

# Adaptive Leadership and Professional Qualities on the Teachers' Innovative Practices and Organization Outcome Through School Context

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**Abstract**—This study focused on how school head adaptive leadership influences teachers' professional qualities through innovative practices and organizational outcomes. Specifically, it aimed to determine the level of School Heads' adaptive leadership, professional qualities. It evaluated teachers' innovative practices and organizational outcomes. Furthermore, it measured the significant relationship exist among these variables. The study employed a descriptive – correlational research design. Data were collected from selected public secondary school teachers in the Division of Quezon during the academic year 2025-2026. The respondents were 245 Teachers, using a researcher survey questionnaire. Appropriate statistical tools were used to analyze and interpret the data. Findings revealed that school heads adaptive leadership and professional qualities were rated high. Teachers' innovative practices, and organizational outcomes were likewise rated very high. The results showed significant relationship between adaptive leadership on teachers' innovative practices, as well as organizational outcomes. Professional qualities were also found to have significant relationship with teachers' innovative practices and organizational outcomes. This demonstrate that effective leadership practices enhance teachers' performance and strengthen organizational outcomes. It is recommended that school heads continuously develop adaptive leadership skills and professional competencies to sustain innovation and promote positive organizational growth within schools.

**Keywords**— Organizational Culture, Leadership Competence, School-Based Management, Department of Education.

## I. INTRODUCTION

Educational institutions globally are facing increasingly complex and dynamic challenges that require leadership not only to manage routine operations but to adapt strategically to emergent problems. In the field of educational leadership, the concept of adaptive leadership has gained traction as a framework for responding to change and complexity. Within school contexts, adaptive leadership entails a school head's capacity to diagnose conditions, mobilize stakeholders, and orchestrate systemic change rather than simply apply technical solutions mentioned by Seanchan, Sirisuthi and Chantarasombat (2024).

This leadership approach underscores the need for flexibility and responsiveness in environments characterized by shifts in policy, technology, and society. By focusing on how school heads lead adaptively, we align with a conceptual perspective that leadership is both relational and situational, not fixed or purely directive.

Building on this, adaptive leadership in schools influences the professional qualities of teachers and other staff, shaping organizational culture and performance. The professional qualities of educators such as instructional competence, lifelong learning commitment, ethical practice and collaborative engagement are integrally tied to how leadership is enacted discussed by İlğan, Aktan and Sevinç (2022).

Therefore, a professional teacher is conceptualized as one who possesses a deep knowledge base, continuously improves, and works collaboratively in an environment that values reflection and innovation according to OECD (2016). In addition, when a school head demonstrates adaptive leadership, it creates the conditions for heightened professional qualities among staff, offering a conceptual lens that links leader behavior to teacher capabilities.

Moreover, adaptive leadership is not only about managing change but also about enabling innovative practices within the school context. The innovation literature in education emphasizes that leadership must nurture an environment of creativity, strategic thinking, and evidence-based experimentation cited by Pagaura, (2020). Innovative practices such as integration of technology, curriculum enhancement, research-action projects, and community-industry linkages are framed as strategic outcomes of adaptive leadership systems. This innovation emerges when leaders enact adaptive behaviors such as facilitating reflective inquiry, tolerating risk, and mobilizing diverse perspectives to realize improvements in teaching and learning.

In turn, these innovative practices act as mediators between leadership and organizational outcomes within schools. Organizational outcomes in educational settings such as enhanced instructional delivery, teacher job satisfaction, improved school performance, and a positive school climate are conceptualized as resultant of the interplay between leadership, professional qualities, and innovation cited by Rosel, (2025). The systems perspective of schools suggests that leadership influences teacher professional qualities, which in combination with innovative practices produce outcomes at the organizational level. This view informs the logic of the study: to examine how school head adaptive leadership may influence professional qualities via Innovative practices and thereby affect organizational outcomes.

The situational-contingency model of leadership offers a lens for understanding how a school head adjusts behaviors

based on context and challenge discussed by Tanio and Wibawanta (2024). Similarly, the professional capital theory emphasizes that teacher quality is enhanced through social, human and decisional capital, which leaders can leverage said by Siahaya, (2022). Together, these perspectives support the view that adaptive leadership influences professional qualities by facilitating resource mobilization, capacity building, and culture change. Thus, this study draws on both leadership theory and professional development theory to frame its variables.

The present study investigates the significant relationship among school heads' adaptive leadership, professional qualities, Teachers innovative practices, and organizational outcomes in the Division of Quezon. This study contributes to the field by linking adaptive leadership of school heads to teacher professional qualities and organizational outcomes through the lens of innovative practices.

### *1.1 Statement of the Problem*

#### *Problem/s which were addressed by the research*

The study presents the key questions that guide this study, focusing on how school head adaptive leadership influences teachers' professional qualities through innovative practices and organizational outcomes within the Division of Quezon.

1. What is the level on the School Head Adaptive Leadership in terms of:
  - 1.1 situational awareness;
  - 1.2 decision making flexibility;
  - 1.3 strategic foresight; and
  - 1.4 change management?
2. What is the level of the school heads Professional Qualities in terms of:
  - 2.1 instructional competence;
  - 2.2 commitment to continuous learning;
  - 2.3 ethical practice; and
  - 2.4 collaborative engagement?
3. What is the level of innovative practices of the teachers in terms of:
  - 3.1 integration of technology;
  - 3.2 curriculum enhancement;
  - 3.3 research based project; and
  - 3.4 community linkages?
4. What is the level of organization outcome of the teacher in terms of:
  - 4.1 teacher's performance;
  - 4.2 teacher job satisfaction;
  - 4.3 enhanced school performance;
  - 4.4 positive school climate?
5. Is there a significant relationship between and School Head Adaptive Leadership and Teacher innovative practices?
6. Is there a significant relationship between and School Head Adaptive Leadership and teacher on organization outcome?
7. Is there a significant relationship between school heads professional qualities and teacher innovative practices?
8. Is there a significant relationship between school head professional qualities and teacher organization outcomes?

## II. METHODOLOGY

The study employed a descriptive – correlational research design. Data were collected from selected public secondary school teachers in the Division of Quezon during the academic year 2025-2026. The respondents were 245 Teachers, using a researcher survey questionnaire. Appropriate statistical tools were used to analyze and interpret the data.

## III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered in the study. It discusses the results obtained from treating the data and provides answers to the specific questions outlined in Chapter 1 under the statement of the problem. The analysis is supported by tables showing the responses of the participants and the computed statistical results. Specifically, this chapter examines the level of adaptive leadership of school heads in terms of situational awareness, as well as its significance in enhancing school management and decision-making. In this study, adaptive leadership refers to the ability of school heads to respond effectively to changing circumstances, assess challenges, and implement strategies that maintain or improve school performance.

