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RESEARCH ARTICLE

TRANSFORMATIONAL LEADERSHIP AND ADAPTIVE PERFORMANCE IN THE INTERNATIONAL SCHOOLS IN THE PHILIPPINES: A BASIS FOR AN ORGANIZATIONAL SUPPORT FRAMEWORK

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Abstract

Educational institutions have been drastically affected by the pandemic, especially in terms of human resources, specifically their well-being. In this study, transformational leadership practices are seen to be an agent that may support the teachers as they face the challenges in adapting to organizational changes. This study determined the relationship between the school administrators' transformational leadership and teachers' adaptive performance in providing organizational support to teachers. The study used the explanatory sequential mixed-methods study. It was participated by 36 school administrators and 137 teachers from the seven private international schools which are located in Las Piñas City, Muntinlupa City, Batangas City, and Lipa City, Philippines. Based on the summarized findings, the following are concluded. The school administrators' extent of transformational leadership practice within its four dimensions is highly evident based on their self-assessment. The extent of transformational leadership practice within its four dimensions is highly evident according to teachers. The teachers' level of adaptive performance within its eight dimensions is acceptable; however, they need assistance in terms of dealing with uncertain or unpredictable work situations, demonstrating physically oriented adaptability, handling work stress, and handling emergencies or crisis situations. There is a significant difference in the mean transformational leadership ratings of the school administrators based on the description of the teachers. Moreover, there is no significant difference in the mean transformational leadership ratings of the school administrators as described by the teachers and school administrators. There is a positive strong relationship existing between transformational leadership and teachers' adaptive performance. Furthermore, the proposed organizational support framework focuses on the implementation of transformational leadership framed within its four dimensions, which aims to develop trust, influence, and empowerment among the teachers.

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Introduction:-

Leadership has become more critical to cultivate employees to solve complex challenges in such a way that prompts innovation and competitiveness. The leadership behaviors of transformational leaders inspire and motivate followers to embrace and realize their ambitious visions (White, 2018). The establishment of a psychologically safe environment where there is room for mistakes, risks, and learning through leaders who are trustworthy, supportive, honest, transparent, and open about the process of change is necessary (Stouten et al., 2018). Educational institutions have been drastically affected by the pandemic, especially in terms of human resources, specifically their well-being. In this study, transformational leadership practices are seen to be an agent that may support the teachers as they face the challenges in adapting to organizational changes.

Statement of the Problem

This study determined the relationship between the school administrators' transformational leadership and teachers' adaptive performance in providing organizational support to teachers.

1. What is the demographic profile of the respondents namely the school administrators and teachers?
2. To what extent do school administrators describe their transformational leadership practices within the following four components: intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence?
3. To what extent do teachers describe their school administrators' transformational leadership practices within its four components in their schools?
4. What is the level of teachers' adaptive performance within its dimensions: solving problems creatively, dealing with uncertain/unpredictable work situations learning new tasks, technologies, and procedures, demonstrating interpersonal adaptability, demonstrating cultural adaptability, demonstrating physically oriented adaptability, handling work stress, and handling emergencies or crisis situations?
5. Is there a significant difference in the mean transformational leadership ratings of the school administrators/?
6. Is there a significant relationship between transformational leadership and teachers' adaptive performance?
7. What framework for organizational support may be conceptualized based on the result of the mixed-method study?

Review of Related Literature and Studies:

Leadership means contributing to an organization by devotion and passion to achieve common goals which are to meet the institution's mission and realize its vision. It is both critical and crucial in addressing complex organizational challenges in a manner that yields both innovation and competitiveness. It plays a significant role in work performance within an organization (Sulasmı et al., 2020).

Transformational leadership is one of the most practiced leadership theories in organizational psychology and is defined as the "New Leadership" paradigm. The transformational leadership style inspires positive changes in the institution as it is the leadership style required to move an organization through a major change (Salisbury, 2017). The concept of transformational leadership was started by Downton (1973) and was expanded by Burns (1978). This concept of leadership was introduced first by Burns (1978) in the descriptive research he conducted on political leaders, which is now used in organizational psychology (Bass & Riggio, 2006). Burns defined transforming leadership as a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". In fact, he differentiated management and leadership and claimed that leaders and managers differ in terms of characteristics and behaviors. Bass (1985) further elaborated on this leadership concept by including ways for measuring the success of transformational leadership. He suggested the four different components of transformational leadership: (1) Intellectual Stimulation: Leaders not only challenge the status quo but also encourage creativity among followers; (2) Individualized Consideration: Leaders are involved in offering support and encouragement to individual followers; (3) Inspirational Motivation: Leaders demonstrate a clear vision articulated to their followers which propels the followers demonstrate the same passion and motivation to fulfill goals; and (4) Idealized Influence: Leaders serve as a role model for followers.

In any field, transformational leadership promotes the improvement of team performance. It encourages differences, fosters participation in school decisions, and emphasizes morals, communication, and authenticity (School of Education Online Programs, 2019). In education, transformational leadership is a leadership model that educators—deans, principals, professors, and teachers—can use to lead by example. It places a high value on creating community bonds, encouraging both students and educators to greater levels of achievement. Moreover,

Transformational leadership is evident in schools that successfully adapted to the challenges of the pandemic (Fontein, 2022).

Change is inevitable. Times of uncertainty and rapid change require leaders to adopt a more bottom-up and empowering leadership style (Goodwin, 2022). Dynamic environments, ever-evolving technologies, and the pace of change workers experience in organizations characterize how workplaces operate these days (Boccardi et al., 2017). Hence, the desired behavior of an organization's workforce is also changing, making a strong demand for workers who are flexible, positively handle change, and perform adaptively (Foss & Jensen, 2019). Those workers who can anticipate future needs and adapt to changing job requirements by learning new tasks, technologies, procedures, and roles are viewed to be effective performers in today's organizations (McLoughlin & Priyadarshini, 2021).

March 2020 when the outbreak of COVID-19 occurred. Mental health and stress levels of workers, especially of teachers have been an organizational concern based on the study conducted by Jimenez (2021). Along with the health crisis, the COVID-19 pandemic has resulted in an educational crisis. It created unprecedented global challenges economically, socially, and politically across the globe, especially in the educational sector. During lockdowns and quarantines, 87% of the world's student population was affected and 1.52 billion learners were out of school and related educational institutions (UNESCO Learning Portal, 2020; UNESCO Global Education Coalition, 2021). Thus, there is a big certain call for each school administrator and any leader to make sure that every employee can adapt to the changes (Faupel & Süß, 2019).

In its simplest form, adaptability refers to the capacity to change while individual adaptability denotes a positive motivational orientation toward transforming oneself (Demerouti et al., 2017). While the twenty-first century continuously creates rapid changes in technology and working conditions, the capacity to adapt to these changes is vital. The ability to be adaptable is important to both the individual and organizational levels. In an environment characterized by a high level of volatility, uncertainty, complexity, and ambiguity (VUCA), a high level of adaptive performance is needed (Towler, 2020).

Adaptive performance is defined as the employee's ability to adapt to rapidly changing work situations which can lead to improved job performance and career success (Park & Park, 2019). Moreover, at the organizational level, employees' adaptive performance can lead to gains in change management, organizational learning, and customer satisfaction (Park & Park, 2019). It means altering behavior to meet new demands created by the novel and often ill-defined problems resulting from changing and uncertain work situations; and employees' capabilities to adapt to rapidly changing work situations, which includes elements of problem-solving, coping with uncertainty, learning new tasks and procedures, and interpersonal, cultural, and physical adaptability (Bednall & Henricks, 2021).

The adaptive performance model is based on the taxonomy developed by Pulakos et al. (2000) who introduced the multiple-dimension taxonomy of adaptability namely: (1) Solving problems creatively; (2) Dealing with Uncertain/Unpredictable Work Situations.; (3) Learning New Tasks, Technologies, and Procedures; (4) Demonstrating Interpersonal Adaptability.; (5) Demonstrating Cultural Adaptability; (6) Demonstrating Physically Oriented Adaptability; (7) Handling work stress; and (8) Handling Emergencies or Crisis Situations. The following are the eight dimensions and their definitions.

The literature focused on transformational leadership as the independent variable and adaptive performance as the dependent variable and organizational support as the leaders' tool to guide the employees in adapting to those changes. Also, the characteristics of a transformational leader are also indicated in the literature. On the other hand, the majority of studies presented focused on transformational leadership as the main and strongest variable that is linked to different variables such as both individual and teamwork performance, work engagement, employee retention, job crafting, innovative work behavior, job satisfaction, employee creativity, employee's well-being, employee sustainable performance, teacher trust and work commitment, school communications or interpersonal communication, and adaptability or adaptive performance which are linked to organizational support coming from leaders and symptomatology shown by teaching staff. These studies are conducted in different fields or industries such as hospitals, businesses, and educational settings which highlights the VUCA environment (Volatile, Uncertain, Complex, and Ambiguous Environment) where all institutions are in due to the pandemic (Mathende & Yousefi, 2021).

Bednall et al. (2018) stated that transformational leadership is effective in some situations. Transformational leadership style can provide individualized consideration and intellectual stimulation that devote attention to the needs of followers, and change the awareness of followers in solving work problems from a new perspective Julia et al., (2021). Leaders are able to encourage and inspire followers to spend extra effort in achieving group goals. Transformational leaders can inspire employees to achieve anticipated or significant outcomes through their transformational attributes self-confidence and the power to make decisions may be developed among employees once they have been trained (Asim et al. (2020)

Moreover, there are not enough studies that specifically emphasized the term adaptive performance. However, the mentioned variables fall under the multi-dimension adaptive performance model based on the taxonomy of adaptability developed by Pulakos et al. (2000) namely: (1) Solving problems creatively; (2) Dealing with Uncertain/Unpredictable Work Situations.; (3) Learning New Tasks, Technologies, and Procedures; (4) Demonstrating Interpersonal Adaptability.; (5) Demonstrating Cultural Adaptability; (6) Demonstrating Physically Oriented Adaptability; (7) Handling work stress; and (8) Handling Emergencies or Crisis Situations, which are supported and redefined by Bocciardi et al., (2017), Tang & Werner (2017), Towler (2020), McLoughlin & Priyadarshini (2021), and National Alliance on Mental Health (2022).

The literature and studies discussed the importance of the leaders' effective transformational leadership style in managing organizational changes and helping the employees cope with those changes. The employees' response and behavior towards organizational change are highly dependent on transformational leaders. Fostering employees' readiness for and commitment to change and motivating them to act in support of the change are key to ensuring that they will be able to cope with changes (Faupel&Süß, 2019).

The studies made by Mathende and Yousefi (2021), Huynh et al. (2019), Islami and Mulolli (2020), Jiang (2017), Udin (2021a), Udin (2021b), Yücel (2021), and Apoi et al. (2021) all focused on the relationship of transformational leadership with work performance and included intrinsic motivation as a factor. Udin (2021a) emphasized that leaders have roles which are to drive positive change, energize employees towards innovation, synergize, and collaborate to attain successful performance and achieve organizational goals. Transformational leadership is the strongest individual work performance predictor while individual adaptability is the moderator between transformational leadership and employee reactions to individual work performance Apoi et al. (2021). Transformational leaders encourage employee performance which decreases turnover intentions (Yücel, 2021).

