

School Leaders' Adaptability Quotient in Promoting School Culture of Innovation and Resiliency

Janica Marie Ville Callanga

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: janicamarie.callanga@deped.gov.ph

Abstract—This study examined the relationship between school leaders' adaptability quotient (AQ) and the promotion of a school culture of innovation and resiliency in selected schools. Specifically, it sought to determine the level of school leaders' adaptability quotient, the level of school culture of innovation and the level of school resiliency. Furthermore, the study aimed to identify whether significant relationships exist between school leaders' adaptability quotient on both school culture of innovation and resiliency. To achieve these objectives, quantitative, descriptive-correlational research was used to objectively measure variables and establish statistical relationships. Data were collected from 100 randomly selected teachers in the Schools Division of Laguna using a validated researcher-made survey instrument. The analysis was conducted using mean and standard deviation for descriptive data, while the Pearson Product-Moment Correlation Coefficient was utilized to test relationships at a 0.05 level of significance. The findings revealed that school leaders generally demonstrated a "Very High" level of adaptability quotient. Similarly, the levels of school culture of innovation and school resiliency were also rated "Very High". Moreover, results showed a significant positive relationship between school leaders' adaptability quotient and school culture of innovation. However, no significant relationship was found between adaptability quotient and school resiliency. The study found a significant relationship between school leaders' adaptability quotient and the school culture of innovation, indicating that higher adaptability among leaders contributes to a more innovative environment, thus the first hypothesis is rejected. In contrast, no significant relationship was observed between adaptability quotient and school resiliency leading to the acceptance of the second hypothesis. These results suggest that while school leaders' AQ is important in fostering innovation, overall resiliency may be more strongly influenced by institutional systems and organizational factors rather than individual leadership traits alone. Based on these findings, it is recommended that school heads continuously strengthen and institutionalize their adaptability practices to sustain innovation and enhance systems supporting resiliency. Teachers are encouraged to actively engage in innovative and collaborative instructional practices to promote continuous improvement. Students should be provided with meaningful learning opportunities that develop creativity, critical thinking, and adaptability. Lastly, future researchers may explore additional variables influencing school resiliency and conduct further studies to expand and validate the results of this research.

Keywords— Adaptability quotient, school leadership, culture of innovation, school resiliency, educational leadership, quantitative research.

I. INTRODUCTION

One of the key concerns in education today is ensuring that teachers remain engaged despite the challenges they face.

Leadership has an impact on the school environment, administrative support, and professional growth. (Jumao-as, 2021). The rapidly changing landscape of education demands school leaders who can effectively navigate uncertainty, embrace change, and foster an environment where innovation and resiliency thrive. Schools are not only centers of learning but also dynamic institutions that must adapt to shifting societal needs, technological advancements, and unforeseen crises.

The idea of adversity quotient also refers to Adaptability Quotient (AQ) which measures a person's ability to manage stress and adversity, is one important part of this. School heads who demonstrate resilience and adaptability can inspire their staff and create a positive learning environment. Moreover, educators leading schools with high AQ are more likely to use transformational leadership approaches, which encourage enthusiasm and involvement from both teachers and students. (Laurente, 2025) This ability goes beyond traditional leadership talents, since it places a premium on flexibility, receptivity to novel ideas, and the capacity to strike a balance between risk-taking and practical issue-solving.

Promoting a culture of innovation and resiliency in schools depends largely on leadership that encourages openness, collaboration, and a growth-oriented mindset. When leaders motivate teachers, staff, and students to think creatively and work together, they create an environment where new ideas can flourish. Innovation thrives when there are clear systems that support experimentation and value creativity, rather than discouraging risk-taking.

At the same time, resiliency is built when schools are prepared to handle challenges, recover from disruptions, and continue improving despite difficulties. This requires not only strong leadership but also well-established structures and support systems. By integrating adaptability into their leadership practices, school leaders can better guide their institutions to respond effectively to change and maintain progress in an ever-evolving educational landscape.

This study aims to examine the adaptability quotient of school leaders and its role in promoting a school culture of innovation and resiliency.

1.1 Statement of the Problem

Problem/s which were addressed by the research

Despite the recognized importance of adaptability, innovation, and resiliency in educational leadership, there remains limited understanding of how school leaders' adaptability quotient influences the promotion of a school

culture that fosters creativity, collaboration, and resilience in the face of challenges.

Thus, this study aims to determine the adaptability quotient of school leaders and its role in promoting a school culture of innovation and resiliency.

1. What is the level of school leaders' adaptability quotient in terms of;
 - 1.1 openness to change;
 - 1.2 communication skills;
 - 1.3 learning agility;
 - 1.4 visionary thinking; and
 - 1.5 risk-taking?
2. What is the level of school culture of innovation in terms of;
 - 2.1 creativity promotion;
 - 2.2 innovative practices;
 - 2.3 collaboration;
 - 2.4 stakeholders' involvement; and
 - 2.5 divergent thinking?
3. What is the level of school resiliency in terms of;
 - 3.1 crisis management;
 - 3.2 change management;
 - 3.3 school adaptation;
 - 3.4 resource management; and
 - 3.5 resource optimization;
4. Is there any significant relationship between school leader's adaptability quotient and schools' culture innovation?
5. Is there any significant relationship between school leader's adaptability quotient and schools' resiliency?

