaptive leadership practices in promoting resilience within educational settings. By embracing visionary problem-solving, embracing diversity in solutions, fostering effective communication, learning from experiences, and building resilient support networks, school leaders contribute to creating an environment conducive to overcoming challenges and achieving organizational success.

Table 14 Respondents' Perception to Adaptive Leadership Practices on Character in terms of Ethical Decision-Making

Indicators	Mean	SD	Verbal Interpretation
1. follows a strict moral compass and recognize the right and appropriate decision.	3.60	0.52	Highly Competent
2. consistently demonstrates and promotes behavior that respects the rights of others within the values-based boundaries.	3.62	0.52	Highly Competent
3. treats employees respectfully when establishing policies and important decision within the organization.	3.63	0.52	Highly Competent
4. prioritizes honesty, integrity and fairness in their decision-making and actions setting a positive example for their team or organization.	3.64	0.53	Highly Competent
5. places importance on being kind and act in a manner that is always beneficial to the greater good.	3.65	0.52	Highly Competent
Overall	3.63	0.52	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent; 1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 14 indicates that respondents perceive adaptive leadership practices related to ethical decision-making favorably, with a mean score of 3.63. This suggests that these practices are Highly Competent among school leaders.

Overall, the analysis underscores the importance of adaptive leadership practices in promoting ethical decision-making within educational settings. By adhering to moral principles, respecting others' rights and values, treating employees with respect, prioritizing honesty and integrity, and focusing on the greater good, school leaders contribute to creating an ethical organizational culture conducive to positive outcomes and sustainable success.

Table 15 Summary Table for Adaptive Leadership Competencies

Subscales	Mean	SD	Verbal Interpretation
Emotional Intelligence			
Empathy	3.59	0.54	Highly Competent
Emotional Regulation	3.54	0.55	Highly Competent
Organizational Justice			
Fairness	3.55	0.58	Highly Competent
Transparency	3.58	0.53	Highly Competent
Impartiality	3.55	0.57	Highly Competent
Development			
Coach and Mentoring	3.61	0.51	Highly Competent
Feedback Recognizing	3.61	0.54	Highly Competent
Learning Agility	3.60	0.54	Highly Competent
Character			
Integrity	3.62	0.53	Highly Competent
Resilience	3.59	0.54	Highly Competent
Ethical Decision Making	3.63	0.52	Highly Competent
Overall	3.59	0.54	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 15 presents an overall mean score of 3.59, indicating that adaptive leadership competencies among school leaders are highly competent across various dimensions. These dimensions include emotional intelligence (empathy and emotional regulation), organizational justice (fairness, transparency, impartiality), development (coaching and mentoring, feedback recognition, learning agility), and character (integrity, resilience, ethical decision-making).

This suggests that adaptive leadership competencies are highly competent among school leaders across various dimensions, as indicated by the overall mean score. These findings not only support the theoretical framework of adaptive leadership but also emphasize the importance of emotional intelligence, organizational justice, development, and character in effective leadership practice within educational settings. Moreover, the results support the existing the adaptive leadership theory (1994) by the primary proponents Ronald Heifetz and Marty Linsky, and further deepened by Helen Wale (2018) with regards to the four (4) indicators namely: (1) emotional intelligence, (2) organizational justice, (3) development and (4) character with each indicator has its own key competencies.

It could therefore be inferred that, adaptive competencies collectively contribute to effective leadership, a positive organizational performance, and the overall development of individuals and teams within an organization. Leaders who possess and cultivate these competencies are better equipped to navigate the complexities of the modern workplace and foster a conducive environment for growth and success. As a further matter, the school heads' competencies are considered as important factors that strengthens a school amidst the challenges with similar views from the study conducted by Fernandez and Shaw (2018). From their study it was discussed that priority on empowerment, involvement and collaboration of academic leaders while prioritizing emotional intelligence and stability enables them to put common interest before their own. Secondly, the academic leaders should be able to distribute their leadership responsibility to related team in the organization in order to improve quality of decision made. Thirdly, the leaders should build intense and clearer communication to all stakeholders through various means of communication. High response on changing environment encourages schools to adapt and to accelerate their activities.