In a VUCA environment (Volatile, Uncertain, Complex, and Ambiguous Environment), transformational leadership style dimensions impact work performance in the volatile, uncertain, complex, and ambiguous environment (Mathende&Yousefi, 2021). Huynh et al. (2019) and Jiang (2017) confirmed this idea. Palupi (2020) examined the effect of transformational leadership within its four dimensions on employee creativity. It was later proven that the four transformational leadership dimensions, consisting of inspirational motivation, idealized influence, intellectual stimulation, and individual consideration, influenced employee creativity. Furthermore, Udin (2021b) stated that increased employees' intrinsic motivation and commitment, and willingness to show positive contributions both physically, cognitively, and emotionally in the workplace are influenced by transformational leaders. Thus, it is recommended that project managers implement the practice of transformational leadership and the cultivation of organizational citizenship behavior to eventually improve employees' sustainable performance; its implementation is the most crucial leadership style in improving team performance (Udin (2021b), Jiang (2017), &Islami&Mulolli (2020). School head tends to have the typical capability in addressing challenges. Adversity quotient and school management style were found to play a vital role in school administration (Ibarra & Tangsongco, 2020). Moreover, it is recommended the need for the improvement of the principals' transformational leadership abilities according to the needs of the school and their teacher subordinates as they are challenged. Francisco (2019) and Klug et al. (2018) revealed that transformational leaders exert their impact on followers' job satisfaction, organizational commitment, and proactive behavior through the goal attributes of importance and attainability.

Employees' working behavior is as important as the leadership skills of the leader. Asim et al. (2020) studied the effect of transformational leadership on employees' work outcomes which include performance and working burnout and their working behavior while Francisco (2019) investigated the effects of school principals' transformational leadership styles on teachers' self-efficacy. In a related study, Abdullah et al. (2021) conducted a study that investigated: (1) the level of Transformational Leadership, Teachers' Trust, and Work Commitment (2) and the influence of Teachers' Trust as a mediator between Transformational Leadership and Work Commitment

from the teachers' perspective. The following are the common findings that support the positive impact of transformational leaders on said variables. Abdullah et al. (2021) found out that transformational has a positive significant effect on Teachers' Trust which may lead to better work performance of teachers. Ahmed, et al. (2019) and Kang et al. (2020) confirmed that transformational leadership style has a significant effect on employee engagement for the mediating role of emotional intelligence.

Transformational leadership has a positive impact on the employees' job satisfaction which leads to improved job performance (Al-ahmadi (2021) & Lamprakis&Samanta (2018)). A transformational leader motivates subordinates to commit themselves to meeting organizational objectives by realizing performance outcomes, which exceed expectations. Bass (1985) stated that leaders perform this process of motivating and transforming followers by (1) heightening their awareness of the importance and value of designated goals, (2) encouraging them to transcend self-interest for the good of the organization or team, and (3) activating their higher-order needs as leaders articulate an inspiring vision and act as role models in attaining the vision.

Conflicts in the workplace play a critical role in the organizational system for its important impact on both organizations and individuals. These items from the demographic profile have a significant on their teaching performance: (1) Educational Attainment, (2) Area of Specialization, (3) Number of Subject Taught, (4) Number of Teaching Loads, and (5) Number of Other Related Work which may potentially affect the adaptive performance of the teachers (Andres et al. (2021)).

The more employers value their employees' contributions and care about their well-being, the more the employees feel that their organization responds compassionately to their desire to share difficulties at work (Caesens et al., 2019). Safeguarding the mental health of teachers to improve the quality of teaching and the mental health of students are recommended based on the findings (Etxebarria et al, 2021). Managers also play an important role in fostering adaptability when they engage in transformational leadership behaviors and empower their employees (Park & Park, 2019).

During this COVID-19 pandemic, challenges and issues in the teaching and learning continuity of public higher education in the Philippines are observed (Dayagbil et al., 2021; Francisco & Nuqui, 2020; (Etxebarria et al, 2021; Jimenez, 2021) analyzed the mental health and stress level of teachers in the Schools Division in Central Luzon, Philippines, and identified the relationship and impact of mental health and stress levels of the teachers as regards learning resource development. Andres et al. (2021) conducted a similar study that investigated the level of adaptability and performance of junior and senior high school teachers in Guimba, Nueva Ecija in response to the rapidly transforming academic world and found out that teacher's level of adaptability depicts a good teaching performance, while despite the changes, teachers never give up on innovations, adjustments, and an additional amount of work with resilience. Moreover, Francisco and Nuqui (2020) elicited three concepts from their study: (1) New Normal Leadership is the ability to be adaptive while staying strong with one's commitment; (2) It is about being an effective instructional decision-maker; (3) A leader who is a good planner, vigilant, and initiator.

Therefore, school administrators are recommended to provide programs on wellness, fitness, and lifestyle well-being of teachers and staff. School heads should include stress management and stress management simulations to test their behavioral competence in handling changes or managing stress in the workplace (Andres et al., 2021). Transformational leaders fostering employees' readiness for and commitment to change and motivating them to act in support of the change affect the response and behavior of the employees towards organizational change are affected by (Faupel&Süß, 2019; Bednall et al., 2018). Thus, organizational support that will improve the adaptive performance of the employees is pivotal. Kang et al. (2020) revealed that organizational support affects adaptive performance through job crafting and work engagement. Carter (2021) made a significant recommendation for the leaders. Leaders must establish the best working environment that is comfortable for employees' health and must respect their choices. Agility and a strong focus on protecting the health of its employees are highly recommended. In the same study, Buttigieg and Cassia (2020) revealed that the interaction of transformational leadership and leadership agility was noted to heighten their effect on adaptive performance. Thus, transformational leaders prepare their followers to embrace change through a longer-term relationship, an agile leader aids employees to proactively adapt to the changing conditions with the skills they need.

In any organization, communication is key in the system, most especially in achieving organizational goals and even in prodigy organizational support. Herzallah (2021) investigated the relationship between transformational

leadership style and teaching mediated by school communications. The study highlighted the significant contribution of the school administrators through their practice of transformational leadership during this transition to online teaching in this pandemic. Hadhienata et al. (2017) conducted a study that revealed and analyzed the sequential explanatory teacher performance concerning transformational leadership, job involvement, and interpersonal communication. The results confirmed that great transformational leadership practice, work engagement, and interpersonal communication together will yield improved teacher performance.

Theoretical Framework:

Institutions have been drastically affected by the pandemic, especially in terms of human resources, specifically their well-being. Times of uncertainty and rapid change require leaders to adopt a more bottom-up and empowering leadership style (Goodwin, 2022). It is essential that supervisors promote well-being through a healthier work design and lead in a way that supports employees' four primary needs of trust, compassion, stability, and hope (Chosewood et al., 2020; Gallup, 2020).

In this study, transformational leadership practice is seen to be an agent that may support the teachers as they face the challenges in adapting to the organizational changes. This study is based on the Transformational Leadership theory which was first conceptualized by Downton (1973) and was later expanded by Burns (1978). Burns defined transforming leadership as a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Bass (1985) further elaborated this leadership concept by suggesting suggested the four different components of transformational leadership: (1) Intellectual Stimulation: Leaders not only challenge the status quo but also encourage creativity among followers; (2) Individualized Consideration: Leaders are involved in offering support and encouragement to individual followers; (3) Inspirational Motivation: Leaders demonstrate a clear vision articulated to their followers which propels the followers to demonstrate the same passion and motivation to fulfill goals; and (4) Idealized Influence: Leaders serve as a role model for followers.

Transformational leadership model relies on the encouragement of a team to realize overall success, and when properly applied can transform them into a productive and dynamic group of individuals. Boosting their morale and self-confidence can then align them to an overall vision of the organization (Ugochukwu 2021). Transformational leadership has been acknowledged to have a positive general influence on knowledge management (Al-husseini&Elbeltagi, 2018) and inspires positive changes in the institution as it is the leadership style required to move an organization through a major change (Salisbury, 2017). Furthermore, this leadership style is viewed to change the employees' morals, hopes, ideals, and values to prioritize common interests over personal interests and motivates them to perform better than what is expected (Udin, 2021). Transformational leadership is pivotal as it consistently predicts an individual's (1) attitudes, (2) motivation, (3) performance, and (4) well-being (Beauchamp, 2019).

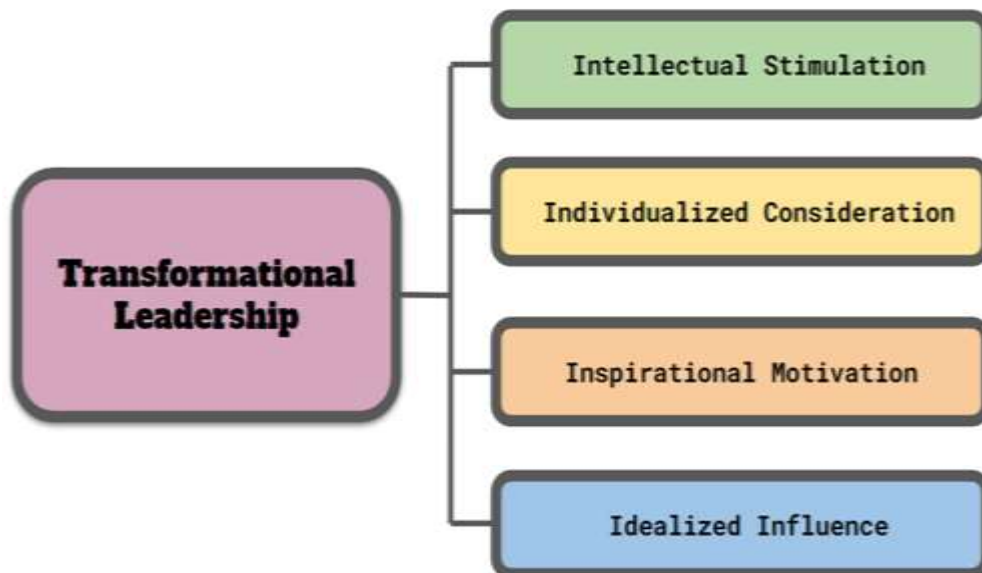


Figure 1:- Model of Transformational Leadership (Bass, 1985).

Conceptual Framework:

The conceptual framework of this study found its basis in the above theoretical framework and the concepts, theories, and studies discussed in the review of related literature division. The Conceptual Model, as shown in Figure 2 is intended to delineate the relationship between the enduring leadership style which is transformational leadership as the independent variable, and adaptive performance, the dependent variable.

This conceptual model will help explain the relationship between the enacted transformational leadership of the school administrators and the teachers' adaptive performance, which will lead to the conceptualization of a framework for organizational support.