II. METHODOLOGY

Quantitative, descriptive-correlational research was used to objectively measure variables and establish statistical relationships. Data were collected from 100 randomly selected teachers in the Schools Division of Laguna using a validated researcher-made survey instrument. The analysis was conducted using mean and standard deviation for descriptive data, while the Pearson Product-Moment Correlation Coefficient was utilized to test relationships at a 0.05 level of significance.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions explore the adaptability quotient of school leaders and its role in promoting a school culture of innovation and resiliency.

Level of School Leaders' Adaptability Quotient

In this study, the level of school leaders' adaptability quotient was described in terms of openness to change, communication skills, learning agility, visionary thinking, and risk-taking, and was determined using the mean and standard deviation. These dimensions were used to examine how school leaders respond to dynamic educational environments and changing organizational demands.

Adaptability quotient plays a vital role in educational leadership as school leaders are expected to respond

effectively to emerging challenges, policy changes, technological advancements, and the evolving needs of teachers and learners. Leaders with a high level of adaptability are able to adjust strategies, manage uncertainty, and implement innovative solutions that support school development and instructional improvement.

The following tables present the assessment of school leaders' adaptability quotient based on the perceptions of the respondents. Specifically, the results illustrate how school leaders demonstrate openness to new ideas and reforms, maintain effective communication within the school community, continuously learn and adjust to new situations, envision future directions for the institution, and make calculated decisions in uncertain circumstances. These indicators reflect the capacity of school leaders to remain flexible, resilient, and responsive in managing educational institutions.

Table 1. Level of School Leaders' Adaptability Quotient in Terms of Openness to Change

Statements	Mean	SD	Remarks
Encourage staff to try innovative approaches in addressing school challenges.	4.74	0.39	Strongly Agree
Accept feedback and suggestions from teachers, students, and parents to improve school operations.	4.73	0.42	Strongly Agree
Adjust leadership practices when circumstances or priorities shift.	4.73	0.44	Strongly Agree
Promote a positive attitude toward continuous improvement and development.	4.76	0.44	Strongly Agree
Demonstrate flexibility in decision-making during unexpected situations.	4.71	0.43	Strongly Agree
Weighted Mean	4.73		
SD	0.44		
Verbal Interpretation			Very high

Table 1 shows the level of school leaders' adaptability quotient in terms of openness to change.

Respondents strongly agree that the School Head Promote positive attitude toward continuous improvement and development. They also encourage staff to try innovative approaches in addressing school challenges and openly accept feedback and suggestions from teachers, students, and parents to improve school operations. Their willingness to adjust leadership practices when circumstances or priorities shift and demonstrating flexibility in decision-making during unexpected situations were also observed.

The level of school leaders' adaptability quotient in terms of openness to change attained the overall weighted mean of 4.73 with a standard deviation of 0.44, verbally interpreted as Very high. This indicates that the school leaders possess a very great level of adaptability. This further implies their willingness to adapt changes in their leadership for the improvement of school operations.

In summary, the results underscore the essential role of adaptable leadership in promoting continuous improvement, innovation, and responsiveness to evolving educational demands. School leaders who are receptive to new ideas, technological advancements, and evidence-based improvements in leadership practices are better positioned to enhance school management, cultivate a culture of excellence,

and ensure that students' academic, social, and emotional needs are met effectively. This reinforces the notion that adaptability is not only a personal leadership trait but also a strategic imperative for sustaining organizational success in modern educational contexts.

Table 2 shows the level of school leaders' adaptability quotient in terms of communication skills. Respondents strongly agree that school leaders listen attentively to the concerns and suggestions of teachers, students, and parents. They also communicate the school's goals, vision, and expectations clearly to all stakeholders, use appropriate communication channels to ensure timely dissemination of information, facilitate discussions that promote collaboration and shared decision-making, and promote transparency by keeping stakeholders informed about school developments.

Table 2. Level of School Leaders' Adaptability Quotient in Terms of Communication Skills

Statements	Mean	SD	Remarks
Communicate clearly the school's goals, vision, and expectations to all stakeholders.	4.72	0.45	Strongly Agree
Listen attentively to the concerns and suggestions of teachers, students, and parents.	4.77	0.42	Strongly Agree
Use appropriate communication channels to ensure timely dissemination of information.	4.74	0.44	Strongly Agree
Facilitate discussions that promote collaboration and shared decision-making.	4.71	0.45	Strongly Agree
Promote transparency by keeping stakeholders informed about school developments.	4.71	0.45	Strongly Agree
Weighted Mean	4.73		
SD	0.44		
Verbal Interpretation			Very high

The level of school leaders' adaptability quotient in terms of communication skills attained an overall weighted mean of 4.73 with a standard deviation of 0.44, verbally interpreted as Very high. This indicates that the school leaders possess a very high level of communication skills. This further implies their ability to convey information clearly, engage stakeholders effectively, and foster collaboration in school operations.