### *Level of the School Heads Adaptive Leadership*

In this study, school heads' adaptive leadership refers to their ability to respond effectively to changing conditions, address emerging challenges, and implement appropriate strategies to ensure continuous school improvement. It encompasses their capacity to remain flexible, make informed decisions, and guide stakeholders in achieving organizational goals despite uncertainties in the educational environment. Adaptive leadership of school heads in terms of situational awareness is demonstrated through their ability to accurately perceive, understand, and respond to the dynamic conditions and challenges within the school environment. This includes recognizing emerging issues, evaluating their potential impact, and adjusting leadership strategies to ensure effective decision-making and problem-solving. The level of adaptive leadership exhibited by school heads reflects their capacity to remain proactive, flexible, and responsive in managing school operations and addressing the needs of staff and students. The following table presents the respondents perceptions of the level of school heads adaptive leadership in terms of situational awareness, decision-making flexibility, strategic foresight, and change management.

Table 1 presents the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents regarding the situational awareness of school heads.

The data indicate that the overall level of adaptive leadership of school heads in terms of situational awareness demonstrates a proactive and responsive approach. School heads are able to monitor school conditions, identify areas requiring attention, and implement timely interventions to address challenges. These findings provide valuable insights for educational leaders and policymakers to further strengthen adaptive leadership practices, improve school responsiveness, and enhance overall institutional effectiveness.

Table 1. Level of the School Heads Adaptive Leadership in terms of Situational Awareness

Statements	Mean	SD	Remarks
The School head...			
...understands the unique challenges faced by teachers and staff before making decisions.	6.40	0.91	Strongly Agree
...pays attention to the school’s atmosphere to identify potential issues before they escalate.	6.35	0.87	Strongly Agree
...gathers information from various perspectives to understand the school community fully.	6.38	0.87	Strongly Agree
...responds promptly to changes in student behavior, teacher morale, and school operations.	6.47	0.79	Strongly Agree
...ensures that awareness of the school environment guides leadership decisions.	6.50	0.75	Strongly Agree
Weighted Mean	6.44		
SD	0.84		
Verbal Interpretation	Very High		

Table 1 shows the level of school heads adaptive leadership in terms of situational awareness. It highlights how school heads perceive their ability to understand, monitor, and respond to the needs of their school community. The results reveal that school heads are very attentive to the unique challenges faced by teachers and staff, carefully observe the school environment to anticipate potential issues, gather information from multiple perspectives to understand the overall dynamics, and respond promptly to changes in student behavior, teacher morale, and school operations. They also ensure that their awareness guides their leadership decisions, creating a responsive and supportive school atmosphere.

The weighted mean of 6.44 and the standard deviation of 0.84 indicate a very high and consistent level of situational awareness among the school heads. This demonstrates that their awareness is not only strong but also stable, enabling them to make informed and timely decisions that maintain a positive school climate, support teacher morale, and ensure smooth school operations. The consistency in respondents’ ratings, as reflected by the low standard deviation, supports the finding that school heads exhibit highly effective adaptive leadership. The data provide clear evidence that school heads consistently monitor the school environment, gather relevant information, and take proactive actions to address challenges, fostering collaboration, strategic decision-making, and continuous improvement within the school community.

The findings indicate that school heads demonstrate highly effective adaptive leadership in situational awareness, as supported by the strong and consistent ratings from the respondents. The weighted mean and low standard deviation from the data serve as concrete evidence connecting the respondents’ perceptions to the observed leadership practices.

Table 2 shows the level of teachers’ perception of school heads’ adaptive leadership in terms of decision-making flexibility. It highlights how school heads perceive their ability to make informed and adaptable decisions that responds to the changing needs of their school community. The results reveal that school heads are open to adjusting their decisions based on new information or changing circumstances, consider multiple options to accommodate different needs an

perspectives, and revise previous decisions when they realize a better course of action exists. They also encourage feedback from teachers and staff to refine decisions and use a balance of analytical thinking and intuition to ensure decisions benefit the school.

Table 2. Level of the School Heads Adaptive Leadership in terms of Decision-Making Flexibility

Statements	Mean	SD	Remarks
The School head....			
...adjusts decisions based on new information or changing circumstances.	6.41	0.75	Strongly Agree
...considers multiple options before arriving at a final decision.	6.28	0.90	Strongly Agree
...revises previous decisions when a better course of action is identified.	6.34	0.87	Strongly Agree
...encourages feedback from staff to refine decisions.	6.36	0.86	Strongly Agree
...uses both analysis and intuition to make flexible, informed decisions.	6.42	0.79	Strongly Agree
Weighted Mean	6.36		
SD	0.83		
Verbal Interpretation	Very High		

The weighted mean of 6.36 and standard deviation of 0.83 indicate a very high and consistent level of decisions -making flexibility among school heads. This demonstrate that they are highly capable of making flexible, well-informed decisions that responds effectively to the school’s needs. The strong weighted mean highlights their adaptability, while the consistency in respondents’ ratings, as reflected by the low standard deviation, supports the finding that school heads exhibit highly effective adaptive leadership in decision-making flexibility. The data show that their decision-making practices foster a responsive and collaborative school environment, enhance problem-solving, and contribute to effective leadership that supports both teachers and students in achieving school goals.

The findings indicate that school heads demonstrate highly effective adaptive leadership in decision-making flexibility, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide concrete evidence connecting the respondents’ perceptions to observed leadership practices, confirming that adaptability, reflection, and collaborative decision-making are consistently recognized and valued among the school heads.

Table 3 shows the level of teachers’ perception of school heads’ adaptive leadership in terms of strategic foresight. It highlights how school heads perceive their ability to anticipate future challenges, plan proactively, and guide their schools towards long-term improvement. The results reveal that school heads are proactive in anticipating possible challenges that may affect the school’s progress, using data and trends to inform decisions and plan to prepare for academic, technological, or policy changes. They also make decisions with a clear vision of the school’s future success and involve key stakeholders in creating sustainable plans aligned with long-term goals.

The weighted mean of 6.38 and standard deviation of 0.79 indicate a very high and consistent level of strategic foresight among school heads. This demonstrates that they are highly

capable of thinking ahead and preparing the school for future developments, while maintaining stability and consistency in their leadership practices. The strong weighted mean highlights their foresight, and the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads exhibit highly effective adaptive leadership in strategic foresight. The data show that their strategic planning practices enable the school to adapt to changes, innovate effectively, and achieve long-term success.