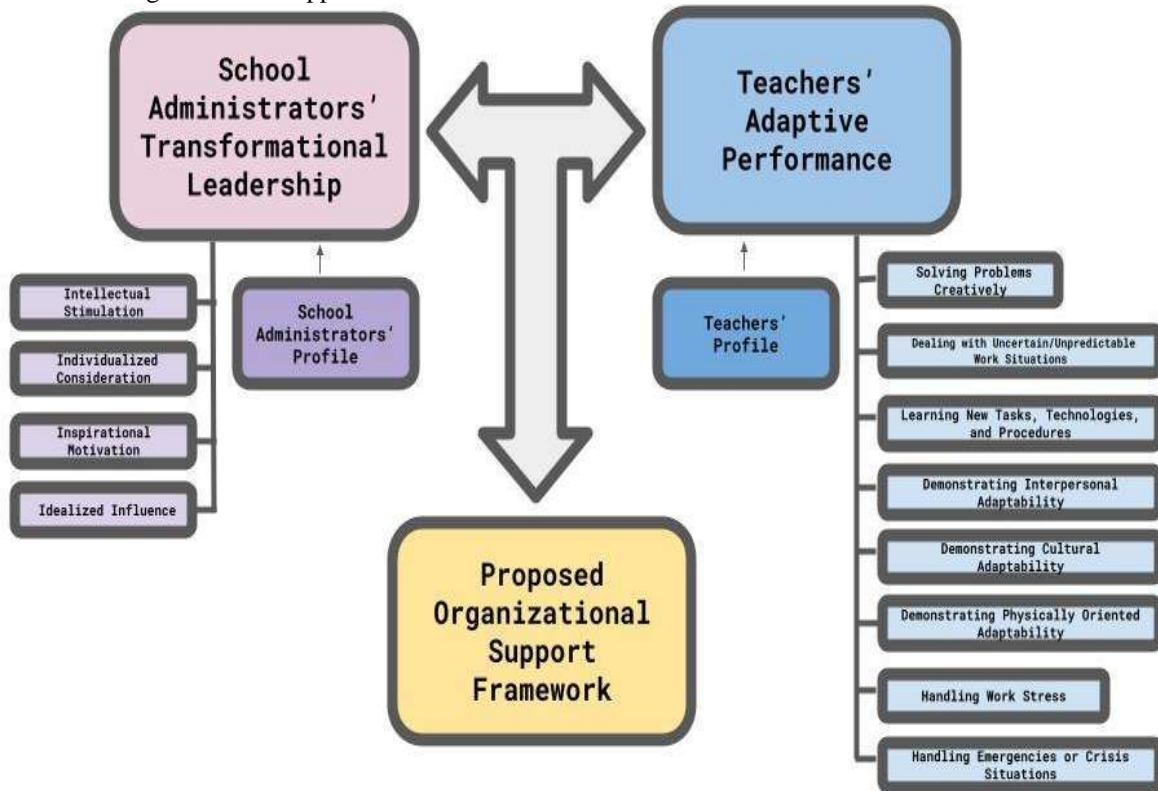


Figure 2:- Transformational Leadership on Adaptive Performance Conceptual Framework.

The transformational leadership style inspires positive changes in the institution as it is the leadership style required to move an organization through a major change (Salisbury, 2017). Managers also play an important role in fostering adaptability when they engage in transformational leadership behaviors and empower their employees. Positive positive feedback and rewards encourage adaptability and adaptive performance Park & Park (2019). Transformational leaders prepare their followers to embrace change through a longer-term relationship, an agile leader aids employees to proactively adapt to the changing conditions with the skills they need (Buttigieg & Cassia, 2020).

As hypothesized, the school administrators' practice of transformational leadership in providing organizational support within its four different components namely (1) Intellectual Stimulation; (2) Individualized Consideration; (3) Inspirational Motivation; and (4) Idealized Influence can increase the teachers' level of adaptive performance. Furthermore, the result of this study will be the researcher's basis for the conceptualization of an organizational support framework.

Methodology:-

The study used the explanatory sequential mixed-methods study. The mixed-method helped in establishing a more comprehensive understanding of the predicting difference in the transformational leadership practices of the school administrators and the relationship between transformational leadership and the adaptive performance of the

teachers. A strong mixed-method study should contain three research questions: quantitative, qualitative, and mixed-method questions (Plano Clark & Badiee, 2010; Creswell & Plano Clark, 2018).

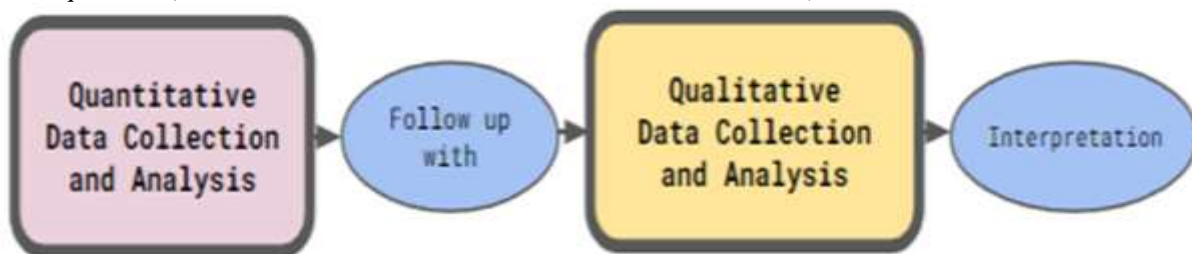


Figure 3:- Explanatory Sequential Design.

The first phase which is quantitative focused on the descriptive analysis of the extent of the practice of transformational leadership of school administrators and the level of adaptive performance of the teachers. Moreover, this phase identified the significant difference in the transformational leadership rating of the school administrators across schools and the significant difference between the rating of the administrators to themselves and the rating given by the teachers. Also, part of the first phase was to determine the significant relationship between transformational leadership and the adaptive performance of the teachers.

The second phase is qualitative wherein the questions were created based on quantitative data. This phase helped in establishing a deeper comprehension of the quantitative data and helped to further explain the collected data or comprehend any identified statistically significant differences and anomalous results (Plano Clark & Badiee, 2010; Creswell & Plano Clark, 2018).

The last phase is the mixed-methods. The research question for the mixed method represents what the researcher needs to know about the integration of quantitative and qualitative data (Plano Clark & Badiee, 2010; Creswell & Plano Clark, 2018).

It was participated by 36 school administrators and 137 teachers from the seven private international schools which are located in Las Piñas City, Muntinlupa City, Batangas City, and Lipa City, Philippines.

To gather quantitative data, the study utilized the Multifactor Leadership Questionnaire (MLQ) Form 6S (Bass & Avolio, 2002), a validated multifactor leadership questionnaire (MLQ) by Moradi et al. (2015), and the I-ADAPT Measure Survey of Ployhart and Bliese. After the gathering and analysis of quantitative data, separate Focus Group Discussions with the school administrator and teachers from each campus were conducted.

Hypotheses:

The following were the null hypotheses:

- H₀₁ - There is no significant statistical difference in the mean transformational leadership ratings of the school administrators.
- H₀₂ - There is no significant statistical difference in the mean transformational leadership ratings of the school administrators as described by the teachers and school administrators.
- H₀₃ - There is no significant statistical relationship between the transformational leadership of the school administrators and the adaptive performance of the teachers.

Results:-

The following are the major findings based on the two separate data analyses:

Phase 1: Quantitative

Demographic Profile of the Respondents

The majority of the school heads came from School 1 (27.8%), mostly women (86.1%); many participants were in the 25–34 and 45–54 age brackets (61.2%) and mostly division coordinators (52.8%) with bachelor's degrees (52.8%).

The study was administered to 41 school administrators from six schools; however, only 36 of them gave their consent to participate in the study.

School Administrators (n = 36)

Table 1.1:-School Administrators' Demographic Profile.

Demographic Variable	Frequency	Percentage
School		
School 1	10	27.8%
School 2	6	16.7%
School 3	3	8.3%
School 4	6	16.7%
School 5	4	11.1%
School 6	7	19.4%
Sex		
Female	31	86.1%
Male	5	13.9%
Age		
25 – 34 years old	11	30.6%
35 – 44 years old	10	27.8%
45 – 54 years old	11	30.6%
55 – 64 years old	3	8.3%
65 years or older	1	2.8%
Administrative Position		
Dean	3	8.3%
Deputy or Assistant Principal	6	16.7%
Division Coordinator	19	52.8%
Principal or School Head	8	22.2%
Educational Attainment		
Bachelor's Degree	19	52.8%
Master's Degree	7	19.4%
Doctorate Degree	10	27.8%

**Rounding errors are expected when percentage total is calculated.*

Table 1.1 shows the frequencies and percentages for the demographic data of the school administrators. It indicated their school assignment, sex, age, administrative position, and education.

The majority of the teachers came from School 1 (35.0%) and are mostly women (79.6%); many participants were in the 21-30 age bracket (56.9%) with bachelor's degrees (73.7%). The majority have 1-2 subjects taught (47.4%) with 3 – 4 hours of teaching loads per day (48.2%) with a total of 1-2 other related works (61.3%).

Teachers (n = 137)

The study was administered to 228 teachers from six schools; however, only 137 of them gave their consent to participate in the study.

Table 1.2:-Teachers' Demographic Profile.

Demographic Variable	Frequency	Percentage
School		
School 1	48	35.0%
School 2	6	4.4%
School 3	10	7.3%
School 4	24	17.5%
School 5	19	13.9%
School 6	30	21.9%
Sex		

Female	109	79.6%
Male	28	20.4%
Age		
21 – 30 years old	78	56.9%
31 – 40 years old	25	18.2%
41 – 50 years old	25	18.2%
51 – 60 years old	7	5.1%
61 years or older	2	1.5%
Educational Attainment		
Bachelor's Degree	101	73.7%
Master's Degree	5	3.6%
Doctorate Degree	31	22.6%
Number of Subjects Taught		
1 – 2	65	47.4%
2 – 3	1	0.7%
3 – 4	44	32.1%
4 – 5	1	0.7%
5 and above	26	19.0%
Number of Teaching Loads		
1 – 2 hours per day	25	18.2%
2 – 3 hours per day	1	0.7%
3 – 4 hours per day	66	48.2%
4 – 5 hours per day	5	3.6%
5 – 6 hours per day	27	19.7%
7 – 8 hours per day	13	9.5%
Number of Other Related Works		
1 – 2	84	61.3%
3 – 4	36	26.3%
4 – 5	1	0.7%
5 and above	16	11.7%

*Rounding errors are expected when percentage total is calculated.

Table 1.2 presents frequencies and percentages for the demographic data of the teachers. it indicated their school assignment, sex, age, educational attainment, number of subjects taught, number of teaching loads, and number of other related works.