Table 16 Respondents' Perception to School Head's Contingency Practices in Terms of Leader-Member Relations

Indicators	Mean	SD	Verbal Interpretation
1. understands teachers' job problems and needs.	3.64	0.53	Highly Competent
2. recognizes the potential of his/her employees.	3.62	0.53	Highly Competent
3. provides trainings promoting collaboration beneficial to all team members.	3.60	0.53	Highly Competent
4. develop strong bond with the subordinates through mentor-teacher relationships.	3.57	0.54	Highly Competent
5. maintains positive, friendly, camaraderie environment workplace through motivation.	3.61	0.53	Highly Competent
Overall	3.61	0.53	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 16 indicates a high average score of 3.61, reflecting highly competent responses regarding school heads' contingency practices in terms of leader-member relations.

The analysis underscores the importance of leader-member relations in effective leadership within educational settings. By understanding teachers' needs, recognizing employee potential, promoting collaboration, fostering mentor-teacher relationships, and maintaining a positive workplace environment, school leaders contribute to creating a supportive and productive organizational culture in educational institutions conducive to achieving educational goals.

Table 17 Respondents' Perception to School Head's Contingency Practices in terms of Task Structure

Indicators	Mean	SD	Verbal Interpretation
1. is responsible for developing and deploying the strategy and monitoring results.	3.58	0.53	Highly Competent
2. maintains organized structure, processes and operations by which leadership practices are deployed.	3.62	0.52	Highly Competent
3. aligns necessary roles and responsibilities to his/her employees accordingly.	3.56	0.54	Highly Competent
4. encourages employees to perform tasks in which they are most proficient.	3.63	0.52	Highly Competent
5. tasks are distributed with clear goals and outcomes beneficial to the teachers' development and school performance.	3.57	0.52	Highly Competent
Overall	3.59	0.53	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 17 reflects a high average score of 3.59, indicating strong consensus among respondents regarding school heads' contingency practices in terms of task structure. This promotes growth and skill enhancement among staff while contributing to overall organizational success.

In conclusion, the analysis highlights the importance of effective task structure in leadership practices within educational settings. By developing and deploying strategies, maintaining organized processes, aligning roles and responsibilities, encouraging proficient task performance, and distributing tasks with developmental goals, school leaders contribute to a productive and goal-oriented work environment conducive to teacher development and school improvement or the task structure of the organizational performance.

Table 18 Respondents' Perception to School Head's Contingency Practices in terms of Position Power

Indicators	Mean	SD	Verbal Interpretation
1. displays effective and efficient authority within our educational institution.	3.58	0.55	Highly Competent
2. improves organizational performance as it enables effective decision-making that maintains a cohesive work environment.	3.56	0.57	Highly Competent
3. improves organizational performance as it enables accountability and resource allocation to maintain a cohesive work environment.	3.57	0.55	Highly Competent
4. uses his or her power to help teachers solve problems in their respective tasks.	3.54	0.58	Highly Competent
5. always decides on what is best for the teachers and learners and not for himself or herself.	3.59	0.55	Highly Competent
Overall	3.57	0.56	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

Table 18 indicates a high average score of 3.57, suggesting strong agreement among respondents regarding school heads' contingency practices concerning position power.

In conclusion, the analysis suggests that effective utilization of position power by school leaders contributes to organizational success by enabling efficient decision-making, enhancing accountability, supporting teachers, and prioritizing the needs of students. These practices reflect a commitment to ethical and servant leadership, ultimately fostering a positive and cohesive work environment conducive to achieving educational goals.