Table 3. Level of the School Heads Adaptive Leadership in terms of Strategic Foresight

Statements	Mean	SD	Remarks
The school head...			
...anticipates future challenges and prepares proactive strategies.	6.37	0.81	Strongly Agree
...uses data and trends to guide long-term improvement.	6.31	0.80	Strongly Agree
...plans for academic, technological, and policy changes.	6.40	0.81	Strongly Agree
...makes decisions with a clear long-term vision for success.	6.42	0.76	Strongly Agree
...involves stakeholders in creating sustainable plans	6.40	0.77	Strongly Agree
Weighted Mean	6.38		
SD	0.79		
Verbal Interpretation	Very High		

The findings indicate that school heads demonstrate highly effective adaptive leadership in strategic foresight, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting the respondents' perceptions to the observed leadership practices, confirming that planning, vision, and stakeholder engagement are consistently recognized and applied to achieve long-term school success.

Table 4. Level of the School Heads Adaptive Leadership in terms of Change Management

Statements	Mean	SD	Remarks
The school head...			
...guides teachers and staff smoothly through organizational changes.	6.35	0.81	Strongly Agree
...communicates the reasons behind changes clearly	6.39	0.81	Strongly Agree
...provides support and training for new systems or policies.	6.41	0.83	Strongly Agree
...handles resistance to change with empathy	6.40	0.84	Strongly Agree
...ensures changes contribute to a better learning environment.	6.46	0.83	Strongly Agree
Weighted Mean	6.40		
SD	0.82		
Verbal Interpretation	Very High		

Table 4 shows the level of teachers' perception of school heads' adaptive leadership in terms of change management. It highlights how school heads perceive their ability to guide and support their school community during periods of organizational or instructional change. The result reveal that school heads actively lead teachers and staff through changes, communicate the reasons behind each change to ensure cooperation, provide necessary support and training when new

system or policies are introduced, and handle resistance with empathy to help others adapt positively. They also ensure that all changes implemented contribute to creating a better learning and working environment.

The weighted mean of 6.40 and standard deviation of 0.82 indicate a very high and consistent level of change management among school heads. This demonstrates that they are highly effective in guiding their school community through transition while maintaining stability and support. The changes successfully, and the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads exhibit highly effective adaptive leadership in change management. The data show that their leadership practices foster a positive and adaptive school climate, enhance teacher confidence, and ensure that changes contribute meaningfully to school improvement.

The findings indicate that school heads demonstrate highly effective adaptive leadership in change management, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting the respondents' perceptions to observed leadership practices, confirming that guidance, communication, support, and positive adaptation during times of change are consistently recognized and applied.

*Level of School Heads Professional Qualities*

In this study, school heads' professional qualities refer to their overall ability to lead effectively, support teachers, manage instructional practices, and foster a culture of continuous learning within the school. These qualities are essential in ensuring that teachers perform at their best and that students achieve learning outcomes successfully.

In terms of instructional competence, this encompasses guiding and supervising teachers in delivering high-quality instruction, ensuring alignment with curriculum standards, implementing effective teaching strategies, monitoring classroom practices, and promoting continuous professional growth and development among teachers.

The following table presents the respondents' perceptions of the level of school heads' professional qualities in terms of instructional competence, commitment to continuous learning, ethical practice, and collaborative engagement.

Table 5 presents the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents regarding the instructional competence of school heads.

Table 5 shows the level of teachers' perception of school heads' professional qualities in terms of instructional competence. It highlights how school heads perceive their ability to lead and enhance teaching and learning processes within their schools. The results reveal that school heads actively work to improve student learning outcomes by continuously enhancing their teaching and leadership strategies, aligning instructional goals with the curriculum to ensure relevance and quality education, and modeling effective instructional practices that teachers can emulate in their classrooms. They also regularly observe classes to

provide support and guidance to teachers and use assessment data to identify areas for instructional improvement and professional growth.

Table 5. Level of School Heads Professional Qualities in terms of Instructional Competence

Statements	Mean	SD	Remarks
The school head...			
...enhances teaching and leadership Strategies for better student outcomes.	6.45	0.73	Strongly Agree
aligns instructional goals with the curriculum..	6.48	0.72	Strongly Agree
...models' effective instructional practices.	6.42	0.79	Strongly Agree
...observes classes and provides constructive feedback..	6.47	0.75	Strongly Agree
...uses assessment data to identify areas for improvement.	6.48	0.76	Strongly Agree
Weighted Mean	6.46		
SD	0.75		
Verbal Interpretation	Very High	High	Professional Qualities

The weighted mean of 6.46 and standard deviation of 0.75 indicate a very high professional qualities and a consistent level of instructional competence among school heads. This demonstrates that they demonstrate strong professional qualities that enhance teaching effectiveness and promote high-quality learning experiences. The high weighted mean reflects their commitment to instructional excellence, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads demonstrate highly effective professional qualities in instructional competence. The data show that by guiding, mentoring, and supporting teachers, school leaders strengthen teacher performance, which ultimately contributes to improved student achievement and overall school success.

The findings indicate that school heads demonstrate highly effective professional qualities in instructional competence, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting the respondents' perceptions to observed leadership practices, confirming that continuous improvement, curriculum alignment, modeling, classroom observation, and data-informed decision-making are consistently recognized and applied in instruction.

Table 6. Level of School Heads Professional Qualities in terms of Commitment to Continuous learning

Statements	Mean	SD	Remarks
The school head...			
...participates in professional development activities	6.68	0.63	Strongly Agree
...seeks feedback from colleagues and mentors for growth.	6.50	0.72	Strongly Agree
...reads and researches to expand leadership knowledge.	6.44	0.74	Strongly Agree
...encourages teachers to pursue professional growth.	6.56	0.75	Strongly Agree
...values lifelong learning as part of effective leadership	6.57	0.68	Strongly Agree
Weighted Mean	6.55		
SD	0.70		
Verbal Interpretation	Very High	High	Professional Qualities

Table 6 shows the level of teachers' perception of school heads' professional qualities in terms of commitment to continuous learning. It highlights how school heads perceive their dedication to personal and professional growth as leaders in education. The results reveal that school heads actively participate in seminars, workshops, and training programs to stay updated in their field, seek feedback from colleagues and mentors to improve their performance, dedicate time for reading and research to expand their knowledge and leadership skills, and encourage their teachers to pursue professional development opportunities. They also value lifelong learning as an essential aspect of maintaining leadership.

The weighted mean of 6.55 and standard deviation of 0.70 indicate a very high professional qualities and consistent level of commitment to continuous learning among school heads. This demonstrate that they are highly dedicated to professional growth, continuously seeking ways to enhance their skills and knowledge. The high weighted mean reflects the strength of their commitment, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads demonstrate highly effective professional qualities in fostering continuous learning. The data show that by modeling continuous learning, school leaders not only improve their own competencies but also inspire and motivate teachers, fostering a culture of professional growth and lifelong learning within the school community.

The findings indicate that school heads demonstrate highly effective professional qualities in commitment to continuous learning, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to observed leadership practices, confirming that active participation in professional development, reflective practice, research, and the promotion of lifelong learning are consistently recognized and applied as integral components of effective school leadership.