Extent of School Administrators' Transformational Leadership Practice in Terms of (1) Intellectual Stimulation, (2) Individualized Consideration, (3) Inspirational Motivation, and (2) Idealized Influence

With a mean of 3.70 and a standard deviation of 0.51, the school administrators indicated that they frequently practice transformational leadership in their schools within its four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

Statistical Guide:

The central tendency measure, mean, is used to have an insight where may be the concentration of values and provide an appropriate description based on the labels assigned to the Likert scale responses. The following shows the equal division of the 5-point Likert scale into intervals to know how frequently school administrators practice transformational leadership based on its mean:

Interval	Description	Corresponding Verbal Interpretation
0.00-0.79	Not at all	Not Evident
0.80- 1.59	Once in a while	Somewhat Evident
1.60-2.39	Sometimes	Moderately Evident
2.40-3.19	Fairly Often	Evident
3.20-4.00	Frequently, if not always	Highly Evident

Table 2.1 illustrates the overall extent of the transformational leadership practice within the four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration based on the results of the self-assessment administered to the thirty-six school heads.

Table 2.1:- School Administrators' Extent of Transformational Leadership Practice.

Statements	Mean	SD	Description	Interpretation	Rank
Individual Consideration	3.74	0.52	Frequently, if not always	Highly Evident	1
I help others develop themselves.	3.72	0.57	Frequently, if not always	Highly Evident	
I let others know how I think they are doing.	3.75	0.50	Frequently, if not always	Highly Evident	
I give personal attention to others who seem rejected.	3.75	0.50	Frequently, if not always	Highly Evident	
Inspirational Motivation	3.73	0.47	Frequently, if not always	Highly Evident	2
I express with a few simple words what we could and should do.	3.78	0.42	Frequently, if not always	Highly Evident	
I provide appealing images about what we can do.	3.69	0.47	Frequently, if not always	Highly Evident	
I help others find meaning in their work.	3.72	0.51	Frequently, if not always	Highly Evident	
Intellectual Stimulation	3.66	0.51	Frequently, if not always	Highly Evident	3
I enable others to think about old problems in new ways.	3.72	0.45	Frequently, if not always	Highly Evident	
I provide others with new ways of looking at puzzling things.	3.61	0.55	Frequently, if not always	Highly Evident	
I get others to rethink ideas that they had never questioned before.	3.64	0.54	Frequently, if not always	Highly Evident	
Idealized Influence	3.66	0.53	Frequently, if not always	Highly Evident	4
I make others feel good to be around me.	3.89	0.40	Frequently, if not always	Highly Evident	
Others have complete faith in me.	3.58	0.55	Frequently, if not always	Highly Evident	
Others are proud to be associated with me.	3.50	0.56	Frequently, if not always	Highly Evident	
GRAND MEAN	3.70	0.51	Frequently, if not always	Highly Evident	

Culled from the table, with the grand mean of 3.70 (frequently, if not always), the school administrators' practice of transformational leadership according to all dimensions is highly evident (Salisbury, 2017; White, 2018, & Stouten et al., 2018).

Generally, the school administrators indicated that they frequently practice transformational leadership in their schools in terms of the following dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration (Bednall et al., 2018; Julia et al., 2021 & Mathende & Yousefi, 2021). In addition, their focus is on individual consideration where they encourage personal growth and nurture their

proponent's welfare (White, 2018; Asim et al. 2020 & Julia et al., 2021). On the other hand, idealized influence needs more consistent attention, especially in gaining their teachers' trust in their decisions and their professional relationship (Salisbury, 2017).

Table 2.2 illustrates the extent of the transformational leadership practice within the four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration of the school heads per school based on the results of the administered self-assessment.

Table 2.2:-School Administrators' Extent of Transformational Leadership Practice (Per School).

Schools	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	GRAND MEAN	Description	Interpretation
School 1	3.77	3.87	3.70	3.90	3.80	Frequently, if not always	Highly Evident
School 2	3.06	3.28	3.17	3.11	3.15	Fairly Often	Evident
School 3	3.89	3.89	4.00	3.78	3.89	Frequently, if not always	Highly Evident
School 4	3.78	3.61	3.67	3.89	3.74	Frequently, if not always	Highly Evident
School 5	3.58	3.83	4.00	3.83	3.81	Frequently, if not always	Highly Evident
School 6	3.86	3.90	3.67	3.86	3.82	Frequently, if not always	Highly Evident

Recalling that the grand mean for the frequency of implementing transformational leadership practices is 3.70, with a standard deviation of 0.51, it is concluded that most school administrators frequently practice transformational leadership practices within their professional environment. It means that their practice of transformational leadership within their institution is highly evident. However, with a grand mean of 3.15 (fairly often) School 2 administrators have shown only an evident practice of transformational leadership. It means that based on their self-assessment, they may not have been consistently practicing transformational leadership on their premises compared to other schools, which requires considerable improvement in each dimension of the leadership style.

Extent of School Administrators' Transformational Leadership Practice in Terms of (1) Intellectual Stimulation, (2) Individualized Consideration, (3) Inspirational Motivation, and (2) Idealized Influence Based on Teachers' Perspective

With a grand mean of 3.58 and a standard deviation of 0.63, the teachers indicated that their school administrators also frequently practice transformational leadership.

Statistical Guide:

The central tendency measure, mean, is used to have an insight where may be the concentration of values and provide an appropriate description based on the labels assigned to the Likert scale responses. The following shows the equal division of the 5-point Likert scale into intervals to know how frequently school administrators practice transformational leadership based on its mean:

Interval	Description	Corresponding Verbal Interpretation
0.00-0.79	Not at all	Not Evident
0.80- 1.59	Once in a while	Somewhat Evident
1.60-2.39	Sometimes	Moderately Evident
2.40-3.19	Fairly Often	Evident
3.20-4.00	Frequently, if not always	Highly Evident

Table 3.1 illustrates the teachers' description of their school administrators' overall extent of the transformational leadership practice within the four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration based on the results of the survey administered to them.

Table 3.1:-School Administrators' Extent of Transformational Leadership Practice from Teachers' Perspective.

Statements	Mean	SD	Description	Interpretation	Rank
Idealized Influence	3.66	0.52	Frequently, if not always	Highly Evident	1
They make us feel good to be around them.	3.61	0.56	Frequently, if not always	Highly Evident	
I have complete faith in them.	3.64	0.51	Frequently, if not always	Highly Evident	
I am proud to be associated with them.	3.74	0.47	Frequently, if not always	Highly Evident	
Inspirational Motivation	3.61	0.54	Frequently, if not always	Highly Evident	2
They express with a few simple words what we could and should do.	3.61	0.55	Frequently, if not always	Highly Evident	
They provide appealing images about what we can do.	3.61	0.53	Frequently, if not always	Highly Evident	
They help us find meaning in our work.	3.62	0.54	Frequently, if not always	Highly Evident	
Individual Consideration	3.55	0.73	Frequently, if not always	Highly Evident	3
They help us develop ourselves.	3.71	0.65	Frequently, if not always	Highly Evident	
They let us know how we think we are doing.	3.61	0.70	Frequently, if not always	Highly Evident	
They give personal attention to us who seem rejected.	3.34	0.78	Frequently, if not always	Highly Evident	
Intellectual Stimulation	3.51	0.71	Frequently, if not always	Highly Evident	4
They enable us to think about old problems in new ways.	3.53	0.71	Frequently, if not always	Highly Evident	
They provide us with new ways of looking at puzzling things.	3.53	0.69	Frequently, if not always	Highly Evident	
They get us to rethink ideas that we had never questioned before.	3.48	0.73	Frequently, if not always	Highly Evident	
GRAND MEAN	3.58	0.63	Frequently, if not always	Highly Evident	

The table shows that with a grand mean of 3.58 (frequently, if not always), the teachers trust their school administrators, for they believe that their school administrators demonstrate a highly evident practice of transformational leadership.

Generally, the teachers indicated their school administrators also frequently practice transformational leadership in their schools in terms of the following dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration (Sunaryo et al., 2017; Bednall et al., 2018; Sulasmi et al., 2020; Julia et al., 2021 & Mathende & Yousefi, 2012). In addition, they noted that their focus is leaning towards idealized influence where they develop their professional and personal relationship with their teachers and earn more trust with regard to school decisions. On the other hand, it is perceived by teachers that intellectual stimulation needs more consistent attention, especially in fostering modern ways of problem-solving (Francisco, 2019; Ugochukwu, 2021 & Fontein, 2022).

Table 3.2 illustrates the teachers' description of their school administrators' overall extent of the transformational leadership practice within the four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration based on the results of the survey administered to them.

Table 3.2:-School Administrators' Extent of Transformational Leadership Practice from Teachers' Perspective (Per School).

Schools	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	GRAND MEAN	Description	Interpretation
School 1	3.64	3.59	3.58	3.58	3.60	Frequently, if not always	Highly Evident
School 2	3.78	3.22	2.00	2.22	2.81	Fairly Often	Evident
School 3	4.00	3.67	3.50	3.83	3.75	Frequently, if not always	Highly Evident
School 4	3.60	3.60	3.60	3.58	3.59	Frequently, if not always	Highly Evident
School 5	3.58	3.65	3.56	3.67	3.61	Frequently, if not always	Highly Evident
School 6	3.66	3.70	3.62	3.58	3.64	Frequently, if not always	Highly Evident

It is observed that both the school heads and teachers have formed a consensus in terms of transformational leadership practice. Recalling that the grand mean for the frequency of implementing transformational leadership practices is 3.58, with a standard deviation of 0.63, most school heads display a highly evident practice of transformational leadership based on the evaluation accomplished by the teachers. Among the six schools, only the School 2 heads are rated to be fairly practicing the leadership style. Moreover, it is still interpreted as an evident practice. School 2 teachers describe that their school administrators fairly often practice transformational leadership in their school. Moreover, intellectual stimulation and individual consideration have the least focus, which were incorporated sometimes during practice. Consequently, considerable improvement in each dimension of the leadership style is required among the school heads in School 2.

The Level of Teachers' Adaptive Performance within Its Dimensions: (1) Solving Problems Creatively, Dealing with Uncertain/Unpredictable Work Situations, (3) Learning New Tasks, Technologies, and Procedures, (4) Demonstrating Interpersonal Adaptability, (5) Demonstrating Cultural Adaptability, (6) Demonstrating Physically Oriented Adaptability, (7) Handling Work Stress, and (8) Handling Emergencies or Crisis Situations

Statistical Guide:

The central tendency measure, mean, is used to have an insight where may be the concentration of values and provide an appropriate description based on the labels assigned to the Likert scale responses. The following shows the equal division of the 5-point Likert scale into intervals to know how teachers agree on committing common adaptive practices in their workplace based on its mean:

Interval	Description	Corresponding Verbal Interpretation
1.00-1.79	Disagree	Not Acceptable
1.80- 2.59	Somewhat Disagree	Fairly Acceptable
2.60-3.39	Neutral	Moderately Acceptable
3.40-4.19	Somewhat Agree	Acceptable
4.20-5.00	Agree	Highly Acceptable

With a mean of 4.46 (agree), the teachers' adaptive performance is highly acceptable in terms of solving problems creatively.