Table 19 Summary Table for Contingency Leadership Practices

Subscales	Mean	SD	Verbal Interpretation
Leader-member Relations	3.61	0.53	Highly Competent
Task Structure	3.59	0.53	Highly Competent
Position Power	3.57	0.56	Highly Competent
Overall	3.59	0.54	Highly Competent

Legend: 3.50-4.00 Strongly Agree/Highly Competent, 2.50-3.49 Competent
1.50-2.49 Less Competent, 1.00-1.49 Not Competent

In summary, Table 19 reveals a high overall mean score of 3.59, indicating that contingency leadership practices among school leaders are Highly Competent across leader-member relations, task structure, and position power. The lack of substantial differences between individual parameters suggests a balanced approach to leadership, consistent with Fiedler's Contingency Model or Fiedler's Theory of Leadership.

According to Fiedler's theory, the most suitable situations for relationship-oriented leaders are those with a moderate level of favorability, encompassing leader-member relations, task structure, and position power. This suggests that effective leadership hinges on fostering positive leader-member dynamics, implementing structured tasks, and leveraging position power appropriately.

The study highlights the significance of leader-member relations in determining organizational performance, emphasizing the impact of a positive dynamic between leaders and subordinates. Good leader-member relations can drive actions that enhance organizational performance, whereas poor quality relations may diminish it.

Furthermore, the findings support the importance of task structure in organizational effectiveness, as outlined by Guzman (2020). A well-designed organizational structure clarifies roles, responsibilities, and relationships, aligning resources and inspiring staff to achieve objectives.

Additionally, the results align with Liang's (2021) study, emphasizing the crucial role of position power in improving organizational performance. Effective decision-making, accountability, resource allocation, and coordination are facilitated by leaders with this competency, driving efficiency and maintaining a cohesive work environment.

Overall, the convergence of these findings underscores the multifaceted nature of effective leadership, which involves cultivating positive relationships, implementing structured tasks, and leveraging position power for organizational success.

Table 20 Respondents' Perception to Organizational Performance in Terms of Instructional Leadership

Indicators	Mean	SD	Verbal Interpretation
1. conducts trainings to deepen the teachers' understanding regarding assessments and results.	3.67	0.48	Highly Practiced
2. consistently highlights best practices regarding instruction and encourages the teaching staff to adopt these learning techniques.	3.66	0.49	Highly Practiced
3. leader uses variety of instruction /communication mechanisms to convey ideas or concepts throughout the organization.	3.62	0.52	Highly Practiced
4. leader inspires action and takes an optimistic view of school processes.	3.62	0.51	Highly Practiced
5. applies effective instructional skills and knowledgeable about the organization's strength and weaknesses to improve them through variety of trainings.	3.60	0.52	Highly Practiced
Overall	3.63	0.50	Highly Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced
1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

Table 20 indicates Highly Practiced responses, with an average mean score of 3.63, based on respondents' perspectives regarding the school head's organizational performance in terms of instructional leadership.

In summary, the analysis suggests that school heads demonstrate strong instructional leadership by conducting trainings, highlighting best practices, utilizing varied instructional communication, inspiring action and optimism, and applying effective instructional skills and knowledge. These practices contribute to a positive organizational culture focused on continuous improvement and student success.

Table 21 Respondents' Perception to Organizational Performance in Terms of Learning Environment Management

Indicators	Mean	SD	Verbal Interpretation
1. supports activities that can be spaces for reading, reflection, group work, project making and presentations which both students and teachers can utilize.	3.65	0.49	Highly Practiced
2. ensures conducive teaching and learning environment for the teachers and learners.	3.63	0.51	Highly Practiced
3. facilitates collaboration among teaching and non-teaching staff for the betterment of the organization.	3.63	0.52	Highly Practiced
4. encourages effective teacher-parent and student-teacher contact to address the learners' needs.	3.64	0.52	Highly Practiced
5. coordinates and facilitates with the school stakeholders and values relation with community where the school belongs to.	3.63	0.52	Highly Practiced
Overall	3.64	0.51	Highly Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced
1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

Table 21 presents a comprehensive view of organizational performance in learning environment management, reflecting a highly practiced overall mean score of 3.64. The narrow and stable mean value range suggests a consistent perception among respondents regarding the effectiveness of school leaders in this aspect.

