TEACHERS ADAPTIVE LEADERSHIP APPROACHES AND THE LEARNERS ACADEMIC BEHAVIOR AND OUTCOMES IN THE NEW NORMAL

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ABSTRACT

This study was conducted to determine the extent of teacher's adaptive leadership approaches and the learners academic behavior and outcomes in the new normal.

It involves the participation of seventy (70) teachers in Schools division office of San Pedro Laguna, selected using the purposive sampling technique. Data were gathered using descriptive statistics such as weighted mean, and standard deviation and Pearson r Correlation and Regression analysis was used to utilize the study.

During the conduct of the study, the researcher will perform the following procedures. The questionnaire was created after the researcher read various articles and literature related to this study. The researcher will seek approval from the panel members for the assurance, validity, and reliability of the major instrument, and the approved questionnaire will be validated by three master teachers from different schools. The researcher will then seek permission from the school head and principal of each school to collect the necessary data for this study via a letter of request. Following approval, respondents will be instructed on how to complete the entire set of questionnaires. The researcher will personally administer the questionnaire distribution and retrieval. Before allowing respondents to complete the questionnaire, the researcher will thoroughly explain the direction and purpose of the study. Later, the data will be gathered, statistically treated, analyzed, and interpreted. The study shows that adaptive leadership significantly affects both academic performance and outcomes. It is advised for the school head to maintain and continue their good approaches in leadership, which will help improving the students' academic outcomes and well-being. The researcher thus draws the conclusion that the research hypotheses stating that "There is no significant relationship between adaptive leadership approaches and learners' academic behavior" are false. It is advised that all teachers support their school's decision-making and program implementation processes.

Changes in the personal, social, and economic spheres are among the consequences of the new normal emergency. While technological advancement is an ongoing and clearly increasing trend, it is not without its detractors, particularly those associated with the humanistic tradition in education. This is more evident now that curriculum is viewed as a complex conversation. However, the transformation of face-to-face classes into online distance learning is now returning to in-person classes.

Keywords:
Adaptive leadership approaches, new normal, learners academic behavior, educational outcome

INTRODUCTION

Effects rippling from the new normal emergency include changes in the personal, social, and economic spheres. Technologization, while an ongoing and evidently ever-intensifying tendency, is not without its critics, especially those associated with the humanistic tradition in education. This is more apparent now that curriculum is being conceived as a complicated conversation. However, the changes of face-to-face classes into online distance learning is now again transforming into in-person classes.

In connection with these changes, the role of the school head plays a vital role in the school management. Being flexible and adaptable is necessary to apply on the management that could also help increasing the performance of both teachers and students.

School head leadership is a vital management function that helps to direct an organization's resources for improved efficiency and achievement of goals. Effective leaders provide clarity of purpose, motivate and guide the organization to realize its mission. Thus, understanding one's role as leader can help contribute more meaningfully to the accomplishment of the school (Indeed Editorial Team 2021).

Moreover, strategic leaders have a key role to play in preparing their organizations for episodic disruptions. These include developing their adaptive capabilities and building resilient organizations to ensure their organizations cannot only bounce back after a disruption but have the capacity for transformation to new fitness levels when necessary. Strategic leaders must engage with complexity leadership by seeing their organizations as complex adaptive systems, reconfigure their leadership approaches and organizations to build strategic adaptive capability. (Adobor, Darbi and Damoah, 2021)The researcher wants to further explore the relationship of adaptive leadership approaches on the learners' educational outcomes in the new normal.

This study aims to determine the relationship of teacher's adaptive leadership approaches and the learner's academic behavior and outcomes in the new normal.