Table 7. Level of School Heads Professional Qualities in terms of Ethical Practice

Statements	Mean	SD	Remarks
The school head...			
...makes decisions guided by fairness, honesty, and integrity.	6.52	0.79	Strongly Agree
...respects confidentiality	6.57	0.70	Strongly Agree
...demonstrates professionalism in handling conflicts.	6.54	0.73	Strongly Agree
...avoids favoritism and treats everyone impartially.	6.47	0.84	Strongly Agree
...serves as a role model of ethical behavior	6.55	0.72	Strongly Agree
Weighted Mean	6.53		
SD	0.76		
Verbal Interpretation	Very High	High	Professional Qualities

Table 7 shows the level of teachers' perception of school heads' professional qualities in terms of ethical practice. It highlights how school heads perceive their commitment to

fairness, integrity, and professionalism in their leadership roles. The results reveal that school heads ensure their decisions are guided by honesty and fairness, respect the confidentiality of information shared by teachers, students, and parents, demonstrate professionalism when handling community impartially, and serve as role models of ethical for both staff and students.

The weighted mean of 6.53 and standard deviation of 0.76 indicate very high professional qualities and consistently high level of ethical practice among school heads. This demonstrates that they consistently uphold strong moral and professional standards in their leadership, fostering trust and respect within the school community. The high weighted mean emphasizes their dedication to ethical conduct, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads demonstrate highly effective professional qualities in ethical practice. The data show that by demonstrating ethical behavior, school leaders create a positive and fair school environment, promote accountability, and inspire staff and students to adhere to high standards of integrity and professionalism.

The findings indicate that school heads demonstrate highly effective professional qualities in ethical practice, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to observed leadership practices, confirming that integrity, impartiality, confidentiality, professionalism, and ethical role modeling are consistently recognized and valued within the school community.

*Level of School Heads Professional Qualities in terms of Collaborative Engagement*

Table 8 shows the level of teachers' perception of school heads' professional qualities in terms of collaborative engagement. It highlights how school heads perceive their ability to foster teamwork, open communication, and cooperative practices within the school and the wider community.

Table 8. Level of School Heads Professional Qualities in terms of Collaborative Engagement

Statements	Mean	SD	Remarks
The school head...			
...promotes teamwork and idea-sharing	6.56	0.70	Strongly Agree
...maintains open communication with staff	6.50	0.73	Strongly Agree
...involves teachers and stakeholders in decision-making	6.47	0.77	Strongly Agree
...supports community collaboration initiatives	6.53	0.72	Strongly Agree
...values and recognizes team contributions	6.47	0.77	Strongly Agree
Weighted Mean	6.51		
SD	0.74		
Verbal Interpretation	Very High	High	Professional Qualities

The results reveal that the school heads actively promote teamwork by encouraging teachers to share ideas and work

together on projects, maintain open communication to build trust and cooperation, involve teachers and stakeholders in decision-making processes, support initiatives that strengthen collaboration within the school and community, and value the contributions of every team member in achieving common goals.

The weighted mean of 6.51 and standard deviation of 0.74 indicate a very high professional qualities and consistent level of collaborative engagement among school heads. This demonstrates that they consistently demonstrate strong collaborative skills, fostering an environment where teamwork and mutual support are emphasized. The high weighted mean highlights their dedication to building cohesive teams, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads demonstrate highly effective professional qualities in collaborative engagement. The data show that through collaborative engagement, school leaders enhance staff cooperation, strengthen professional relationships, and cultivate a school culture that values shared responsibility and collective achievement.

The findings indicate that school heads demonstrate highly effective professional qualities in collaborative engagement, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to observed leadership practices, confirming that teamwork, open communication, stakeholder involvement, support for initiatives, and recognition of contributions are consistently recognized and valued within the school.

*Level of Teachers Innovative Practices*

In this study, Teachers' innovative practices refer to their ability to implement creative and effective approaches in teaching, learning, and school management. In terms of integration of technology, this encompasses adopting, utilizing, and promoting technological tools and digital resources to enhance instruction, facilitate professional development, and improve overall school management. This includes implementing technology in classroom instruction, supporting teacher training on digital tools, and encouraging the use of educational innovations that enhance learning outcomes.

The following table presents the respondents' perceptions of the level of teachers' innovative practices in terms of technology integration, curriculum enhancement, research based-projects and community linkages.

Table 9 presents the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents regarding the integration of technology in school practices.

*Level of Teachers' Innovative Practices in terms of Integration of Technology*

Table 9 shows the level of teachers' perception on innovative practices in terms of integration of technology. It highlights how teachers perceive their ability to use digital

tools and technology resources to enhance teaching, learning, and classroom management.

Table 9. Level of Teachers' Innovative Practices in terms of Integration of Technology

Statements The Teacher...	Mean	SD	Remarks
...uses digital tools for teaching and learning and classroom management	6.40	0.76	Strongly Agree
...integrates technology to enhance lesson delivery and student engagement	6.48	0.74	Strongly Agree
...continuously improves personal digital literacy skills through trainings and self learning	6.47	0.72	Strongly Agree
...maximizes available technological resources to support instruction.	6.40	0.75	Strongly Agree
...monitors and evaluates the use of technology to improve learner participation	6.41	0.78	Strongly Agree
Weighted Mean	6.43		
SD	0.75		
Verbal Interpretation	Exceptional		Innovative Practices

The results reveal that teachers actively integrate technology to improve lesson delivery and student engagement, continuously enhance their digital literacy through training and self-learning, maximize available technological resources to support instruction, and monitor the use of technology to improve learner participation.

The weighted mean of 6.43 and standard deviation of 0.75 indicate an exceptional innovative practices and consistently level of innovative practices in technology integration among teachers. This demonstrates that teachers are highly capable of using technology to enrich learning experiences while maintaining consistency across classrooms. The high weighted mean reflects their strong adoption and effective use of digital tools, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that teachers consistently demonstrate effective, innovative practices in technology integration. The data show that by integrating technology effectively, teachers enhance student engagement, support interactive learning, and contribute to a modern and responsive classroom environment.

The findings indicate that teachers demonstrate highly effective innovative practices in technology integration, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to observed teaching practices, confirming that the use of digital tools, teacher training, resource provision, and technology monitoring are consistently recognized and valued in the school environment.

Table 10 shows the level of teachers' perception on innovative practices in terms of curriculum enhancement. It highlights how teachers perceive their ability to design and implement lessons that are creative, contextualized, and learner centered while aligning with curriculum standards. The results reveal that teachers actively implement curriculum standards in daily instructions, design lessons that integrate real-world applications and interdisciplinary approaches, support programs that promote higher - order thinking skills

and problem-solving skills among students and participate in curriculum review and improvements initiatives.