Overall, the analysis suggests that effective learning environment management involves not only providing physical resources but also fostering collaboration, communication, and community engagement. These practices contribute to a positive educational experience, student success, and organizational effectiveness within the broader community context.

Table 22 Respondents' Perception to Organizational Performance in Terms of Human Resource Management and Development

Indicators	Mean	SD	Verbal Interpretation
1. communicates responsibilities and functions of all members of the institution for the betterment of the organizational processes.	3.63	0.50	Highly Practiced
2. treats the teachers well and leans towards developing a feeling of attachment and loyalty towards the organization.	3.62	0.51	Highly Practiced
3. promotes continuous professional development through series of trainings attended by the teachers.	3.66	0.48	Highly Practiced
4. encourages to take opportunities to grow and master skills through continuous education.	3.64	0.50	Highly Practiced
5. accountable to their role for the learners and stakeholders.	3.64	0.50	Highly Practiced
Overall	3.64	0.50	Highly Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced
1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

Table 22 reveals a highly practiced overall mean score of 3.64 for organizational performance in human resource management and development. The consistent range of the mean value suggests a stable perception among respondents regarding the effectiveness of school leaders in this area.

School leaders demonstrate effective human resource management and development practices by fostering clear communication of responsibilities among staff, promoting a positive work culture through the treatment of teachers, prioritizing continuous professional development through tailored training programs, encouraging staff to pursue ongoing skills mastery and growth, and maintaining accountability to the needs of learners and stakeholders. By prioritizing employee well-being, investing in professional growth opportunities, and ensuring alignment with organizational objectives, leaders cultivate a supportive and productive work environment that enhances organizational effectiveness and fosters a culture of continuous improvement within the educational institution.

In summary, the analysis suggests that effective human resource management and development practices involve clear communication, prioritization of employee well-being, promotion of professional growth, encouragement of skills mastery, and accountability to stakeholders. These practices contribute to a positive work environment, staff satisfaction, and organizational effectiveness within the educational institution.

Table 23 Respondents' Perception to Organizational Performance in Terms of School Leadership Management and Operations

Indicators	Mean	SD	Verbal Interpretation
1. provides approved job description with clear lines of responsibility and reporting is completed for all positions.	3.63	0.50	Highly Practiced
2. provides a safe and healthy work environment. This includes suitable and safe working conditions.	3.63	0.52	Highly Practiced
3. identifies and recognizes working beliefs or values that guide our day-to-day activities.	3.63	0.52	Highly Practiced
4. communicates the tasks/responsibilities. We know who is responsible for managing finances, human resources, and planning.	3.63	0.52	Highly Practiced
5. administrations, systems and procedures are set up in ways that enhance the simplicity of doing our work (e.g. staff workload distribution, coordination of tasks, decision making).	3.61	0.53	Highly Practiced
Overall	3.63	0.52	Highly Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced
1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

Table 23 reflects a highly practiced overall mean score of 3.63 for organizational performance in school leadership management and operations. The consistent and narrow mean value range indicates a stable perception among respondents regarding the effectiveness of school leaders in this domain.

School leaders in school leadership management and operations demonstrate a commitment to organizational effectiveness through several key provisions. They ensure clarity by completing approved job descriptions with clear lines of responsibility and reporting for all positions, enhancing accountability and facilitating effective decision-making.

Additionally, leaders prioritize providing a safe and healthy work environment, fostering a culture of safety and well-being aligned with organizational values. Effective communication of tasks and responsibilities promotes transparency and accountability among staff members, while the establishment of administrative systems and procedures streamlines operations, enhances efficiency, and simplifies work processes. Together, these provisions contribute to a well-structured and efficient organizational environment conducive to achieving educational goals and fostering staff satisfaction within the institution.