In summary, the findings indicate that effective communication is a key aspect of adaptable leadership, enabling school leaders to respond to challenges, maintain transparency, and strengthen relationships within the school community.

Table 3. Level of School Leaders' Adaptability Quotient in Terms of Learning Agility

Statements	Mean	SD	Remarks
Seek opportunities to learn from both successes and mistakes.	4.74	0.44	Strongly Agree
Adapt quickly when faced with unfamiliar situations or tasks.	4.74	0.44	Strongly Agree
Encourage continuous learning among teachers and staff.	4.74	0.44	Strongly Agree
Reflect on experiences to improve future decision-making.	4.70	0.46	Strongly Agree
Experiment with innovative strategies to solve problems.	4.70	0.46	Strongly Agree
Weighted Mean	4.72		
SD	0.45		
Verbal Interpretation			Very high

Table 3 shows the level of school leaders' adaptability quotient in terms of learning agility. Respondents strongly agree that school leaders seek opportunities to learn from both successes and mistakes. They also adapt quickly when faced with unfamiliar situations or tasks, encourage continuous learning among teachers and staff, reflect on experiences to improve future decision-making, and experiment with innovative strategies to solve problems.

The level of school leaders' adaptability quotient in terms of learning agility attained an overall weighted mean of 4.72 with a standard deviation of 0.45, verbally interpreted as Very high. This indicates that school leaders possess a very high level of learning agility. This further implies their willingness to embrace new knowledge, adapt to challenges, and apply lessons learned to enhance school operations.

In summary, the findings suggest that learning agility is a critical component of adaptable leadership, enabling school leaders to foster continuous professional growth, encourage innovation, and respond effectively to evolving needs within the school environment.

Table 4. Level of School Leaders' Adaptability Quotient in Terms of Visionary Thinking

Statements	Mean	SD	Remarks
Articulate a clear vision that inspires the school community.	4.73	0.44	Strongly Agree
Align school goals with long-term educational trends and needs.	4.76	0.43	Strongly Agree
Encourage teachers and staff to contribute ideas toward future planning.	4.71	0.45	Strongly Agree
Visualize potential challenges and prepare proactive strategies.	4.71	0.45	Strongly Agree
Set ambitious but realistic goals that drive school improvement.	4.81	0.39	Strongly Agree
Weighted Mean	4.74		
SD	0.44		
Verbal Interpretation			Very high

Table 4 shows the level of school leaders' adaptability quotient in terms of visionary thinking. Respondents strongly agree that school leaders articulate a clear vision that inspires the school community. They also align school goals with long-term educational trends and needs, encourage teachers and staff to contribute ideas toward future planning, visualize potential challenges and prepare proactive strategies, and set ambitious but realistic goals that drive school improvement.

The level of school leaders' adaptability quotient in terms of visionary thinking attained an overall weighted mean of 4.74 with a standard deviation of 0.44, verbally interpreted as Very high. This indicates that school leaders possess a very high level of visionary thinking. This further implies their ability to plan strategically, anticipate future challenges, and guide the school toward long-term improvement.

In summary, the findings suggest that visionary thinking is a vital aspect of adaptable leadership, enabling school leaders to inspire the school community, foster collaborative planning, and implement proactive strategies that enhance overall school performance.

Table 5 shows the level of school leaders' adaptability quotient in terms of risk-taking. Respondents strongly agree that school leaders take calculated risks to introduce

innovative programs in the school. They also encourage staff to try new approaches even if outcomes are uncertain, support experimentation with teaching strategies to improve learning outcomes, accept the possibility of failure as part of the learning process, and balance potential risks with the anticipated benefits for the school community.

Table 5. Level of School Leaders' Adaptability Quotient in Terms of Risk-Taking

Statements	Mean	SD	Remarks
Take calculated risks to introduce innovative programs in the school.	4.52	0.52	Strongly Agree
Encourage staff to try new approaches even if outcomes are uncertain.	4.47	0.50	Strongly Agree
Support experimentation with teaching strategies to improve learning outcomes.	4.56	0.50	Strongly Agree
Accept the possibility of failure as part of the learning process.	4.57	0.50	Strongly Agree
Balance potential risks with the anticipated benefits for the school community.	4.49	0.49	Strongly Agree
Weighted Mean	4.54		
SD	0.50		
Verbal Interpretation	Very high		

The level of school leaders' adaptability quotient in terms of risk-taking attained an overall weighted mean of 4.54 with a standard deviation of 0.50, verbally interpreted as Very high. This indicates that school leaders possess a very high level of risk-taking ability. This further implies their willingness to pursue innovative initiatives while managing uncertainties to improve school operations.

In summary, the findings suggest that risk-taking is a crucial component of adaptable leadership, enabling school leaders to foster innovation, encourage experimentation, and make informed decisions that benefit the school community.

Level of School Culture of Innovation

In this study, the level of culture of innovation was described in terms of creativity promotion, innovative practices, collaboration, stakeholders' involvement, and divergent thinking, and was determined using the mean and standard deviation.