Table 4.1 presents the teachers' level of adaptive performance in terms of solving problems creatively.

Table 4.1:- Level of Teachers' Adaptive Performance in Terms of Solving Problems Creatively (Dimension 1).

Statements	Mean	SD	Description	Interpretation	Rank
Solving Problems Creatively	4.46	0.57	Agree	Highly Acceptable	
When resources are insufficient, I thrive on developing innovative solutions.	4.53	0.56	Agree	Highly Acceptable	1
I am able to look at problems from a multitude of angles.	4.45	0.58	Agree	Highly Acceptable	2
I am an innovative person.	4.45	0.61	Agree	Highly Acceptable	3
I am good at developing unique analyses for complex problems.	4.42	0.55	Agree	Highly Acceptable	4
I see connections between seemingly unrelated information.	4.42	0.56	Agree	Highly Acceptable	5

The teachers agree they solve problems creatively. This implies that the teachers may have developed behavioral responses to different contexts and the capability to modify skills and knowledge (Park and Park, 2019). They possess the ability to find new solutions for complex or previously unknown problems effectively and efficiently (Towler, 2020). Also, it may suggest that their creativity frequently generates innovative thoughts being included in every process of innovation adoption (Tang & Werner, 2017). Moreover, the data also suggest that the school administrators' practice of Intellectual Stimulation of transformational leadership changes the awareness of followers in solving work problems from a new perspective (Bednall et al., 2018; Julia et al., 2021 & Mathende & Yousefi, 2021).

With a mean of 4.20 (agree), the teachers manifest a highly acceptable adaptive performance in terms of dealing with uncertain or unpredictable work situations.

Table 4.2 outlines the teachers' level of adaptive performance in terms of dealing with uncertain/unpredictable work situations.

Table 4.2:- Level of Teachers' Adaptive Performance in Terms of Dealing with Uncertain/Unpredictable Work Situations (Dimension 2).

Statements	Mean	SD	Description	Interpretation	Rank
Dealing with Uncertain/Unpredictable Work Situations	4.20	0.91	Agree	Highly Acceptable	
I can adapt to changing situations.	4.66	0.56	Agree	Highly Acceptable	1
I tend to perform best in stable situations and environments.	4.55	0.59	Agree	Highly Acceptable	2
I easily respond to changing conditions.	4.50	0.62	Agree	Highly Acceptable	3
When something unexpected happens, I readily change gears in response.	4.48	0.57	Agree	Highly Acceptable	4
I can adjust my plans to changing conditions.	4.45	0.56	Agree	Highly Acceptable	5
I perform well in uncertain situations.	4.31	0.65	Agree	Highly Acceptable	6
I need for things to be "black and white."	3.82	1.08	Somewhat Agree	Acceptable	7
I am able to make effective decisions without all relevant information.	3.78	0.92	Somewhat Agree	Acceptable	8
I become frustrated when things are unpredictable.	3.27	1.27	Neutral	Moderately Acceptable	9

As shown in the table, with a mean of 4.20 (agree), the teachers manifest a highly acceptable adaptive performance in terms of dealing with uncertain or unpredictable work situations. It explains that they effectively deal with unexpected work situations.

Observing these items' statistics, their strength of agreement dominantly oscillates from Neutral to Somewhat Agree. Mixed sentiments are detected from the responses to the statements indicating that the selected teachers may have different mechanisms for adapting to uncertain or unpredictable work situations. Some may conform to conventional and theoretical strategies, but some may opt to use risky yet innovative options. In addition, varying levels of emotional distress are reported. Despite the varying responses, it shows that teachers can adjust their plans, goals, actions, or priorities to deal with changing situations (McLoughlin & Priyadarshini, 2021). Moreover, the data indicates that the teachers may have an experience that results in frustration, especially in terms of uncertain and unpredictable situations (Jimenez,2021). Many employees need to adapt and deal with change constructively and devise new ways of dealing with challenges and transitions successfully.

The teachers adapt to the demands of work in terms of learning new tasks, technologies, and procedures in their workplace which is evident in the obtained mean of 4.61 (agree) or highly acceptable adaptive performance.

Table 4.3 shows the teachers' level of adaptive performance in terms of learning new tasks, technologies, and procedures.

Table 4.3:- Level of Teachers' Adaptive Performance in Terms of Learning New Tasks, Technologies, and Procedures (Dimension 3).

Statements	Mean	SD	Description	Interpretation	Rank
Learning New Tasks, Technologies, and Procedures	4.61	0.52	Agree	Highly Acceptable	
I am continually learning new skills for my job.	4.72	0.48	Agree	Highly Acceptable	1
I take responsibility for acquiring new skills.	4.67	0.50	Agree	Highly Acceptable	2
I enjoy learning new approaches for conducting work.	4.66	0.51	Agree	Highly Acceptable	3
I take responsibility for staying current in my profession.	4.64	0.51	Agree	Highly Acceptable	4
I take action to improve work performance deficiencies.	4.64	0.52	Agree	Highly Acceptable	5
I train to keep my work skills and knowledge current.	4.63	0.50	Agree	Highly Acceptable	6
I try to learn new skills for my job before they are needed.	4.55	0.57	Agree	Highly Acceptable	7
I often learn new information and skills to stay at the forefront of my profession.	4.51	0.53	Agree	Highly Acceptable	8
I quickly learn new methods to solve problems.	4.46	0.50	Agree	Highly Acceptable	9

As specified in the table, teachers can adapt to the demands of work in terms of learning new tasks, technologies, and procedures in their workplace which is evident in the obtained mean of 4.61 (agree) or highly acceptable adaptive performance. They describe themselves to be quickly learning new tasks, technologies, and procedures in order to further improve their teaching and managing administrative tasks.

The teachers agree they learn new tasks, technologies, and procedures to improve their pedagogical practices and administrative skills. Moreover, there are selected teachers who somewhat agree and are neutral about it. This may

mean that training and learning may be necessary as they refer to the tendency to initiate action to promote personal development. It is due to the changing environment and demands that teachers are faced with technical innovations that are in demand and pivotal in educational institutions (Towler, 2020). Moreover, due to the new learning setup, educational institutions ensure teaching and learning continuity amid the pandemic. It entails flexible teaching and learning modality, recalibration of the curriculum, implementation of strategic plans, development of the faculty members, and improvement of the infrastructures for the new learning modality. Thus, the need for teachers to be highly flexible in terms of maneuvering technological devices and learning new skills is significant (Dayagbil et al., 2021). Furthermore, the results may also suggest implicit evidence that the school administrators' practice of Intellectual Stimulation of transformational leadership changes the awareness of followers in solving work problems from a new perspective (Faupel&Süß, 2019; Bednall et al., 2018 & Ahmed, 2022).

The teachers show a highly acceptable adaptive performance in demonstrating interpersonal adaptability in their workplace with a mean of 4.58 (agree) consistently in all its items.

Table 4.4 describes the teachers' level of adaptive performance in terms of demonstrating interpersonal adaptability.

Table 4.4:- Level of Teachers' Adaptive Performance in Terms of Demonstrating Interpersonal Adaptability (Dimension 4).

Statements	Mean	SD	Description	Interpretation	Rank
Demonstrating Interpersonal Adaptability	4.58	0.56	Agree	Highly Acceptable	
I believe it is important to be flexible in dealing with others.	4.74	0.44	Agree	Highly Acceptable	1
I am an open-minded person in dealing with others.	4.71	0.49	Agree	Highly Acceptable	2
I try to be flexible when dealing with others.	4.62	0.53	Agree	Highly Acceptable	3
My insight helps me to work effectively with others.	4.58	0.51	Agree	Highly Acceptable	4
I am perceptive of others and use that knowledge in interactions.	4.50	0.54	Agree	Highly Acceptable	5
I adapt my behavior to get along with others.	4.47	0.65	Agree	Highly Acceptable	6
I tend to be able to read others and understand how they are feeling at any particular moment.	4.45	0.63	Agree	Highly Acceptable	7

As gleaned from the table, teachers show a highly acceptable adaptive performance in demonstrating interpersonal adaptability in their workplace with a mean of 4.58 (agree) consistently in all its items. This insinuates that they agree that they can adapt to different work situations in an interpersonal aspect.

The selected teachers agree they demonstrate good interpersonal adaptability practices, whether from a professional or personal perspective. It means that they demonstrate flexibility and open-mindedness when dealing with others and when listening to other people's opinions while adjusting their own if appropriate. Thereby, they can work effectively with a new team, co-workers, or customers (McLoughlin & Priyadarshini, 2021). Moreover, this may also suggest that school administrators' practice of Inspirational Motivation is a factor. This may suggest that the teachers work toward goals, improve their overall well-being and happiness, and are engaged in health-oriented behaviors (Ugochukwu, 2021). They may also possess intuition about the things that help to push themselves and their goals forward. These actions establish trust within the organization (Ugochukwu, 2021).

The teachers agree to have a highly acceptable adaptive performance in terms of demonstrating cultural adaptability in their workplace as the mean 4.60 (agree) suggests.

Table 4.5 summarizes the teachers' level of adaptive performance in terms of demonstrating cultural adaptability.

Table 4.5:- Level of Teachers' Adaptive Performance in Terms of Demonstrating Cultural Adaptability (Dimension 5).

Statements	Mean	SD	Description	Interpretation	Rank
Demonstrating Cultural Adaptability	4.60	0.54	Agree	Highly Acceptable	
It is important to me that I respect others' culture.	4.77	0.42	Agree	Highly Acceptable	1
I enjoy the variety and learning experiences that come from working with people of different backgrounds.	4.64	0.50	Agree	Highly Acceptable	2
I feel comfortable interacting with others who have different values and customs.	4.56	0.55	Agree	Highly Acceptable	3
I enjoy learning about cultures other than my own.	4.52	0.62	Agree	Highly Acceptable	4
I work well with diverse others.	4.51	0.56	Agree	Highly Acceptable	5

It can be delineated from the table that teachers agree to have a highly acceptable adaptive performance in terms of demonstrating cultural adaptability in their workplace as what the mean 4.60 (agree) suggests. They agree to have exhibited good practices in respecting their cultural differences.

All items are consistent with the dimension mean. The teachers agree that they demonstrate good cultural adaptability practices and understanding of different cultures and values to embody inclusivity with an open mind. In addition, the statement "It is important to me that I respect others' culture," exhibited a slightly higher mean with respect to the dimension mean, which may imply respect for others' cultural individuality is clearly magnified among the selected teachers. This means that the teachers take action to learn and understand the needs, values and of others and the entire school community. Moreover, it may suggest that they can integrate different values, customs, and cultures to maintain their positive relationships with one another within the organization (McLoughlin & Priyadarshini, 2021)

With a mean of 3.84 (somewhat agree), the teachers have acceptable adaptive performance in terms of demonstrating physically oriented adaptability.