In summary, effective school leadership management and operations involve providing clear job descriptions and reporting lines, ensuring a safe and healthy work environment, communicating tasks and responsibilities, and establishing efficient administrative systems and procedures. These provisions contribute to organizational effectiveness, staff satisfaction, and overall success within the educational institution.

Table 24 Respondents' Perception to Organizational Performance in Terms of Parents' Involvement and Community Partnership

Indicators	Mean	SD	Verbal Interpretation
1. has good working relations with the people outside our school that we work with most closely (e.g. beneficiaries of the programs, members, donors, and partners).	3.66	0.52	Highly Practiced
2. regularly and clearly communicate with our members, program beneficiaries and partners.	3.63	0.52	Highly Practiced
3. parents and stakeholders often consult with teachers, and school heads for feedback on how well they are delivering on their work, and ideas for new programs or activities that benefit the learners.	3.64	0.52	Highly Practiced
4. program beneficiaries, members, partners and volunteers are proud to work with our organization and speak highly of the value of their collaboration with the school.	3.64	0.51	Highly Practiced
5. annually sustains and deepens our relationships with partners, program beneficiaries, members and other key stakeholders.	3.66	0.51	Highly Practiced
Overall	3.65	0.52	Highly Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced
1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

Table 24 indicates a highly practiced overall mean score of 3.65 for organizational performance in terms of parents' involvement and community partnership. The consistently small and consistent mean value range suggests a stable perception among respondents regarding the effectiveness of school leaders in this area.

In terms of parents' involvement and community partnership, school leaders exhibit a proactive and collaborative approach that fosters strong relationships and mutual respect with external stakeholders. They have established good working relations with beneficiaries of programs, members, donors, and partners, demonstrating a commitment to community engagement and partnership building. Regular and clear communication with stakeholders enhances transparency, trust, and collaboration, promoting shared goals and values. Through consultation with parents and stakeholders, leaders empower individuals to contribute feedback and ideas for new initiatives, fostering a sense of ownership and involvement in decision-making processes. The pride expressed by program beneficiaries, members, partners, and volunteers reflects the positive reputation and value placed on collaboration with the school. Moreover, school leaders sustain and deepen relationships with stakeholders each year, emphasizing the importance of ongoing commitment and relationship-building in fostering a sense of community and shared purpose within the educational institution.

In summary, effective parents' involvement and community partnership practices involve establishing good working relations, regular and clear communication, consultation with stakeholders, fostering pride in collaboration, and sustaining and deepening relationships over time. These practices contribute to a positive school-community relationship, promote engagement, and enhance the overall educational experience for learners.

Table 25 Summary Table for Organizational Performance

Subscales	Mean	SD	Verbal Interpretation
Instructional Leadership	3.63	0.5	Highly Practiced
Learning Environment Management	3.64	0.51	Highly Practiced
Human Resource Management and Development	3.64	0.50	Highly Practiced
School Leadership Management and Operations	3.63	0.52	Highly Practiced
Parent's Involvement and Community Partnership	3.65	0.52	Highly Practiced
Overall	3.64	0.51	Highly Practiced

Legend: 3.50-4.00 Highly Practiced, 2.50-3.49 Practiced
1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

Table 25 indicates a highly practiced overall mean score of 3.64 for the organization's performance, encompassing various aspects such as management of the learning environment, parent involvement, human resource development,

management of instruction, management of school leadership, and operations. The modest and stable mean value range suggests consistency in perceptions regarding the effectiveness of these areas. These results align with previous studies emphasizing the importance of adaptive competencies and contingency practices in achieving efficient organizational performance (Murad, 2017). Adaptive competencies and contingency practices encompass foresight, vision, system thinking, and motivation, enabling informed decision-making for growth and expansion. Through these factors, organizations can align with their vision, utilize their potential, and devise strategies to maintain stability and functionality (Alomian et al., 2019).

In summary, the findings underscore the significance of adaptive leadership practices and contingency management in promoting organizational success and sustainability.

Is there significant relationship between the school leaders' Adaptive Competencies and their Organizational Performance in Public Elementary Schools?