Table 10. Level of Teachers' Innovative Practices in terms of Curriculum Enhancement

Statements The Teacher...	Mean	SD	Remarks
...implements curriculum standards effectively in daily instructions	6.51	0.74	Strongly Agree
...designs creative, contextualized, and learner-centered lessons	6.50	0.72	Strongly Agree
...integrates real-life situations and interdisciplinary approaches in teaching.	6.51	0.70	Strongly Agree
...promotes higher-order thinking skills and problem- solving activities	6.50	0.71	Strongly Agree
...participates actively in curriculum review and improvement initiatives	6.50	0.73	Strongly Agree
Weighted Mean	6.50		
SD	0.72		
Verbal Interpretation	Exceptional		Innovative Practices

The weighted mean of 6.50 and standard deviation of 0.72 indicate an exceptional innovative practices high and consistent level of innovative practices in curriculum enhancement among teachers. This demonstrates that teachers are highly skilled in enriching the curriculum to make learning meaningful, engaging, and relevant to students. The high weighted mean reflects their strong commitment to curriculum innovation, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that teachers consistently demonstrate effective innovative practices in curriculum enhancement. The data show that by enhancing the curriculum effectively, teachers promote critical thinking, creativity, and problem-solving skills, thereby contributing to a dynamic and student-centered learning environment.

The results indicate that teachers demonstrate highly effective innovative practices in curriculum enhancement, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to observed teaching practices, confirming that active curriculum review, teacher involvement, and instructional innovation are consistently recognized and applied to improve student learning outcomes.

Table 11. Level of Teacher's Innovative Practices in terms of Research-Based Projects.

Statements The Teacher...	Mean	SD	Remarks
...conducts or participates in action research to address classroom and school concerns.	6.33	0.79	Strongly Agree
...applies research findings to improve teaching strategies and learner outcomes	6.29	0.83	Strongly Agree
...implement innovative practices based on research evidence	6.40	0.76	Strongly Agree
...manage time effectively to engage in research and professional inquiry.	6.33	0.84	Strongly Agree
...collaborates with colleagues and institutions to strengthen research practices.	6.31	0.86	Strongly Agree
Weighted Mean	6.33		
SD	0.82		
Verbal Interpretation	Exceptional		Innovative Practices

Table 11 shows the level of teachers’ perception of teachers’ innovative practices in terms of research-based projects. It highlights how teachers perceive their engagement in research activities to improve classroom instructions and overall school performance. The results reveal that teachers actively conduct or participate in action research to address classroom and school concerns, apply research findings to enhance teaching strategies and learner outcomes, implement innovative practices based on research evidence, manage their time effectively to engage in research and professional inquiry, and collaborate with educational institutions to strengthen the school’s research culture.

The weighted mean of 6.33 and standard deviation of 0.82 indicate an exceptional innovative practices and a consistent level of research-based innovative practices among teachers. This demonstrates that teachers are highly committed to integrate into their professional practice, using evidence to guide instructional improvements and promote a culture of inquiry. The high weighted mean reflects their strong engagement in research activities, while the consistency in respondents’ ratings, as reflected by the low standard deviation, supports the finding that teachers consistently demonstrate effective research-based innovative practices. The data show that through research-based projects, teachers enhance teaching effectiveness, support data-driven decision-making, and contribute to continuous school improvement and professional growth.

The findings indicate that teachers demonstrate highly effective research-based innovative practices, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents’ perceptions to observed teaching practices, confirming that research utilization, collaboration, and innovation are consistently recognized and applied to enhance instructional effectiveness and informed decision-making within the school.

*Level of Teachers’ Innovative Practices in terms of Community Linkages*

Table 12 shows the level of teachers’ innovative practices in terms of community linkages. It highlights how teachers perceive their ability to build strong connections with parents, community stakeholders, and the wider community to support student learning and development.

The results reveal that teachers actively establish partnership with parents and community stakeholders, align classroom activities, implement outreach programs that promote social responsibility, and recognize the community as an essential partner in learner success.

The weighted mean of 6.55 and the standard deviation of 0.73 indicate exceptional innovative practices and a consistent level of innovative practices in community linkages among teachers. This demonstrates that teachers are highly committed to enhancing student learning outcomes. The weighted mean highlights their strong dedication to community engagement, while the consistency in respondents’ ratings, as reflected by the low standard deviation, supports the finding that teachers consistently demonstrate effective innovative practices in

community linkages. The data show that by strengthening community partnerships, teachers promote social responsibility, enhance learner support, and foster a school environment that values collaboration between the school and its stakeholders.

Table 12. Level of Teachers’ Innovative Practices in terms of Community Linkages

Statements The Teacher...	Mean	SD	Remarks
...establish a partnership with parents and community stakeholders to support learning.	6.56	0.68	Strongly Agree
...align classroom activities with community needs and development goals	6.57	0.71	Strongly Agree
...encourages parents’ participation in school and classroom activities.	6.60	0.68	Strongly Agree
...initiates or supports outreach programs that promote social responsibility.	6.42	0.88	Strongly Agree
...recognize the community as an important partner in learner success	6.60	0.70	Strongly Agree
Weighted Mean	6.55		
SD	0.73		
Verbal Interpretation	Exceptional Practices		Innovative

The findings indicate that teachers demonstrate highly effective innovative practices in community linkages, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents’ perceptions to observed teaching practices, confirming that community engagement, school-stakeholder collaboration, and initiatives that support student learning are consistently recognized and applied in the school

*Level of Organization Outcome*

In this study, the level of organizational outcome refers to the overall effectiveness of the school in achieving its educational goals, as influenced by the performance of its teachers and leadership practices. In terms of teachers’ performance, this encompasses their ability to effectively carry out instructional and professional responsibilities, including lesson preparation, classroom management, instructional delivery, assessment practices, and engagement in professional development activities. The quality of these practices contributes directly to student learning outcomes, school improvement, and the attainment of institutional objectives.

The data indicate that the overall level of organizational outcome in terms of teachers’ performance reflects a positive and productive school environment. Teachers demonstrate competence in instructional planning, effective classroom practices, and commitment to continuous improvement.

These findings provide valuable insights for school heads and education stakeholders in strengthening leadership practices, support systems, and policies that further enhance teachers’ performance and overall organizational effectiveness.

The following table presents the respondents’ perceptions of the level of organizational outcome in terms of teachers’ performance, job satisfaction, enhanced school performance, and positive school climate.

*Level of Organization Outcome in terms of Teacher's Performance*

Table 13 presents the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents regarding teachers' performance. It also shows the level of teachers' perception of organizational outcomes in terms of teachers' performance. It highlights how school heads perceive their role in supporting and enhancing teacher performance within the school.