A culture of innovation in schools plays a significant role in fostering continuous improvement, encouraging new ideas, and supporting collaborative problem-solving among members of the school community. When school leaders and stakeholders promote innovative thinking, they create an environment where teachers and staff are motivated to experiment with new strategies, develop creative solutions, and enhance educational practices.

The following tables present the level of culture of innovation as perceived by the respondents. Specifically, the results highlight how school leaders encourage creativity among teachers and staff, implement innovative practices in school management and instruction, promote collaboration within the organization, involve stakeholders in decision-making processes, and support divergent thinking that allows individuals to explore multiple ideas and perspectives. These indicators reflect the extent to which innovation is embedded in the school's organizational culture and leadership practices.

Table 6 shows the level of school culture of innovation in terms of creativity promotion. Respondents strongly agree that the school supports projects that showcase innovation and imagination. Furthermore, they encourage creative activities in school programs and activities, create a setting where experimentation is valued above perfection, encourage brainstorming sessions that lead to original ideas, and provide adaptability in teaching methodologies to foster creativity.

Table 6. Level of School Culture of Innovation in Terms of Creativity Promotion

Statements	Mean	SD	Remarks
Support projects that showcase innovation and imagination.	4.70	0.46	Strongly Agree
Integrate creative activities into school programs and initiatives.	4.68	0.47	Strongly Agree
Foster an environment where experimentation is valued over perfection.	4.74	0.44	Strongly Agree
Promote brainstorming sessions that generate fresh perspectives.	4.72	0.45	Strongly Agree
Allow flexibility in teaching approaches to inspire innovation.	4.72	0.45	Strongly Agree
Weighted Mean	4.71		
SD	0.45		
Verbal Interpretation	Very High		

The level of school culture of innovation in terms of creativity promotion attained an overall weighted mean of 4.71 with a standard deviation of 0.45, verbally interpreted as Very High. This indicates that the school demonstrates a very high level of creativity promotion within its innovative culture. This further implies that the school encourages creative thinking, innovative practices, and flexible teaching strategies that support the development of new ideas.

In summary, the findings indicate that promoting creativity is an important component in establishing a culture of innovation in schools. When creativity is encouraged and supported, teachers and staff become more motivated to develop innovative approaches that enhance teaching, learning, and overall school improvement. This, in turn, fosters a dynamic and forward-thinking educational environment where both students and educators can thrive.

Table 7. Level of School Culture of Innovation in Terms of Innovative Practices

Statements	Mean	SD	Remarks
Implement new strategies to improve teaching and learning outcomes.	4.70	0.46	Strongly Agree
Integrate technology to enhance the learning environment.	4.68	0.47	Strongly Agree
Promote continuous improvement by trying out fresh approaches.	4.74	0.44	Strongly Agree
Pilot programs are supported to test innovative school initiatives.	4.72	0.45	Strongly Agree
Openness to experimentation and change in practices.	4.72	0.45	Strongly Agree
Weighted Mean	4.71		
SD	0.45		
Verbal Interpretation	Very High		

Table 7 shows the level of school culture of innovation in terms of innovative practices. Respondents strongly agree that the school implements new strategies to improve teaching and learning outcomes. They also integrate technology to enhance

the learning environment, promote continuous improvement by trying out fresh approaches, support pilot programs to test innovative school initiatives, and maintain openness to experimentation and change in practices.

The level of school culture of innovation in terms of innovative practices attained an overall weighted mean of 4.71 with a standard deviation of 0.45, verbally interpreted as Very High. This indicates that the school demonstrates a very high level of innovative practices. This further implies that the school actively encourages experimentation, embraces change, and adopts new strategies to continuously improve teaching, learning, and overall school operations.

In summary, the findings suggest that implementing innovative practices is essential in fostering a culture of innovation, motivating teachers and staff to explore new approaches, and enhancing the overall effectiveness and adaptability of the school.

Table 8 shows the level of school culture of innovation in terms of collaboration. Respondents strongly agree that the school fosters open communication to strengthen professional relationships. In order to maintain collaboration, they also engage in cooperative problem-solving to overcome school difficulties, respect teamwork in putting school programs and projects into practice, create chances for peer support and professional development, and foster a culture of mutual respect and trust.

Table 8. Level of School Culture of Innovation in Terms of Collaboration

Statements	Mean	SD	Remarks
Foster open communication to strengthen professional relationships.	4.74	0.44	Strongly Agree
Practice joint problem-solving to address school challenges.	4.83	0.38	Strongly Agree
Value teamwork in implementing school programs and initiatives.	4.71	0.45	Strongly Agree
Provide opportunities for peer support and professional growth.	4.74	0.44	Strongly Agree
Build a culture of mutual respect and trust to sustain collaboration.	4.78	0.41	Strongly Agree
Weighted Mean	4.76		
SD	0.43		
Verbal Interpretation			Very High

The level of school culture of innovation in terms of collaboration attained an overall weighted mean of 4.76 with a standard deviation of 0.43, verbally interpreted as Very High. This indicates that the school demonstrates a very high level of collaboration. This further implies that the school actively promotes teamwork, shared problem-solving, and mutual support among teachers and staff, which strengthens the overall culture of innovation.