Table 26 Test of Relationship Between School leaders' Adaptive Competencies and their Organizational Performance

Adaptive Leadership Competencies	Organizational Performance				
	Instructional Leadership	Learning Environment Management	Human Resource Management & Development	School Leadership Management & Operations	Parents' Involvement & Community Partnership
Emotional Intelligence					
Empathy	.764**	.822**	.806**	.825**	.690**
Emotional Regulation	.753**	.784**	.782**	.762**	.649**
Organizational Justice					
Fairness	.765**	.787**	.806**	.795**	.679**
Transparency	.792**	.822**	.851**	.838**	.726**
Impartiality	.809**	.853**	.850**	.843**	.694**
Development					
Coach and Mentoring	.825**	.849**	.848**	.823**	.721**
Feedback Recognition	.823**	.871**	.867**	.868**	.700**
Learning Agility	.822**	.857**	.852**	.872**	.718**
Character					
Integrity	.813**	.844**	.840**	.863**	.741**
Resilience	.799**	.829**	.863**	.852**	.727**
Ethical Decision-Making	.849**	.865**	.889**	.894**	.751**

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

Table 26 reveals that there are significant high positive relationships between emotional intelligence and organizational performance parameters with r values generally ranging from 0.735 (Instructional Leadership) to 0.825 (School Leadership Management and Operations). However, the relationship between emotional intelligence and parent's involvement & community leadership are less high at r-values of 0.690 and 0.649 for empathy and emotional regulation respectively.

Similar significant high positive relationships can also be Competent between organizational justice parameters (fairness, transparency, and impartiality) and organizational performance parameters with r-values for parent's involvement and community partnership being lower than the rest.

Unlike the r-value summaries of previous parameters, there is a consistent trend of high positive relationships between school leaders' development parameters (coach and mentoring, feedback recognition, and learning agility) and organizational performance parameters.

Character parameters are quite notable for showing the highest significant r-value (0.889), indicating a very high positive relationship between ethical decision-making and human resource development and management. Other r-values under this parameter group show similar high positive relationships.

Overall, there are significant moderate to high positive relationships between school leaders' adaptive competencies and their organizational performance.

The results proves that adaptive competencies collectively contribute to effective leadership, a positive organizational performance, and the overall development of individuals and teams within an organization. This also indicates that leaders who possess and cultivate these competencies are better equipped to navigate the complexities of the modern workplace and foster a conducive environment for growth and success.

Furthermore, the said competencies of school administrators are thought to be crucial components that support a school organizational performance in the face of difficulties as proven by the data gathered. From the results the researcher further understood the reason why such mandates, criteria, and the necessary knowledge and abilities in the pursuit of the common goal is defined along the way by the Department of Education to combat such organizational shortcomings such as emergency crisis. Such predicaments brought changes in the educational system and the standard of all educational personnel competencies are one of them as well. We can infer that the following contingency competencies of the school heads are the key results area of the school heads: (1) Instructional Leadership, (2) Learning

Environment, (3) Human Resource Management and Development, (4) School Management and Operations and (5) Parents Involvement and Community Partnership uplift the school organizational performances. In addition the following indicators are crucial in the planning, utilizing and implementing adaptive school programs. The factors mentioned above must be always considered as it would impact every action of every school leader.

Is there significant relationship between the school leaders' Contingency Practices and their Organizational Performance in Public Elementary Schools?

Table 27 Test of Relationship Between School Leaders' Contingency Practices and their Organizational Performance

Contingency Leadership Practice	Organizational Performance				
	Instructional Leadership	Learning Environment Management	Human Resource Management & Development	School Leadership Management & Operations	Parents' Involvement & Community Partnership
Leader-Member Relations	.786**	.815**	.805**	.782**	.702**
Task Structure	.825**	.842**	.823**	.829**	.696**
Position Power	.790**	.843**	.780**	.822**	.693**

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

Table 27 illustrates a trend not too dissimilar to the relationship between adaptive learning competencies and organizational performance. It is quite clear that there are also significant high positive relationships between contingency leadership practices and organizational performance in terms of leader-member relations, task structure, and position power with a maximum r-value of 0.843 between position power and learning environment management.