Table 13. Level of Organization Outcome in terms of Teacher's Performance

Statements	Mean	SD	Remarks
The School head...			
...provides guidance and support for effective teaching	6.52	0.68	Strongly Agree
...monitors performance through observations and feedback.	6.58	0.67	Strongly Agree
...motivates teachers through recognition and growth opportunities..	6.56	0.71	Strongly Agree
...fosters a conducive and productive environment.	6.53	0.73	Strongly Agree
...believes consistent leadership enhances performance.	6.55	0.73	Strongly Agree
Weighted Mean	6.55		
SD	0.70		
Verbal Interpretation	Very High	High	Organizational Outcomes

The results reveal that school heads teachers are provided with guidance and support to perform effectively, monitor teacher performance through observations, evaluations, and feedback, motivate teachers by recognizing their achievements and offering professional growth opportunities, provide a conducive environment that foster productivity and teaching excellence, and maintain consistent leadership support to enhance overall teacher performance.

The weighted mean of 6,55 and standard deviation of 0.70 a very high organizational outcomes and a consistent level of teachers' performances within the school. This demonstrates that school heads are highly effective in fostering teacher excellence and creating an environment that promotes professional growth and productivity. The high weighted mean reflects strong performance, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that teachers consistently demonstrate high-quality instructional and professional practices. The data show that effective leadership, guidance, and a supportive work environment contribute to improved teaching quality, higher motivation among staff, and the overall achievement of organizational goals.

The findings indicate that organizational outcomes related to teachers' performance are highly positive, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to observed practices, confirming that leadership support, supervision, motivation, and a supportive environment play a crucial role in promoting teacher productivity, professional growth, and excellence in teaching performance.

Table 14. Level of Organization Outcome in terms of Teacher Job Satisfaction

Statements	Mean	SD	Remarks
The school head...			
...creates a positive and supportive work environment	6.58	0.69	Strongly Agree
...ensures teachers feel appreciated and respected.	6.57	0.71	Strongly Agree
...provides fair opportunities for professional growth.	6.56	0.71	Strongly Agree
...addresses teacher concerns promptly.	6.51	0.75	Strongly Agree
...values teacher satisfaction as key to school improvement	6.53	0.71	Strongly Agree
Weighted Mean	6.55		
SD	0.71		
Verbal Interpretation	Very High	High	Organizational Outcomes

Table 14 shows the level of teachers' perception of organizational outcomes in terms of teacher job satisfaction. It highlights how school heads perceive their role in creating a positive and supportive work environment that enhances teachers' motivation and satisfaction. The results reveal that school heads actively foster a work climate that values teachers' contributions and well-being, ensure that teachers feel appreciated and respected for their efforts, provide fair opportunities for promotion, recognition, and professional development, address teacher concerns promptly to maintain motivation, and recognize that satisfied teachers contribute more effectively to student learning and overall school improvement.

The weighted mean of 6.55 and standard deviation of 0.71 indicate a very high organizational outcomes and a consistent level of teacher job satisfaction within the school. This demonstrates that school heads are highly effective at promoting a positive, motivating environment for their staff. The high weighted mean reflects the strong commitment of school leaders to teacher well-being, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that teachers consistently experience high job satisfaction. The data show that by fostering teacher satisfaction, school heads enhance staff motivation, strengthen professional commitment, and contribute to improved teaching outcomes and overall school success.

The findings reveal that teachers experience a very high level of job satisfaction, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to observed leadership practices, confirming that positive work environments, fair opportunities, timely support, and recognition from school leaders consistently enhance teacher motivation, well-being, and commitment to school improvement.

Table 15 shows the level of teachers' perception of organizational outcomes in terms of enhanced school performance. It highlights how school heads perceive their role in improving the school's academic and operational outcomes through effective leadership and collaborative efforts. The results reveal that school heads set measurable goals to guide school improvement, continuously monitor

progress toward achieving targets and standards, implement programs aimed at raising student achievement and teacher effectiveness, use data-driven strategies to enhance overall outcomes, and take pride in seeing the school improve as a result of collective leadership efforts.

Table 15. Level of Organization Outcome in terms of Enhanced School Performance

Statements	Mean	SD	Remarks
The school head...			
...sets measurable goals for improvement	6.52	0.72	Strongly Agree
...monitors progress toward school targets.	6.54	0.71	Strongly Agree
...implements programs to improve achievement.	6.52	0.74	Strongly Agree
...uses data-driven strategies for decision-making.	6.48	0.72	Strongly Agree
...takes pride in collaborative school improvement.	6.53	0.70	Strongly Agree
Weighted Mean	6.52		
SD	0.72		
Verbal Interpretation	Very High		Organizational Outcomes

The weighted mean of 6.52 and standard deviation of 0.72 indicate a very high organizational outcomes consistent level of enhanced school performance. This demonstrate that school heads are highly capable of leading initiatives that improve both teaching and learning outcomes while maintaining organizational efficiency. The high weighted mean reflects their strong commitment to school improvement, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads effectively promote sustained school performance. The data show that through strategic leadership and continuous monitoring, school heads ensure the achievement of school goals, enhance teacher effectiveness, and foster a positive learning environment for students.

The results imply that enhanced school performance is strongly evident, as supported by the high and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to leadership practices, confirming that clear goal setting, continuous monitoring, data-driven strategies, and collaborative efforts play a crucial role in sustaining overall school improvement.

Table 16. Level of Organization Outcome in terms of Positive School Climate

Statements	Mean	SD	Remarks
The school head...			
...fosters an atmosphere of respect and trust.	6.56	0.70	Strongly Agree
...promotes open communication among stakeholders.	6.51	0.71	Strongly Agree
...resolves conflicts peacefully and fairly.	6.59	0.68	Strongly Agree
...supports well-being programs for teachers and students.	6.56	0.71	Strongly Agree
...believes a positive climate enhances motivation.	6.61	0.66	Strongly Agree
Weighted Mean	6.57		
SD	0.69		
Verbal Interpretation	Very High		Organizational Outcomes

Table 16 shows the level of teachers' perception of organizational outcomes in terms of a positive school climate. It highlights how school heads perceive their role in fostering a respectful, inclusive, and supportive environment within the school. The results reveal that school heads actively cultivate a climate where respect, inclusivity, and trust are evident among all members, promote open communication to strengthen relationship between staff and students, ensure that conflicts resolved peacefully to maintain harmony, support initiatives that enhance student and teacher, well-being, and recognize that a positive school climate to better learning, motivation, and productivity.

The weighted mean of 6.57 and standard deviation of 0.69 indicate a very high organizational outcomes and consistent level positive school climate. This demonstrate that school heads are highly effective in creating a supportive and harmonious school environment that benefits both teachers and students. The high weighted mean reflects their strong commitment to fostering a positive climate, while the consistency in respondents' ratings, as reflected by the low standard deviation, supports the finding that school heads successfully maintain a healthy and motivating school environment. The data show that by sustaining a positive school climate, school leaders enhance motivation, strengthen relationships, and promote conditions that are conducive to effective teaching and learning.