Table 4.6 presents the teachers' level of adaptive performance in terms of demonstrating physically oriented adaptability.

Table 4.6:-Level of Teachers' Adaptive Performance in Terms of Demonstrating Physically Oriented Adaptability (Dimension 6).

Statements	Mean	SD	Description	Interpretation	Rank
Demonstrating Physically Oriented Adaptability	3.84	1.13	Somewhat Agree	Acceptable	
I am adept at using my body to complete relevant tasks.	4.49	0.61	Agree	Highly Acceptable	1
I physically push myself to complete important tasks.	4.20	0.90	Agree	Highly Acceptable	2
I utilize my muscular strength well.	3.93	1.03	Somewhat Agree	Acceptable	3
If my environment is not comfortable (e.g., cleanliness), I cannot perform well.	3.89	1.14	Somewhat Agree	Acceptable	4
I can only work in an orderly environment.	3.84	1.05	Somewhat Agree	Acceptable	5
I cannot work well if it is too hot or cold.	3.80	1.08	Somewhat Agree	Acceptable	6

I keep working even when I am physically exhausted.	3.76	1.15	Somewhat Agree	Acceptable	7
I can work effectively even when I am tired.	3.40	1.15	Somewhat Agree	Acceptable	8
I would quit my job if it required me to be physically stronger.	3.23	1.43	Neutral	Moderately Acceptable	9

The table shows that the teachers have different levels of agreement in terms of demonstrating physically oriented adaptability which means that they have obtained inconsistent levels of adaptive performance. Teachers somewhat agree that they have satisfactory adaptability in situations requiring their physical abilities. Other teachers may have reservations and different sentiments on this dimension.

Most items exhibited a strength of agreement between Neutral and Somewhat Agree with high variation. The selected teachers demonstrated different perspectives on physically oriented adaptability. Some may manage to tolerate uncomfortable environmental conditions and heavy physical work, but some may also express their disagreement on subjecting themselves to these kinds of conditions. Moreover, factors on physical capacity further contributed to the variety of responses. Most teachers reach an agreement about the statement "I am adept at using my body to complete relevant tasks," which may imply that their physical capacity is suggested to be mainly utilized in their functions as teachers. A neutral strength of agreement was observed in the statement "I would quit my job if it required me to be physically stronger," which may imply that depending on which criterion or situation they are required to be physically required, they may or may not quit their job.

As evident in the mean of 2.81 (neutral), they obtained only a moderately acceptable performance in terms of handling work stress.

Table 4.7 presents the teachers' level of adaptive performance in terms of handling work stress.

Table 4.7:- Level of Teachers' Adaptive Performance in Terms of Handling Work Stress (Dimension 7).

Statements	Mean	SD	Description	Interpretation	Rank
Handling Work Stress	2.81	1.29	Neutral	Moderately Acceptable	
I am usually stressed when I have a large workload.	3.03	1.25	Neutral	Moderately Acceptable	1
I am easily rattled when my schedule is too full.	2.86	1.21	Neutral	Moderately Acceptable	2
I usually overreact to stressful news.	2.80	1.30	Neutral	Moderately Acceptable	3
I feel unequipped to deal with too much stress.	2.77	1.28	Neutral	Moderately Acceptable	4
I often cry or get angry when I am under a great deal of stress.	2.59	1.41	Neutral	Moderately Acceptable	5

The table depicts that the teachers are challenged in terms of handling work stress. As evident in the mean of 2.81 (neutral), they obtained only a moderately acceptable performance. This means that there is an observed fair disparity in the teachers' approach to handling work stress. Some may cope with stress, but some may need further improvement on this matter.

Most items exhibited a strength of agreement between Somewhat Disagree and Neutral with high variation. Some of the selected teachers somewhat disagree that they manifested psychological or emotional mechanisms under stressful conditions. It may be inferred that the selected teachers have a certain extent of knowledge on how to deal with stress but not with great focus. The data suggest that the teachers have a poor ability to remain composed when faced with difficult circumstances or a highly demanding workload or schedule. They may also overreact to unexpected news or situations and may be challenged to manage frustration and demonstrate resilience and the highest levels of professionalism in stressful circumstances (Pulakos et al., 2000; Ployhart&Bliese, 2006).

Moreover, the results indicate the need for school administrators to foster adaptability when they engage in transformational leadership behaviors and empower their employees. Positive positive feedback and rewards encourage adaptability and adaptive performance (Park and Park, 2019). In addition, the practice of Individual Consideration may be exercised to attend to each teacher's personal needs and encourages them by focusing on the way each employee affects the overall goal (Chosewood et al., 2020; Gallup, 2020 & Ugochukwu (2021). Safeguarding the mental health of teachers will yield better performance in the workplace (Etxebarria et al., 2021).

With a mean of 4.12 (somewhat agree), the teachers still manifest an acceptable adaptive performance in terms of handling emergencies or crisis situations.

Table 4.8 presents the teachers' level of adaptive performance in terms of handling emergencies or crisis situations.

Table 4.8:-Level of Teachers' Adaptive Performance in Terms of Handling Emergencies or Crisis Situations (Dimension 8).

Statements	Mean	SD	Description	Interpretation	Rank
Handling Emergencies or Crisis Situations	4.12	0.78	Somewhat Agree	Acceptable	
In an emergency situation, I can put aside emotional feelings to handle important tasks.	4.20	0.80	Agree	Highly Acceptable	1
I am able to be objective during emergencies.	4.19	0.71	Somewhat Agree	Acceptable	2
I usually step up and take action during a crisis.	4.15	0.74	Somewhat Agree	Acceptable	3
I think clearly in times of urgency.	4.14	0.78	Somewhat Agree	Acceptable	4
I am able to maintain focus during emergencies.	4.09	0.88	Somewhat Agree	Acceptable	5
I make excellent decisions in times of crisis.	3.95	0.74	Somewhat Agree	Acceptable	6

It can be drawn from the table that the teachers are somewhat challenged in terms of handling emergencies or crisis situations. Moreover, with a mean of 4.12 (somewhat agree), the teachers still manifest an acceptable adaptive performance, which means that they can still handle emergencies or crisis effectively.

The teachers agree they handle emergencies or crisis situations effectively. In addition, developing decision skills in times of emergencies or crisis situations may be developed through conducting seminars and workshops from their respective communities. The results show that teachers have a poor ability to manage priorities and adapt to new situations (Towler, 2020). Also, they may struggle to maintain clear and focused thinking when making decisions and maintaining emotional control while keeping focused on the situation at hand (McLoughlin & Priyadarshini, 2021).

The teachers possess an acceptable level of adaptive performance with an overall mean of 4.18 (Somewhat Agree).

Table 4.9 presents the overall level of teachers' adaptive performance in all dimensions.

Table 4.9:- Overall Level of Teachers' Adaptive Performance.

Adaptive Performance Dimensions	Mean	SD	Description	Interpretation	Rank
Learning New Tasks, Technologies, and Procedures	4.61	0.52	Agree	Highly Acceptable	1
Demonstrating Cultural Adaptability	4.60	0.54	Agree	Highly Acceptable	2
Demonstrating Interpersonal Adaptability	4.58	0.56	Agree	Highly Acceptable	3
Solving Problems Creatively	4.46	0.57	Agree	Highly Acceptable	4
Dealing with Uncertain/Unpredictable Work Situations	4.20	0.91	Agree	Highly Acceptable	5
Handling Emergencies or Crisis Situations	4.12	0.78	Somewhat Agree	Acceptable	6

Demonstrating Physically Oriented Adaptability	3.84	1.13	Somewhat Agree	Acceptable	7
Handling Work Stress	2.81	1.29	Neutral	Moderately Acceptable	8
OVERALL	4.18	0.98	Somewhat Agree	Acceptable	

The table shows that teachers possess an acceptable level of adaptive performance with an overall mean of 4.18 (agree). It implies that the teachers exhibit good adaptability performance and manage to adapt to the ever-changing situations in their schools. However, some may still have difficulty coping with these situations. The teachers best perform in five dimensions while needing interventions in the rest of the dimensions.

Selected teachers indicate that they somewhat agree on committing the common adaptive practices which lead to knowing how they cope under pressure. Observing the means, most dimensions exhibited high strength of agreement but were influenced by mixed sentiments from demonstrating physically oriented practices and work stress management. Teachers somewhat agree they handle emergencies or crisis effectively (mean = 4.12). Teachers somewhat agree that they have satisfactory adaptability in situations requiring their physical capacities (mean = 3.84). And lastly, in handling work stress, the teachers need intervention to help them cope with stress (mean = 2.81)

Moreover, despite the acceptability of the performance, it is observed that the teachers need intervention in terms of the last four dimensions.

Table 4.10 presents the overall level of teachers' adaptive performance in all dimensions per school.

Table 4.10:- Overall Level of Teachers' Adaptive Performance (Per School).

Schools	Teachers' Adaptive Performance								GRAND MEAN	Description	Interpretation
	CREAT	UNCERT	LRNG	INTP	CULT	PHYS	WS	CRIS			
School 1	4.48	4.25	4.67	4.63	4.70	3.88	2.97	4.16	4.24	Somewhat Agree	Acceptable
School 2	4.67	3.93	4.67	4.33	4.67	3.11	1.40	4.56	3.94	Somewhat Agree	Acceptable
School 3	4.60	3.94	4.94	4.57	4.50	4.00	1.70	4.33	4.15	Somewhat Agree	Acceptable
School 4	4.45	4.32	4.51	4.53	4.50	3.75	3.20	4.01	4.16	Somewhat Agree	Acceptable
School 5	4.24	4.05	4.57	4.56	4.58	3.82	3.00	3.90	4.12	Somewhat Agree	Acceptable
School 6	4.47	4.26	4.49	4.60	4.56	3.94	2.77	4.12	4.18	Somewhat Agree	Acceptable

Legends:

CREAT- Solving Problems Creatively, **UNCERT** - Dealing with Uncertain/Unpredictable Work Situations, **LRNG** - Learning New Tasks, Technologies, and Procedures, **INTP** - Demonstrating Interpersonal Adaptability,

CULT - Demonstrating Cultural Adaptability, **PHYS** - Demonstrating Physically Oriented Adaptability, **WS** - Handling Work Stress, **CRIS** - Handling Emergencies or Crisis Situations

Looking at the obtained grand mean per school and its interpretation, the teachers have garnered acceptable adaptive performance. It implies that although the majority can adapt to their work environment, there are a few teachers who need assistance. Recalling the overall mean of 4.18 with a standard deviation of 0.98, teachers have acceptable performance. However, it is noticeable that School 2 teachers manifested a level of agreement considerably lower than other teachers' adaptive performance but still within an acceptable level.

The Significant Difference in the Mean Transformational Leadership Ratings of the School Administrators

At a 0.05 level of significance, since the p-value of $0.0138 < 0.05$, the null hypothesis was rejected. School 2 is significantly different in school administrators' extent of the practice of transformational leadership based on the teachers' feedback.