Specifically, it sought to answer the following questions:

1. What is the level of teachers adaptive leadership with regards to;
    1.1 Distributed leadership;
    1.2 Talent optimization;
        Character transparency;
    1.3 Self-correction and reflection;
    1.4 Disciplined assessment; and
    1.5 Experimentation and smart risk?
2. What is the level of learners academic behaviour in terms of:
    2.1 interpersonal skills;
    2.2 initiative; and
    2.3 self-confidence?
3. What is the level of learners' educational outcome relative to;
    3.1 Knowledge contextualization;
    3.2 Comprehension;
    3.3 Critical thinking;
4. Does the teacher's adaptive leadership approaches have significant relationship to the learners' academic behaviour?
5. Does the teacher's adaptive leadership approaches have significant relationship to the learners' educational outcome?

REVIEW OF RELATED LITERATURE

(Drago-Severson, et al., 2014), created a significant need to delve deeper into determining the impact adaptive culture led by elementary principals and teacher leaders can have on student achievement. While organizational culture has been a research topic within the business world, the education world has been disinterested.

Schools labeled as failing under the No Child Left Behind and earning a School Improvement Grant were provided with state funded turnaround support and strongly encouraged to replace their school principal as part of their reform efforts. However, research (Hochbein & Cunningham, 2013) states that this is not an adequate reform strategy.

To date, the literature on distributed leadership has mainly developed along two paths – conceptual writing about what distributed leadership is, and empirical studies describing whether and how leadership is distributed. At this stage of its development, this literature has not seriously addressed the potential consequences nor the benefits of distributed leadership. In summarizing on the subject, Leithwood et al. (2018) acknowledge that the volume, and the larger body of research on distributed leadership has not yet assessed "the contribution of greater leadership distribution to the long list of desirable outcomes typically invoked by advocates". What benefits can be expected for schools in which leadership is distributed and how might distributed leadership help bring about such benefits.

Another important idea that has emerged from the writings on distributed leadership is that since things like leadership activity and expertise are not focused or concentrated in one person, especially an administrator, then it is simply more efficient to ask non-administrators to engage in leadership activities if they have the necessary

expertise. Furthermore, since specific individuals like coaches or lead teachers may have considerable expertise regarding instruction, for example, it is likely to be effective to distribute or redistribute leadership practice to take advantage of that knowledge, (Elmore, R. F. 2013).

METHODOLOGY

Descriptive method was used to determine the teacher's adaptive leadership approaches and the learner's academic behavior and outcomes in the new normal.

According to Calmorin (2018), the descriptive research includes present facts or current conditions concerning the nature or persons, a number of subjects or class of events, classification of events, classification or measurement. Descriptive research is characterized as fact-finding with adequate interpretations.

Moreover, it is also quantitative research which is a method that is considered conclusive and is used to test specific hypotheses and describe characteristics or functions. Descriptive research should have a clear and accurate research question/problem. This method enables the researcher to interpret the theoretical meaning of the findings and the hypothesis development for further studies (Fluet, 2021)

Respondents of the study

Seventy (70) randomly selected teachers from schools city division of San Pedro will be assessed and used as respondents of this research.

According to Ariola et.al. (2016) when it is not possible to study the entire population, a smaller sample was taken using a random sampling technique. Randomly selected teacher respondents will be used as respondents of the study which will be assessed by master teachers.

Research Instrument

The instrument use in the study was a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to determine the teacher's adaptive leadership approaches and the learner's academic behavior and outcomes in the new normal.

In the questionnaire, a five-point rating scale indicated below will used to determine of the selected respondents.

Scale	Numerical Value	Verbal Interpretation	Remarks
5	4.20 – 5.0	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1 – 1.79	Rarely	Very Low

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire will be presented to professors and panel members for comments and suggestions.

The final form of the questionnaire will be reproduced and administered to respective respondents.