In summary, the findings suggest that fostering collaboration is a key aspect of an innovative school culture. By encouraging open communication, trust, and teamwork, the school creates an environment where staff can work together effectively to implement new ideas, improve practices, and sustain continuous school improvement.

Table 9 shows the level of school culture of innovation in terms of stakeholders' involvement. Respondents strongly agree that the school encourages active participation of parents in school programs and activities. They also promote

partnerships with community organizations to support school initiatives, seek feedback from parents and community members to improve school practices, support activities that engage alumni in school development efforts, and invite stakeholders to contribute resources and expertise to the school.

Table 9. Level of School Culture of Innovation in Terms of Stakeholders Involvement

Statements	Mean	SD	Remarks
Encourage active participation of parents in school programs and activities.	4.74	0.44	Strongly Agree
Promote partnerships with community organizations to support school initiatives.	4.83	0.38	Strongly Agree
Seek feedback from parents and community members to improve school practices.	4.71	0.45	Strongly Agree
Support activities that engage alumni in school development efforts.	4.74	0.44	Strongly Agree
Invite stakeholders to contribute resources and expertise to the school.	4.78	0.41	Strongly Agree
Weighted Mean	4.76		
SD	0.43		
Verbal Interpretation			Very High

The level of school culture of innovation in terms of stakeholders' involvement attained an overall weighted mean of 4.76 with a standard deviation of 0.43, verbally interpreted as Very High. This indicates that the school demonstrates a very high level of stakeholder involvement. This further implies that the school actively engages parents, community members, and alumni in supporting initiatives, contributing resources, and providing feedback to enhance school operations.

In summary, the findings suggest that involving stakeholders is a critical aspect of an innovative school culture. By fostering strong partnerships and active participation, the school can sustain continuous improvement, enrich learning experiences, and strengthen community support for its programs and initiatives. Active stakeholder engagement also encourages shared ownership of school goals, promotes transparency in decision-making, and helps create a collaborative environment where diverse perspectives are valued. Ultimately, such involvement enhances the school's capacity to implement innovative practices that are relevant, sustainable, and responsive to the needs of its students and the broader community.

Table 10. Level of School Culture of Innovation in Terms of Divergent Thinking

Statements	Mean	SD	Remarks
Encourage multiple perspectives when solving problems in the school.	4.72	0.45	Strongly Agree
Promote brainstorming activities that generate diverse ideas.	4.74	0.44	Strongly Agree
Support teachers in exploring alternative teaching strategies.	4.74	0.44	Strongly Agree
Foster an environment where unconventional ideas are valued.	4.71	0.45	Strongly Agree
Stimulate curiosity by allowing exploration of varied possibilities.	4.71	0.45	Strongly Agree
Weighted Mean	4.72		
SD	0.45		
Verbal Interpretation			Very High

Table 10 shows the level of school culture of innovation in terms of divergent thinking. Respondents strongly agree that the school encourages multiple perspectives when solving problems. They also promote brainstorming activities that generate diverse ideas, support teachers in exploring alternative teaching strategies, foster an environment where unconventional ideas are valued, and stimulate curiosity by allowing exploration of varied possibilities.

The level of school culture of innovation in terms of divergent thinking attained an overall weighted mean of 4.72 with a standard deviation of 0.45, verbally interpreted as Very High. This indicates that the school demonstrates a very high level of divergent thinking. This further implies that the school values creativity, encourages exploration of alternatives, and supports innovative approaches in teaching and problem-solving.

In summary, the findings suggest that promoting divergent thinking is essential in fostering a culture of innovation. By embracing multiple perspectives and unconventional ideas, the school empowers teachers and staff to develop creative solutions and enhances overall school improvement.

Level of Resiliency

In this study, the level of resiliency was described in terms of crisis management, change management, school adaptation, resource management, and resource optimization, and was determined using the mean and standard deviation.

Resiliency in school leadership is an essential factor in ensuring that educational institutions remain stable and functional despite challenges, disruptions, or unexpected circumstances. School leaders who demonstrate resilience are capable of managing crises effectively, guiding the school community through transitions, and maintaining the continuity of educational services even in difficult situations.

The following tables present the level of resiliency as perceived by the respondents. Specifically, the results illustrate how school leaders manage crises and emergencies, implement strategies for effective change management, enable the school to adapt to evolving conditions, efficiently manage available resources, and optimize these resources to support school operations and learning outcomes. These indicators reflect the capacity of school leaders to maintain organizational stability, responsiveness, and sustainability in the face of challenges and uncertainties.

Table 11. Level of Resiliency of Crisis Management

Statements	Mean	SD	Remarks
Demonstrate calmness and stability during crises affecting the school.	4.73	0.44	Strongly Agree
Implement clear procedures to respond effectively to emergencies.	4.75	0.43	Strongly Agree
Provide timely information and guidance to colleagues, students, and parents during crises.	4.73	0.44	Strongly Agree
Encourage teamwork to address urgent problems in challenging situations.	4.73	0.44	Strongly Agree
Adapt quickly to changing circumstances brought by unexpected events.	4.81	0.39	Strongly Agree
Weighted Mean	4.75		
SD	0.43		
Verbal Interpretation			Very High

Table 11 shows the level of resiliency in crisis management among school leaders. Respondents strongly agree that school leaders demonstrate calmness and stability during crises affecting the school. They also implement clear procedures to respond effectively to emergencies, provide timely information and guidance to colleagues, students, and parents, encourage teamwork to address urgent problems in challenging situations, and adapt quickly to changing circumstances brought by unexpected events.