The positive relationship between parent's involvement and community partnership and both position power and task structure are notably moderate in comparison to other relationships with r-values 0.696 and 0.693 respectively.

Parallel to the study of Desyatnikov (2020), he mentioned that one of the best leadership styles for managing an external crisis is contingency leadership style as leaders see the bigger picture to better understand the extent of the crisis before executing the response. They seek the counsel of those closest to the situation and harness others' know-how to create a logical, flexible and adaptive plan. Furthermore, according to Mayer et al. (2020), most organizations, including schools, tend to lean into a contingency competent leader and adaptive leader and school framework. Also the results are similar to a study of Napire (2019) and Perez (2015) in which they both deal with the management practices and the administrative disposition of the school head's contingency practices and adaptive competencies. They have concluded that developing such adaptive competencies and contingency practices involves gathering information, analyzing it, and addressing it in a way that would assist school principals and policymakers in developing new strategies and making appropriate decisions for the good of the school district and students. Henceforth, bridging the identified gaps in the management aspects of the organization performance, or the organization as a whole, being supervised in times needed. It's necessary to remember that the school leaders' adaptive competencies and contingency practices contributes to the organizational performance in public elementary schools. The study highlight the significance of addressing management gaps and implementing effective strategies to improve organizational performance during crises. Leaders must continuously implement contingency practices and develop adaptive competencies that are crucial for effectively managing external crises in organizations, particularly in the context of schools. School leaders who can assess the situation, seek input from stakeholders, and adapt their strategies are better equipped to navigate crises and make decisions that benefit the organization and its stakeholders. By addressing management gaps and implementing effective strategies, organizations can improve their performance and responsiveness in times of crisis.

CONCLUSION

The study conducted by the researcher examined perceptions of school leaders' adaptive and contingency leadership practices, as well as their impact on organizational performance in public elementary schools. Firstly, the findings regarding adaptive leadership practices indicate that school leaders exhibit strong competencies across various dimensions. Specifically, they are noted for their high emotional intelligence, commitment to organizational justice, dedication to professional development, and adherence to strong moral values. These competencies collectively enable them to effectively manage their emotions, promote fairness, foster growth among staff, and uphold ethical standards within the educational environment. The overall mean score of 3.59 suggests a consistent demonstration of these qualities, highlighting the leaders' ability to adapt to diverse challenges in education.

Secondly, the study explores contingency leadership practices among school leaders, revealing a robust emphasis on adaptability and situational leadership. The data shows that school leaders excel in fostering positive relationships with their team members (leader-member relations), providing clear task structures, and effectively utilizing their positional power to drive organizational goals. These practices, reflected in mean scores of 3.61, 3.59, and 3.57 respectively, underscore their ability to create a supportive and structured environment that enhances collaboration and efficiency within schools.

Moreover, respondents perceive organizational performance within these educational settings positively. This perception is attributed to effective leadership, characterized by supportive learning environments, substantial investment

in staff development, efficient operational frameworks, and strong partnerships with parents and the community. These factors collectively contribute to a highly satisfactory educational experience and outcomes for stakeholders involved.

Finally, the study establishes significant relationships between both adaptive and contingency leadership practices and organizational performance. The findings highlight that school leaders' competencies in adaptive learning and their adeptness in contingency management significantly correlate with improved organizational outcomes in public elementary schools. This correlation underscores the critical role of leadership in navigating complexities and driving positive change within educational settings.

In conclusion, the study provides compelling evidence that effective leadership, characterized by strong adaptive and contingency practices, plays a pivotal role in fostering organizational success and enhancing educational experiences in public elementary schools. These findings underscore the importance of leadership development and support initiatives aimed at cultivating these essential competencies among school leaders.

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DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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