Table 5.1 presents the difference among the teachers' perspectives on their school administrators' practice of transformational leadership.

Table 5.1:- Difference among Teachers' Perspectives on School Administrators' Transformational Leadership Practices across Schools.

Schools	GRAND MEAN	Description	Interpretation
School 1	3.60	Frequently, if not always	Highly Evident
School 2	2.81	Fairly Often	Evident
School 3	3.75	Frequently, if not always	Highly Evident
School 4	3.59	Frequently, if not always	Highly Evident
School 5	3.61	Frequently, if not always	Highly Evident
School 6	3.64	Frequently, if not always	Highly Evident

It can be gleaned from the table that most of the teachers believe that their school administrators practice transformational leadership within all its four dimensions in their schools as what the description suggests. However, school administrators from School 2 are still described to be exercising the said leadership style but lower received a considerably lower rating compared to other school administrators from other schools.

Hypothesis Test	Statistic (H)	p-value	Decision
Kruskal-Wallis Test	14.307	0.0138	Reject H_0

*At 0.05 level of significance, since the p-value of $0.0138 < 0.05$, the null hypothesis was rejected. There is at least one school that is significantly different in terms of the frequency of practicing transformational leadership.

Groups	School 1	School 2	School 3	School 4	School 5
School 2	0.020				
School 3	0.278	0.014			
School 4	0.940	0.020	0.475		
School 5	0.940	0.022	0.278	0.940	
School 6	0.278	0.020	0.947	0.278	0.320

The table above shows the p-values from the pairwise comparisons using Wilcoxon Rank Sum Test to determine which school/s exhibited outlying behavior. At 0.05 level of significance, School 2 is significantly different in how frequently their school administrators practice transformational leadership based on the teachers' feedback.

At a 0.05 level of significance, since the p-value of $0.1339 > 0.05$, the null hypothesis was not rejected. The descriptions of teachers and school administrators are not significantly different from each other.

Table 5.2 presents the grand means of the extent of transformational leadership practice of school administrators based on the description from the teachers and the self-assessment of the school administrator. Moreover, the following statistical data are presented to determine whether there is a significant difference between the two data.

Table 5.2:- Difference between School Administrators' and Teachers' Perspective on Transformational Leadership Practices.

Transformational Leadership	Grand Mean	Standard Deviation	Description	Interpretation
Description from Teachers	3.58	0.63	Frequently, if not always	Highly Evident
Description from School Administrators	3.70	0.51	Frequently, if not always	Highly Evident

Upon visual inspection, both selected teachers and school administrators formed a consensus that transformational leadership is frequently practiced within their institutions. However, the teachers may suggest that school administrators implement this less frequently than they think. On the other hand, the teachers' responses are less consistent than the school administrators' due to deviations invoked by the sampling design, leaving a possibility that both perspectives coincide in terms of its frequency.

Hypothesis Test	Statistics (t)	p-value	Decision
Independent Two Sample T-test with Unequal Variances	1.5176	0.1339	Do not reject H_0

At 0.05 level of significance, since the p-value of 0.1339 > 0.05, the null hypothesis was not rejected. The descriptions of teachers and school administrators are not significantly different from each other. Transformational leadership practices in their work environment are frequently implemented based on the observation of the teachers to the school administrators' performance and the school administrators' self-assessment.

The Significant Relationship between Transformational Leadership and Teachers' Adaptive Performance

At 0.05 level of significance, most components of teachers' adaptive performance have a significant positive correlation with the frequency of transformational leadership practice. Using Spearman Rho Correlation Coefficient, with a statistic value of 0.53, there is a positive strong relationship existing between the two variables.

Table 6 presents the relationship between the two variables: transformational leadership and adaptive performance. Moreover, the table also shows the relationship between each dimension of transformational leadership with each dimension of adaptive performance. Furthermore, the table determines which dimension or dimensions from transformational leadership variables correlate with any dimension from the adaptive performance variable.

Table 6:- Correlation between Transformational Leadership and Adaptive Performance.

Adaptive Performance	Transformational Leadership							
	Idealized Influence		Inspirational Motivation		Intellectual Stimulation		Individual Consideration	
	Statistic Value ()	p-value	Statistic Value ()	p-value	Statistic Value ()	p-value	Statistic Value ()	p-value
CREAT	0.44	<.0001	0.47	<.0001	0.52	<.0001	0.53	<.0001
UNCERT	0.18	0.0345	0.38	<.0001	0.39	<.0001	0.42	<.0001
LRNG	0.36	<.0001	0.32	0.0002	0.38	<.0001	0.42	<.0001
INTP	0.37	<.0001	0.54	<.0001	0.58	<.0001	0.59	<.0001
CULT	0.36	<.0001	0.42	<.0001	0.45	<.0001	0.45	<.0001
PHYS	0.18	0.0364	0.32	0.0001	0.35	<.0001	0.36	<.0001
WS	-0.18	0.032	0.03	0.7678	-0.04	0.6387	-0.01	0.8655
CRIS	0.26	0.0024	0.26	0.0025	0.31	0.0003	0.33	<.0001

Legends:

CREAT- Solving Problems Creatively, **UNCERT** - Dealing with Uncertain/Unpredictable Work Situations, **LRNG** - Learning New Tasks, Technologies, and Procedures, **INTP** - Demonstrating Interpersonal Adaptability, **CULT** - Demonstrating Cultural Adaptability, **PHYS** - Demonstrating Physically Oriented Adaptability, **WS** - Handling Work Stress, **CRIS** - Handling Emergencies or Crisis Situations

Statistical Guide:

Statistic Value ()	Correlation
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≥0.70	Very Strong Relationship
0.40-0.69	Strong Relationship
0.30-0.39	Moderate Relationship
0.20-0.29	Weak Relationship
0.01-0.19	No or Negligible Relationship

At 0.05 level of significance, most components of teachers’ adaptive performance have a significant positive moderate to strong correlation with the frequency of transformational leadership practice. All dimensions of teachers’ adaptive performance except Handling Work Stress exhibited a positive moderate to a strong relationship with all transformational leadership dimensions except Idealized Influence. In addition, Dealing with Uncertain or Unpredictable Work Situations and Demonstrating Physically Oriented Adaptability manifested a positive weak relationship. Also, Handling Work Stress has a negative weak relationship with Idealized Influence. Furthermore, the rest of the three dimensions in Transformational Leadership Practice has shown a negligible or improbable relationship with Handling Work Stress.

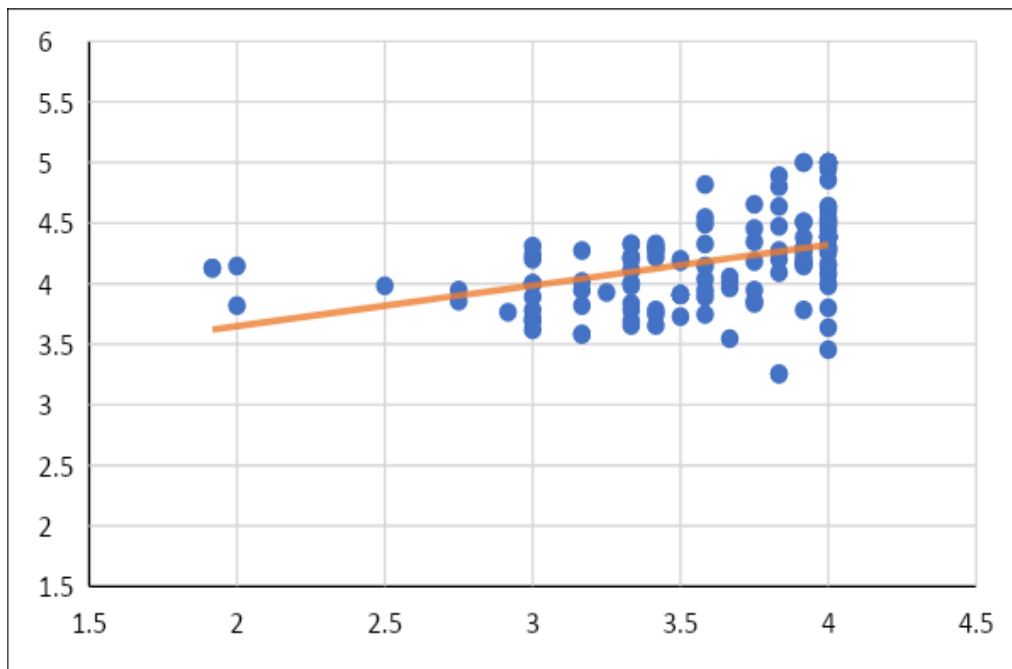


Figure 4:- Simple Linear Regression Model.

Initially, the grand mean per respondent in both transformational leadership and teachers’ adaptive performance was calculated to determine their relationship and how could both influence each other. Taking teachers’ adaptive performance to be dependent on how frequently transformational leadership is practiced, the equation of the regression line is $y=0.03357x+2.9976$ with an R-squared of 0.1674. Accounting model corrections, the adjusted R-squared is 0.1612. About 16.12 – 16.74% of the variation in teachers’ adaptive performance is only accounted for in the model using how frequently transformational leadership is practiced. In addition, for every unit increase of frequency in practicing transformational leadership, there is an expected increase of 0.03 on the index measuring teachers’ adaptive performance.

Hypothesis Test	Test Statistic	p-value	Decision
Significance Test for Spearman Rho Correlation Coefficient	0.5333	< 0.0001	Reject H ₀

Upon calculating the correlation using Spearman Rho Correlation Coefficient, with a statistic value of 0.53, there is a significant positive strong relationship existing between the overall score of transformational leadership practiced by school administrators as evaluated by selected teachers and their adaptive performance. As school administrators further practice transformational leadership in their workplaces, this implies better working conditions for the teachers and improves their adaptive performance overall. As school administrators hold more programs

enriching transformational leadership, it is likely to improve the teachers' performance in adapting to their work environment.

Phase 2: Qualitative

1. The teachers pointed out that they are challenged with rendering multiple tasks, work schedules, and workloads, which contribute to stress while adapting to the new setup.
2. The teachers need assistance with dealing with uncertain or unpredictable work situations, demonstrating physically oriented adaptability, handling work stress, and handling emergencies or crisis situations.
3. The exemplified perceived organizational support of the school heads and inspiration develop trust which drives the teachers to become more resilient.
4. Organizational sensitivity helps establish a positive atmosphere that has an impact on the teachers' efficiency in managing tasks and adversities, specifically in developing the flexibility and adaptability of teachers.
5. Teachers' focus during emergencies is maintained through the school administrators' practice of intellectual stimulation in the form of a support system and encouragement to embrace challenges.
6. Professional development amidst adversity led by school heads has a positive influence on the teachers which makes them feel comfortable on a professional level.
7. Transformational leadership needs the following indicators to achieve its aim: interpersonal sensitivity, professionalism in the workplace, setting a good example, positive communication, people empowerment, support system, and organizational trust.
8. Teachers also claimed that despite the school heads' practice of transformational leadership, the multiple causes of stress cannot be fully addressed.