The level of resiliency in crisis management attained an overall weighted mean of 4.75 with a standard deviation of 0.43, verbally interpreted as Very High. This indicates that school leaders possess a very high level of resiliency during crises. This further implies their ability to maintain stability, provide guidance, and implement effective strategies to ensure continuity in school operations during challenging situations.

In summary, the findings suggest that resiliency is a critical component of effective crisis management. School leaders who are calm, adaptive, and collaborative can respond efficiently to emergencies, mitigate disruptions, and sustain the functioning and well-being of the school community.

Table 12. Level of Resiliency of Change Management

Statements	Mean	SD	Remarks
Promote openness to changes that improve school practices.	4.83	0.38	Strongly Agree
Encourage teachers and staff to adapt positively to new policies.	4.78	0.41	Strongly Agree
Facilitate smooth transitions when implementing school reforms.	4.78	0.41	Strongly Agree
Provide guidance and support during periods of organizational change.	4.78	0.41	Strongly Agree
Foster a culture that views change as an opportunity for growth.	4.73	0.44	Strongly Agree
Weighted Mean	4.78		
SD	0.41		
Verbal Interpretation			Very High

Table 12 shows the level of resiliency in change management among school leaders. Respondents strongly agree that school leaders promote openness to changes that improve school practices. They also encourage teachers and staff to adapt positively to new policies, facilitate smooth transitions when implementing school reforms, provide guidance and support during periods of organizational change, and foster a culture that views change as an opportunity for growth.

The level of resiliency in change management attained an overall weighted mean of 4.78 with a standard deviation of 0.41, verbally interpreted as Very High. This indicates that school leaders possess a very high level of resiliency in managing change. This further implies their ability to guide the school community through transitions effectively, ensuring adaptability, support, and a positive attitude toward continuous improvement.

In summary, the findings suggest that effective change management is a key aspect of school leadership resiliency. Leaders who facilitate smooth transitions, encourage adaptability, and foster growth-oriented mindsets can strengthen school operations and promote sustainable improvement.

Table 13 shows the level of resiliency of school leaders in terms of school adaptation. Respondents strongly agree that school leaders adjust teaching strategies to meet the changing needs of students. They also promote flexibility in addressing shifts in curriculum and policies, encourage innovation to cope with evolving educational demands, implement practices that ensure continuity of learning during disruptions, and strengthen the school’s ability to adapt to challenges while maintaining quality education.

Table 13. Level of Resiliency in Terms of School Adaptation

Statements	Mean	SD	Remarks
Adjust teaching strategies to meet the changing needs of students.	4.72	0.45	Strongly Agree
Promote flexibility in addressing shifts in curriculum and policies.	4.72	0.45	Strongly Agree
Encourage innovation to cope with evolving educational demands.	4.69	0.46	Strongly Agree
Implement practices that ensure continuity of learning during disruptions.	4.65	0.48	Strongly Agree
Strengthen the school’s ability to adapt to challenges while maintaining quality education.	4.63	0.48	Strongly Agree
Weighted Mean	4.68		
SD	0.47		
Verbal Interpretation	Very High		

The level of resiliency in terms of school adaptation attained an overall weighted mean of 4.68 with a standard deviation of 0.47, verbally interpreted as Very High. This indicates that school leaders possess a very high level of adaptability in responding to changes within the school environment. This further implies their ability to maintain the quality of education while implementing innovative and flexible practices to address evolving demands.

In summary, the findings suggest that school adaptation is a critical component of leadership resiliency. Leaders who promote flexibility, innovation, and continuity of learning can effectively navigate challenges and ensure the school remains responsive to the dynamic needs of students and the educational system.

Table 14. Level of Resiliency in Terms of Resource Management

Statements	Mean	SD	Remarks
Allocate resources effectively to support teaching and learning needs.	4.70	0.46	Strongly Agree
Provide adequate materials and tools to enhance classroom instruction.	4.68	0.47	Strongly Agree
Maximize available resources to sustain school programs and initiatives.	4.73	0.44	Strongly Agree
Encourage resource-sharing among teachers to strengthen collaboration.	4.72	0.45	Strongly Agree
Prioritize essential needs when resources are limited.	4.72	0.45	Strongly Agree
Weighted Mean	4.71		
SD	0.45		
Verbal Interpretation	Very High		

Table 14 shows the level of resiliency of school leaders in terms of resource management. Respondents strongly agree that school leaders allocate resources effectively to support teaching and learning needs. They also provide adequate materials and tools to enhance classroom instruction, maximize available resources to sustain school programs and

initiatives, encourage resource-sharing among teachers to strengthen collaboration, and prioritize essential needs when resources are limited.