Research Procedure
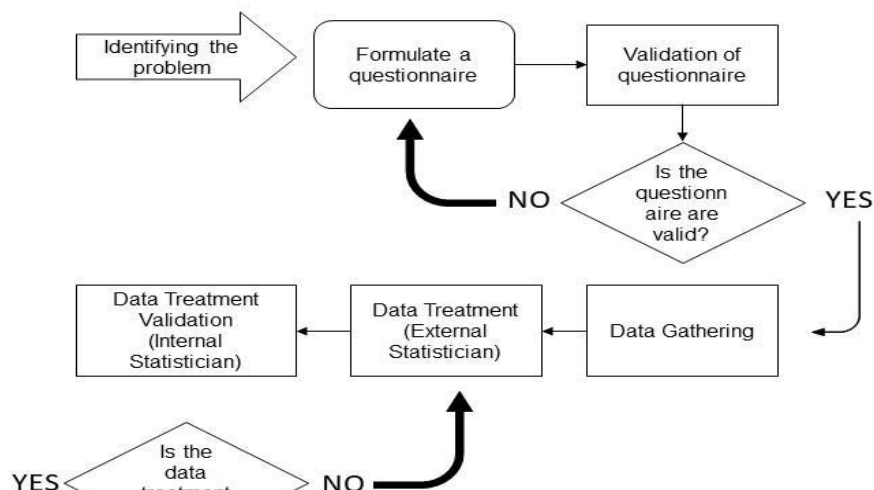
The following procedures will be done by the researcher during the conduct of the study. After the researcher read various articles and literature that are connected with this study, the questionnaire has been formulated. For the assurance, validity and reliability of the major instrument, the researcher will ask the approval of the panel members, the approve questionnaire will be validated by three master teachers from different schools. Then the researcher will seek permission from the school head and principal of each school to gather the needed data through letter of request for this study. Then the researcher will seek permission from the school head and principal of each school to gather the needed data through letter of request for this study. Upon approval the respondents will be oriented on how to accomplish the entire set of questionnaires.

The distribution and retrieval of questionnaire will be administered personally by the researcher. The researcher will explain fully the direction as well as the purpose of the study before allowing the respondents to answer the questionnaire.

Later, the data will be gathered, given appropriate statistical treatment, analysed and interpreted.

Statistical Treatment

To establish the relationship among the data collected the following statistical tool were used:

Analysis	Statistical Tool
1. Level of Teachers Adaptive Leadership	Mean and Standard Deviation
2. Level of Learners Academic Behaviour	Mean and Standard Deviation
3. Level of Learners' Educational Outcome	Mean and Standard Deviation
4. Relationship of Adaptive Leadership Into Learner's Academic Behavior	Pearson r Correlation and Regression analysis
5. Relationship of Adaptive Leadership Into Learner's Educational Outcome	Pearson r Correlation and Regression analysis

RESULT AND DISCUSSION

Table 1. Level of Adaptive Leadership with Regards to Distributed Leadership

Statements	Mean	Standard Deviation	Remarks
Support the development of high-quality teaching by leading content-specific and collaborative time.	4.83	0.42	Always
Engage teachers in cycles of observation.	4.14	0.39	Often
Allow getting feed backs and refine instructions to meet learner's need.	4.80	0.44	Always
Generate more opportunities for change to build capacity for improvement.	4.30	0.52	Always
Share management from other member of the school organization.	4.54	0.58	Always

Overall Mean = 4.52
Standard Deviation= 0.54
Verbal Interpretation= Very High

The level of Adaptive Leadership with regards to Distributed Leadership attained a weighted mean score of 4.52 and a standard deviation of 0.54 and was Very High among the respondents. Another important idea that has emerged from the writings on distributed leadership is that since things like leadership activity and expertise are not focused or concentrated in one person, especially an administrator, then it is simply more efficient to ask non-administrators to engage in leadership activities if they have the necessary expertise. Furthermore, since specific individuals like coaches or lead teachers may have considerable expertise regarding instruction, for example, it is likely to be effective to distribute or redistribute leadership practice to take advantage of that knowledge,

To date, the literature on distributed leadership has mainly developed along two paths – conceptual writing about what distributed leadership is, and empirical studies describing whether and how leadership is distributed. At this stage of its development, this literature has not seriously addressed the potential consequences nor the benefits of distributed leadership. In summarizing on the subject, Leithwood et al. (2018) acknowledge that the volume, and the larger body of research on distributed leadership has not yet assessed "the contribution of greater leadership distribution to the long list of desirable outcomes typically invoked by advocates". What benefits can be expected for schools in which leadership is distributed and how might distributed leadership help bring about such benefits.