The findings indicate that school leadership plays a vital role in cultivating a positive school climate, as supported by the strong and consistent ratings from the respondents. The weighted mean and standard deviation provide clear evidence connecting respondents' perceptions to leadership practices, confirming that respect, open communication, effective conflict resolution, and concern for well-being are consistently observed and contribute to a healthy and motivating school environment.

*Significant relationship between the School Heads Adaptive Leadership and innovative practices*

This section presents the significant relationship between school heads' adaptive leadership and their innovative practices.

The analysis aims to determine whether the adaptive leadership of school heads particularly their ability to respond to change, demonstrate situational awareness, and adjust leadership strategies is significantly associated with the extent to which innovative practices are implemented within the school.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product-Moment Correlation Coefficient.

The results indicate whether higher levels of adaptive leadership among school heads correspond to stronger implementation of innovative practices, including the integration of technology and the adoption of new instructional and managerial approaches.

Table 17 shows the significant relationship between school heads' adaptive leadership and innovative practices. It

presents the Pearson correlation coefficients, significance levels, and the number of respondents. It highlights how different aspects of school heads leadership, such as situational awareness, decision making flexibility, strategic

foresight, and change management, relate to teachers practices in integrating technology, enhancing the curriculum, conducting research-based projects, and establishing community linkages.

Table 17. Significant relationship between the School Heads Adaptive Leadership and Innovative Practices

School head Adaptive Leadership		Integration of Technology	Curriculum Enhancement	Research Based Projects	Community Linkages
Situational Awareness	Pearson Correlation	0.68**	0.73**	0.65**	0.68**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	0.000
Decision Making Flexibility	Pearson Correlation	0.75**	0.80**	0.71**	0.77**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	0.000	0.000
Strategic Foresight	Pearson Correlation	0.80**	0.83**	0.75**	0.78**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245
Change Management	Pearson Correlation	0.76**	0.79**	0.73**	0.73**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245

The results reveal that all dimensions of adaptive leadership have strong and statistically significant positive correlation with each area of teacher’s innovative practices. For instance, situational awareness is positively correlated with integration of technology, curriculum enhancement, research-based projects, and community linkages, indicating that school heads who are attentive to their school environment tend to influence teachers’ innovative practices across multiple domains. Decision-making flexibility also shows strong positive correlation suggesting that leaders who adapt and make informed decisions encourage teachers to implement creative and effective instructional strategies. Strategic foresight has the highest correlation, highlighting that school head’s ability to anticipating future challenges and plan proactively strongly support teachers use of technology, curriculum innovation, research activities, and community engagement. Similarly, change management is positively associated with all teachers’ innovative practices, indicating that effective handling of organizational changes fosters a culture of innovation and collaboration among teachers.

In summary, the findings clearly demonstrate that adaptive leadership is significantly and positively associated with innovative practices in schools. The consistently high correlation coefficients and significant p-values indicate that as school heads’ adaptive leadership skills improve particularly in strategic foresight and decision-making flexibility innovative practices are more effectively implemented. This underscores the critical role of adaptive leadership in fostering a culture of innovation and continuous improvement within the school organization.

*Significant relationship between the School Heads Adaptive Leadership and Organization Outcome*

This section presents the significant relationship between school heads’ adaptive leadership and organizational outcome.

The analysis seeks to determine whether the adaptive leadership of school heads particularly their ability to respond to changing circumstances, demonstrate situational awareness, and implement flexible strategies is significantly associated with the overall organizational outcome of the school, particularly in terms of teacher performance, student achievement, and school effectiveness.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product–Moment Correlation Coefficient. The results indicate whether higher levels of adaptive leadership correspond to improved organizational outcomes, highlighting the role of proactive, responsive, and flexible leadership in fostering a productive school environment.

Table 18 shows the significant relationship between School Heads’ Adaptive Leadership and organizational outcomes. The table presents Pearson correlation coefficients, significance levels, and the number of respondents for each variable.

It highlights how the different dimensions of adaptive leadership, situation awareness, decision making flexibility, strategic foresight, and change management, relate to organizational outcomes, specifically teacher’s performance, teacher job satisfaction, enhanced school performance, and a positive school climate.

The results reveal that all dimensions of adaptive leadership have strong positive correlation with each organizational outcome. Situational awareness shows a strong association with teacher performance, job satisfaction, school performance, and school climate, suggesting that school heads who are attentive to the school environment promote better effectiveness and a supportive work environment. Decision-making flexibility is also positively correlated with all outcomes, indicating that leaders who make informed, adaptable decisions foster higher teacher motivation, improved

performance, and school effectiveness. Strategic foresight shows highest correlation, emphasizing that school heads who anticipate challenges and plan proactively significantly enhance teacher performance, job satisfaction, school outcomes, and the overall school climate. Similarly, change

management is strongly associated with all organizational outcomes, highlighting the importance of effectively guiding the school community through transitions to achieve positive results.

Table 18. Significant relationship between the School Heads Adaptive Leadership and Organization Outcome

School head Leadership	Adaptive	Teachers Performance	Teacher Job Satisfaction	Enhance School Performance	Positive School Climate
Situational Awareness	Pearson Correlation	0.73**	0.76**	0.76**	0.76**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	0.000
Decision Making Flexibility	Pearson Correlation	0.78**	0.81**	0.78**	0.81**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	0.000	0.000
Strategic Foresight	Pearson Correlation	0.82**	0.80**	0.80**	0.80**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245
Change Management	Pearson Correlation	0.78**	0.77**	0.80**	0.77**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245

Table 19. Significant relationship between the School Heads Professional Qualities and Innovative Practices

School head Professional Qualities	Integration of Technology	Curriculum Enhancement	Research Based Projects	Community Linkages	
Instructional Competence	Pearson Correlation	0.81**	0.81**	0.79**	0.75**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	0.000
Commitment To Continuous Learning	Pearson Correlation	0.80**	0.83**	0.77**	0.78**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245
Ethical Practice	Pearson Correlation	0.75**	0.78**	0.68**	0.75**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245
Collaborative engagement	Pearson Correlation	0.83**	0.85**	0.73**	0.81**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245

In summary, the findings demonstrate that all dimensions of adaptive leadership situational awareness, decision-making flexibility, strategic foresight, and change management are strongly and positively associated with organizational outcomes. The consistently high correlation coefficients and significant p-values underscore the importance of adaptive leadership in promoting teacher effectiveness, satisfaction, and overall school excellence.

*Significant relationship between the School Heads Professional Qualities and Innovative Practices*

This section presents the significant relationship between school heads’ professional qualities and their innovative practices. The analysis seeks to determine whether the professional qualities of school heads particularly their

instructional competence, ethical standards, and commitment to continuous professional development are significantly associated with the implementation of innovative practices within the school, including the integration of technology and adoption of creative instructional and managerial strategies.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product–Moment Correlation Coefficient. The results indicate whether higher levels of professional qualities among school heads correspond to greater implementation of innovative practices.