The level of resiliency in terms of resource management attained an overall weighted mean of 4.71 with a standard deviation of 0.45, verbally interpreted as Very High. This indicates that school leaders possess a very high level of resource management resiliency. This further implies their ability to optimize resources efficiently, support instructional and programmatic needs, and maintain effective school operations even under constraints.

In summary, the findings suggest that effective resource management is a key component of leadership resiliency. Leaders who allocate, prioritize, and maximize resources while fostering collaboration can ensure the continuity and quality of school programs and initiatives.

Table 15 shows the level of school leaders’ resiliency in terms of resource optimization. Respondents strongly agree that school leaders efficiently utilize resources, promote creative and cost-effective strategies, support reuse and recycling, and optimize technology to enhance teaching and learning.

Table 15. Level of Resiliency in Terms of Resource Optimization

Statements	Mean	SD	Remarks
Utilize school resources efficiently to maximize their benefits.	4.72	0.45	Strongly Agree
Promote the creative use of limited resources to achieve school goals.	4.71	0.45	Strongly Agree
Support the reuse and recycling of resources to sustain school programs.	4.65	0.48	Strongly Agree
Optimize technology to enhance teaching and learning outcomes.	4.79	0.41	Strongly Agree
Implement cost-effective strategies in delivering quality education.	4.77	0.42	Strongly Agree
Weighted Mean	4.73		
SD	0.44		
Verbal Interpretation	Very High		

The level of resiliency in resource optimization attained an overall weighted mean of 4.73 with a standard deviation of 0.44, verbally interpreted as Very High. This indicates that school leaders effectively maximize available resources, implement innovative strategies, and sustain quality education.

In summary, the findings suggest that strong resource optimization is a key component of leadership resiliency.

Significant Relationship Between School Leader’s Adaptability Quotient and Schools’ Culture Innovation

In this study, the significant relationship between school leaders’ adaptability quotient and the schools’ culture of innovation was analyzed using the Pearson Correlation Coefficient through Minitab 14. This statistical test was utilized to determine whether the adaptability of school leaders is significantly associated with the level of innovation culture practiced within the school organization.

Specifically, the analysis examined how the dimensions of school leaders’ adaptability quotient such as openness to change, communication skills, learning agility, visionary thinking, and risk-taking relate to the schools’ culture of innovation in terms of creativity promotion, innovative

practices, collaboration, stakeholders’ involvement, and divergent thinking. The results of the correlation analysis indicate the degree to which adaptable leadership contributes to the development of an environment that supports creativity.

Table 16. Significant Relationship Between School Leader’s Adaptability Quotient and Schools’ Culture Innovation

School Leader’s Quotient	Adaptability	CP IP C SI DT				
		CP	IP	C	SI	DT
Openness to Change	Pearson Correlation	0.574*	0.524*	0.712*	0.669*	0.038
	Sig. (2-tailed)	.000	.000	.000	.000	.709
	N	100	100	100	100	100
Communication Skills	Pearson Correlation	0.547*	0.541*	0.791*	0.742*	0.070
	Sig. (2-tailed)	.000	.000	.000	.000	.488
	N	100	100	100	100	100
Learning Agility	Pearson Correlation	0.660*	0.543*	0.732*	0.769*	0.111
	Sig. (2-tailed)	.000	.000	.000	.000	.273
	N	100	100	100	100	100
Visionary Thinking	Pearson Correlation	0.597*	0.373*	0.521*	0.608*	0.146
	Sig. (2-tailed)	.000	.000	.000	.000	.148
	N	100	100	100	100	100
Risk-Taking	Pearson Correlation	0.015	0.005	0.178	0.043	0.062
	Sig. (2-tailed)	.912	.962	.077	.674	.541
	N	100	100	100	100	100

Note * p < .05

Table 16 presents the significant relationship between School Leader’s Adaptability Quotient and Schools’ Culture Innovation. The results include Pearson correlation

coefficients (r-values), p-values, and sample size (N=100) for each relationship.

As shown, results reveal that openness to change, communication skills, learning agility, and visionary thinking have significant relationship with creativity promotion, innovative practices, collaboration, and stakeholder involvement. except for divergent thinking. These findings indicate that when school leaders are more open to change, can communicate effectively, quick to adapt, and apply new knowledge, with a clear vision for the future are more likely to promote innovative initiatives and collaborative efforts within the school community.

On the other hand, risk-taking does not show any significant relationship with the dimensions of the school’s culture. This implies that the willingness of school leaders to take risks does not necessarily determine how creativity, innovative practices, collaboration, stakeholder involvement, and divergent thinking are manifested within the school.

Overall, the findings indicate that most dimensions of school leaders’ adaptability quotient are significantly associated with key aspects of the school’s culture of innovation. This implies further that adaptable leaders contribute greatly to promoting creativity, strengthening collaboration, encouraging innovative practices, and increasing stakeholder involvement in schools. However, divergent thinking and risk-taking may be influenced by other factors beyond the adaptability traits of school leaders.