Conclusions:-

The following are the conclusions culled from the major findings:

1. Majority of the school administrators came from School 1 and were mostly women. Most of them are young with administrative positions as division coordinators with bachelor's degrees. School 1 has the largest sample population of teachers who were mostly women. Most of them who participated have bachelor's degrees and are relatively young. They mostly have a manageable teaching workload.
2. The school administrators' extent of transformational leadership practice within its four dimensions is highly evident based on their self-assessment.
3. The school administrators' extent of transformational leadership practice within its four dimensions is highly evident according to teachers.
4. The teachers' level of adaptive performance within its eight dimensions is acceptable; however, they need assistance in terms of dealing with uncertain or unpredictable work situations, demonstrating physically oriented adaptability, handling work stress, and handling emergencies or crisis situations.
5. There is a significant difference in the mean transformational leadership ratings of the school administrators based on the description of the teachers.
6. There is no significant difference in the mean transformational leadership ratings of the school administrators as described by the teachers and school administrators.
7. There is a positive strong relationship existing between transformational leadership and teachers' adaptive performance.
8. Furthermore, the proposed organizational support framework focuses on the implementation of transformational leadership framed within its four dimensions, which aims to develop trust, influence, and empowerment among the teachers.

Recommendations:-

The following are the recommendations based on the results of the study:

1. The school administrators may focus on strengthening their practice of individualized consideration and inspirational motivation since the teachers are more likely to adapt to the unpredictable and stressful workplace when the school heads are approachable and reliable.
2. The school heads may consider identifying the most relevant skills to be developed among the teachers based on their individual work performance before conducting training for continuous professional development.
3. The school administrators may assess the adaptive performance of the teachers at the start of the year to identify the needs of the teachers, and through the results, they will be able to provide them with proper intervention.

4. The school heads may continue implementing more programs that will safeguard the well-being of their teachers to help them cope with stress in the workplace such as the Wellness Day Program.
5. The school administrators may set a realistic deadline for the submission of outputs to avoid overwhelming the teachers.
6. The school heads may also form a group of mental health responders that will cater to teachers who need counseling or intervention.
7. The teachers may engage themselves in physical activities that promote well-being and work-life balance to help themselves cope with stress.
8. Future researchers may conduct the same study in both public and private schools to identify the school heads' unique strategies in taking care of the well-being of the teachers. Moreover, they may also venture into conducting the same study in different sectors focusing on a different leadership style.

Proposed Organizational Support Framework

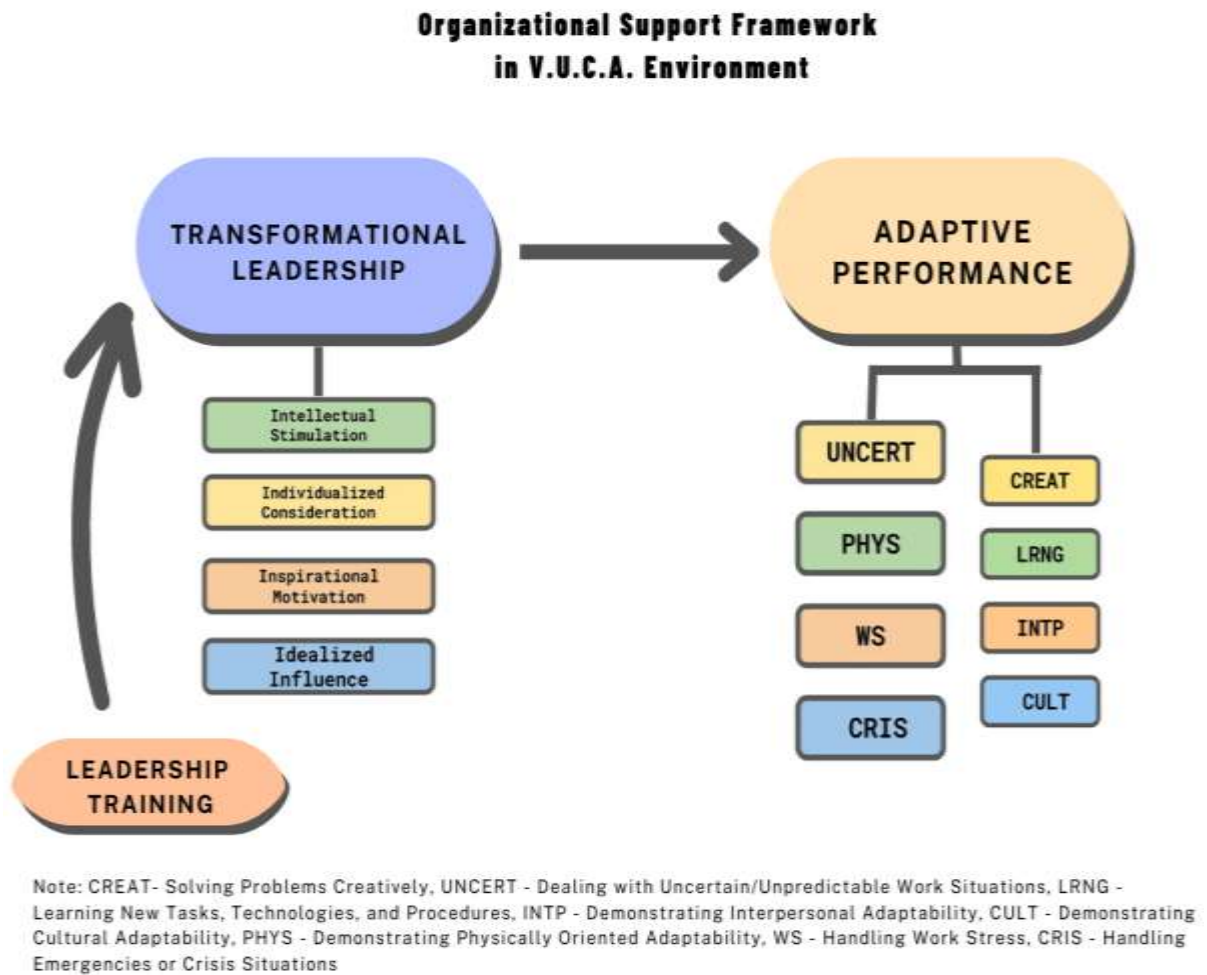


Figure 5:- Proposed Organization Support Framework in V.U.C.A. Environment.

Introduction

This proposed organizational support framework focuses on the implementation of transformational leadership framed within its four dimensions: (1) Inspirational motivation, (2) Idealized influence, (3) Intellectual stimulation, and (4) individual consideration which targets to develop Trust, Influence, and Empowerment among the teachers in a VUCA environment (Volatile, Uncertain, Complex, and Ambiguous Environment). It is through this that the teachers will be able to strengthen their adaptive performance which will propel them towards delivering their tasks even in the midst of adversity in the workplace. Transformational leadership needs the following indicators to

achieve its aim: Interpersonal Sensitivity, Professionalism in the Workplace, Setting a Good Example, Positive Communication, People Empowerment, Support System, and Organizational Trust. The Organizational Support Framework will have more emphasis on the following adaptive performance dimensions: (1) Dealing with Uncertain or Unpredictable Work Situations, (2) Demonstrating Physically Oriented Adaptability, (3) Handling Work Stress, and (4) Handling Emergencies or Crisis Situations since they are the dimensions on which the teachers are critically challenged.

Moreover, this framework is based on the combined insights from the Focus Group Discussions, quantitative results, and related literature and studies.

Interpretation

Conflicts in the workplace play a critical role in the organizational system for it has an important impact on both organizations and individuals. Organizational leaders aim at understanding the significance of favorable relationships with employees in reducing employees' absenteeism, encouraging their dedication and commitment to organizational objectives, and increasing their performance. Thus, organizational support is key to achieving conflicts in the organization. Therefore, the organizational "ecosystem" has to provide the policies and practices, visible leadership and management support, role modeling, nudges, and defaults to fully support well-being improvement in the workplace.

Studies were conducted in different fields, including educational settings which highlight the VUCA environment (Volatile, Uncertain, Complex, and Ambiguous Environment) where all institutions are due to the pandemic and its aftermath. The V.U.C.A. environment emphasizes the adversity that the teachers are prone to encounter as they accomplish their job. Teachers' adaptive performance has evidently declined due to multiple causes. The four main dimensions of adaptive performance they need assistance with are the following: Dealing with Uncertain or Unpredictable Work Situations, Demonstrating Physically Oriented Adaptability, Handling Work Stress, and Handling Emergencies or Crisis Situations.

Transformational leaders can anticipate that employees will need transformational leadership when the work is more stressful and when the work is more meaningful. Through the enactment of transformational leadership, teachers become motivated and engaged in supporting the change and seem to notice the positive consequences of the specific transition. It can inspire and motivate teachers to embrace and realize their ambitious visions and can inspire positive changes in the institution as it requires moving an organization through a major change.

The organizational support framework shows the link between transformational leadership and the adaptive performance of the teachers. It is shown that the V.U.C.A. environment has an impact on both school administrators and most especially, the teachers. Transformational school leaders must display and establish or develop the following: Interpersonal Sensitivity, Professionalism in the Workplace, Setting a Good Example, Positive Communication, People Empowerment, Support System, and Organizational Trust. All these are key indicators that the school leaders practice transformational leadership within its dimensions. They are expected to be strong and reliable leaders whom the teachers can rely on.

The eight adaptive performance dimensions are divided into two groups and appear in different sizes. The four dimensions namely UNCERT - Dealing with Uncertain/Unpredictable Work Situations, PHYS - Demonstrating Physically Oriented Adaptability, WS - Handling Work Stress, and CRIS - Handling Emergencies or Crisis Situations appear to be big in size as they are areas on which the teachers need proper intervention and assistance. On the other hand, the other dimensions such as CREAT- Solving Problems Creatively, LRNG - Learning New Tasks, Technologies, and Procedures, INTP - Demonstrating Interpersonal Adaptability, and CULT - Demonstrating Cultural Adaptability are still within the teachers' control and do not require intervention. The teachers, however, need to continue to improve on these dimensions to be able to keep abreast with the demands of the changing environmental conditions and its demands. Furthermore, the teachers must also be aware of the other contributing factors to stress such as personal conflicts that may affect their adaptive performance in the workplace. In addition, since the V.U.C.A. environment creates a significant impact on the school heads, equipping themselves with relevant leadership skills is paramount in providing further support to the teachers.

Moreover, it is observed that there is a strong link between specific dimensions of the two different variables. Intellectual Stimulation has an impact on UNCERT - Dealing with Uncertain/Unpredictable Work Situations and

CRIS - Handling Emergencies or Crisis Situations. Individualized Consideration and Inspirational Motivation have an impact on PHYS - Demonstrating Physically Oriented Adaptability and WS - Handling Work Stress. Idealized Influence also has an impact on WS - Handling Work Stress.

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