Table 19 presents the significant relationship between School Heads’ Professional Qualities and innovative practices. The table displays Pearson correlation coefficients, significance levels, and the number of respondents for each

variable. It highlights how the various professional qualities of school heads, including instructional competence, commitment to continuous learning, ethical practice, and collaborative engagement are associated with teachers' innovative practices in integration of technology, curriculum enhancement, research-based projects, and community linkages.

The results reveal that all professional qualities have strong positive correlations with each aspects of teacher's innovative practices. Instructional competence shows strong correlation across all domains, indicating that school heads who demonstrate expertise in teaching and leadership inspire teachers to implement innovative strategies. Commitment to continuous learning also exhibits strong positive associations, suggesting that leaders who pursue professional growth motivate teachers to adopt creative and evidence-based instructional practices. Ethical practice is positive correlated with all teacher innovation measures, highlighting the role of moral and professional standards in fostering a culture of integrity and innovation. Collaboration engagement demonstrate the strongest correlation, emphasizing that leaders who actively involve in technology integration, curriculum design, research projects, and community partnerships.

In summary, the findings indicate that all dimensions of school heads' professional qualities instructional competence, commitment to continuous learning, ethical practice, and

collaborative engagement are strongly and positively correlated with innovative practices. This underscores the critical role of professional leadership qualities in promoting technology integration, curriculum enhancement, research-based projects, and community linkages in schools.

*Significant relationship between the School Heads Professional Qualities and Organization Outcome*

This section presents the significant relationship between school heads' professional qualities and organizational outcome. The analysis seeks to determine whether the professional qualities of school heads particularly their instructional competence, ethical standards, decision-making skills, and commitment to continuous professional development are significantly associated with the overall organizational outcomes of the school, including teacher performance, student achievement, and effective school operations.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product–Moment Correlation Coefficient. The results indicate whether higher levels of professional qualities among school heads correspond to stronger organizational outcomes within the school.

Table 20. Significant relationship between the School Heads Professional Qualities and Organization Outcome

		Organization Outcome			
School Head Professional Qualities		Teachers Performance	Teacher Job Satisfaction	Enhance School Performance	Positive School Climate
Instructional Competence	Pearson Correlation	0.83**	0.82 **	0.82**	0.80**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	0.000
Commitment To Continuous Learning	Pearson Correlation	0.85 **	0.83**	0.85**	0.83**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	0.000	0.000
Ethical Practice	Pearson Correlation	0.81**	0.84**	0.79**	0.85**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245
Collaborative Engagement	Pearson Correlation	0.83**	0.83**	0.79**	0.82**
	Sig.(2-tailed)	0.000	0.000	0.000	0.000
	N	245	245	245	245

Table 20 presents the significant relationship between the School Heads' Professional Qualities and organizational outcomes. The table shows Pearson correlation coefficients, significance levels, and the number of respondents for each variable. It highlights how various professional qualities of school heads including instructional competence, commitment to continuous learning, ethical practice, and collaborative engagement relate to organizational outcomes such as teachers performance, teacher job satisfaction. Enhanced school performance, and positive school climate. The results reveal that all professional qualities have strong positive correlations with each organizational outcome. Instructional competence shows consistently strong associations, suggesting that school

heads who demonstrate expertise in teaching and leadership positively influence teacher performance and overall school effectiveness. Commitment to continuous learning also exhibit strong positive relationships across all outcomes, indicating that leaders who pursue ongoing professional growth foster higher teacher satisfaction, improved performance, and positive school climate. Ethical practice is strongly correlated with each organizational outcome, emphasizing the importance of integrity and fairness in creating a productive and harmonious school environment. Collaborative engagement demonstrates the highest correlation in several domains, highlighting that leaders who actively involved teacher's and stakeholder in decision-making and teamwork

effectively promote a supportive and high performing organizational culture.

In summary, all dimensions of school heads' professional qualities instructional competence, commitment to continuous learning, ethical practice, and collaborative engagement are strongly and positively related to organizational outcomes, including teacher performance, job satisfaction, enhanced school performance, and a positive school climate. This underscores the critical role of professional leadership qualities in shaping effective and thriving school organizations.

#### IV. CONCLUSION AND RECOMMENDATIONS

School heads' adaptive leadership shows a significant relationship with teachers' innovative practices; thus, the hypothesis was rejected. Therefore, it is concluded that adaptive leadership of school heads plays a vital role in encouraging teachers to implement innovative practices such as technology integration, curriculum enhancement, research-based projects, and community linkages. When school heads demonstrate flexibility, situational awareness, and effective change management, teachers are more motivated to use teaching strategies.

School heads' adaptive leadership shows a significant relationship with organizational outcomes; thus, the hypothesis was rejected. Therefore, it is concluded that adaptive leadership practices of school heads contribute to improved organizational outcomes, particularly in enhancing teacher performance, teacher job satisfaction, school performance, and the development of a positive school climate.

School heads' professional qualities show a significant relationship with teachers' innovative practices; thus, the hypothesis was rejected. Therefore, it is concluded that school heads who demonstrate strong professional qualities such as instructional competence, commitment to continuous learning, ethical practice, and collaborative engagement create an environment that encourages teachers to develop and implement innovative instructional practices.

School heads' professional qualities show a significant relationship with organizational outcomes; thus, the hypothesis was rejected. Therefore, it is concluded that the professional qualities of school heads significantly influence the overall effectiveness of the school organization by improving teacher performance, increasing job satisfaction, strengthening school performance, and fostering a positive school climate.

Therefore, these findings demonstrate that school heads' adaptive leadership and professional qualities play a critical role in promoting innovation and achieving positive organizational outcomes. Strong leadership and professional competence among school heads are therefore essential for

fostering effective teaching, improving school performance, and ensuring a supportive and collaborative school environment.

Based on the findings and conclusions drawn from this study, the following recommendations

It is recommended that school heads continue to strengthen their adaptive leadership skills, particularly in situational awareness, decision-making flexibility, strategic foresight, and change management, to further enhance innovative practices and organizational outcomes. By maintaining a proactive and responsive leadership style, school leaders can better support teachers and improve overall school performance.

School heads should be encouraged to further develop and model professional qualities, such as instructional competence, commitment to continuous learning, ethical practice, and collaborative engagement. Strengthening these qualities can foster a culture of innovation, enhance teacher performance, and contribute to a positive school climate.

It is suggested that schools provide regular professional development programs and workshops that integrate leadership training with practical strategies for curriculum innovation, technology integration, research initiatives, and community engagement. This will equip school leaders with the tools to sustain both innovative practices and high organizational outcomes.

It is recommended that future researchers explore the relationship between school leadership, professional qualities, and school outcomes in other contexts or educational levels, such as private schools, higher education institutions, or different regions.

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