Significant Relationship Between School Leader’s Adaptability Quotient and Resiliency

In this study, the significant relationship between school leaders’ adaptability quotient and resiliency was analyzed using the Pearson Correlation Coefficient through Minitab 14. This statistical method was utilized to determine whether the adaptability of school leaders is significantly associated with the level of resiliency within the school organization.

Table 17. Significant Relationship Between School Leader’s Adaptability Quotient and Resiliency

School Leader’s Adaptability Quotient		Crisis Mngt	Change Mngt	School Adaptation	Resource Mngt	Resource Optimization
Openness to Change	Pearson Correlation	0.008	0.075	0.084	0.134	0.167
	Sig. (2-tailed)	.936	.457	.404	.185	.097
	N	100	100	100	100	100
Communication Skills	Pearson Correlation	0.016	0.087	0.099	0.173	0.189
	Sig. (2-tailed)	.872	.391	.328	.086	.059
	N	100	100	100	100	100
Learning Agility	Pearson Correlation	0.036	0.020	0.113	0.200*	0.168
	Sig. (2-tailed)	.721	.846	.262	.046	.096
	N	100	100	100	100	100
Visionary Thinking	Pearson Correlation	0.084	0.074	0.19	0.156	0.100
	Sig. (2-tailed)	.406	.465	.853	.121	.320
	N	100	100	100	100	100
Risk-Taking	Pearson Correlation	0.130	0.041	0.093	0.025	0.042
	Sig. (2-tailed)	.197	.682	.359	.815	.679
	N	100	100	100	100	100

Note * p < .05

Specifically, the analysis examined how the dimensions of school leaders’ adaptability quotient such as openness to change, communication skills, learning agility, visionary

thinking, and risk-taking are related to the level of resiliency in terms of crisis management, change management, school adaptation, resource management, and resource optimization.

The results of the correlation analysis provide insights into how adaptable leadership contributes to strengthening the capacity of schools to respond effectively to challenges, manage transitions, and sustain organizational stability during uncertain situations. Furthermore, the findings help identify which specific dimensions of adaptability have the strongest influence on resiliency outcomes. This allows school leaders to focus on developing targeted competencies that enhance organizational responsiveness and effectiveness. Ultimately, the results offer empirical support for integrating adaptability-focused leadership practices to improve overall school resiliency.

Table 17 presents the significant relationship between School Leaders' Adaptability Quotient and Resiliency. The results include Pearson correlation coefficients (r -values), p -values, and a sample size of $N = 100$ for each relationship.

As illustrated, the majority of the dimensions of school leaders' adaptability quotient—openness to change, communication skills, learning agility, visionary thinking, and risk-taking—do not have a statistically significant relationship with resource optimization, resource management, school adaptation, crisis management, or change management ($p > 0.05$). Learning agility is the only exception, exhibiting a positive association with resource management ($r = 0.200$, $p = 0.046$).

In general, these findings suggest that school leaders' resiliency in overcoming crises, putting changes into practice, adapting schools, and optimizing resources is not significantly related to their flexibility. Nonetheless, leaders with greater learning agility could be more adept at effectively managing resources, implying that the capacity to pick up information quickly and utilize it helps them manage resources well in difficult circumstances.

Overall, the results imply that while adaptability enhances innovation within schools (as shown in Table 16), it does not necessarily predict resiliency across most domains. Other factors beyond adaptability traits, such as experience, support systems, or institutional structures, may play a more significant role in strengthening school leaders' resiliency.

IV. CONCLUSION AND RECOMMENDATIONS

School leaders' adaptability quotient shows a significant relationship with the school's culture of innovation, leading to the rejection of the null hypothesis. This implies that higher levels of adaptability—particularly in terms of openness to change, communication skills, learning agility, and visionary thinking—contribute positively to fostering creativity,

innovative practices, collaboration, and stakeholder involvement within the school community.

Furthermore, it also reveals that there is no significant relationship between school leaders' adaptability quotient and schools' resiliency, which results in the acceptance of the corresponding null hypothesis. This implies that most dimensions of adaptability do not significantly influence resiliency measures such as crisis management, change management, school adaptation, resource management, and resource optimization, except for a weak positive relationship between learning agility and resource management. This further suggests that while adaptability contributes to innovation, resiliency in schools may be more strongly shaped by other factors such as experience, institutional support, and organizational systems.

Based on the drawn conclusions resulted to the following recommendations:

The school heads may continuously strengthen and institutionalize their adaptability practices, such as openness to change, communication, learning agility, visionary thinking, and risk-taking, to sustain a culture of innovation and further enhance school systems that support resiliency, particularly in resource management and crisis preparedness.

The teachers may actively engage in innovative and collaborative instructional practices, such as learner-centered approaches, professional learning communities, and flexible teaching strategies, to support the promotion of creativity, adaptability, and continuous improvement in the school.

The students may be provided with meaningful learning opportunities that enhance creativity, critical thinking, collaboration, and adaptability, enabling them to develop problem-solving skills and resiliency in responding to academic and real-life challenges.

The future researchers may further explore other variables influencing school resiliency, such as organizational systems, policies, and resource availability, and may conduct comparative and mixed-methods studies to validate and expand the findings of the present research.

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