Table 2. Level of Adaptive Leadership with Regards to Talent
      optimization

Statements	Mean	Standard Deviation	Remarks
Use data and analytics to ensure that the path is going to success and purposeful.	4.66	0.51	Always
Identify organizational goals and needs.	4.34	0.56	Always
Give opportunity for the faculty members and staff to showcase their ability.	4.61	0.55	Always
Invest in upskilling and reskilling efforts for the teachers and the learners.	4.47	0.50	Always
Evaluate and ensure leadership fit among all the members of the organization.	4.49	0.56	Always

Overall Mean = 4.51
Standard Deviation= 0.54
Verbal Interpretation= Very High

Table 2 illustrates the level of Adaptive Leadership with regards to Talent optimization. From the statements above, "Use data and analytics to ensure that the path is going to success and purposeful" yielded the highest mean score and was remarked as Always. This is followed by "Give opportunity for the faculty members and staff to showcase their ability" with a mean score and was also remarked as Always. On the other hand, the statement "Identify organizational goals and needs" received the lowest mean score of responses with yet was also remarked Always.

The level of Adaptive Leadership with regards to Talent optimization attained a weighted mean score of 4.51 and a standard deviation of 0.54 and was Very High among the respondents. Teaching is a profession that is established on some principles: A teacher must have a talent, interest, calling and idealism, must be committed to improving the quality of education, faith, piety and noble character, must possess adequate competences relevant to his/her job, Teachers' income is determined by their work performance, must be given an opportunity to develop their professionalism, must be a law to protect teachers' profession, must be a professional organization that has rights to organize teachers' professional roles

Tony, Y. (2018), reports on an investigation into the influence stemming from adaptive school leadership and teacher's talent optimization as important considerations in relation to school improvement and school readiness. Findings reveal a need for school leaders to focus more clearly on overall school alignment and talent optimization

behaviors, and these are discussed in relation to specific leadership recommendations and how leadership can better support and encourage school improvement in terms of educational accountability.

Table 3 illustrates the level of Adaptive Leadership with regards to Character Transparency.

Table 3. Level of Adaptive Leadership with Regards to Character Transparency

Statements	Mean	Standard Deviation	Remarks
Communicate effectively with all the people involved in the management.	4.66	0.48	Always
Making relevant information readily available for people to improve transparency.	4.40	0.49	Always
Develop a transparent work process.	4.61	0.49	Always
Show openness and be accessible at all times.	4.57	0.50	Always
Involved other people in making decisions.	4.59	0.52	Always

Overall Mean = 4.57
Standard Deviation= 0.50
Verbal Interpretation= Very High

From the statements above, "Communicate effectively with all the people involved in the management" yielded the highest mean score and was remarked as Always. This is followed by "Develop a transparent work process" with a mean score and was also remarked as Always. On the other hand, the statement "Making relevant information readily available for people to improve transparency" received the lowest mean score of responses with yet was also remarked Always.

The level of Adaptive Leadership with regards to Character attained a weighted mean score of 4.57 and a standard deviation of 0.50 and was Very High among the respondents. Authentic leader as one that is deeply conscientious of the way he thinks and behaves and he is perceived by the others as having this conscience not only of self, but also of the moral values and the personal characteristics of the others. The authentic leader, on one hand, acts in accordance with its deep values and convictions to construct the credibility and to gain the respect and the confidence of its subordinates. On the other hand, he encourages diverse points of view and he creates a relation of collaboration among its subordinates.

Solomon, K. (2021), explores the effects of adaptive leadership practices on organizational effectiveness, students' positive outcome in higher education institutions located in the Amhara National Regional State of Ethiopia. The findings revealed that leaders practice adaptive leadership at every level because of the current uncertain and dynamic challenges confronting institutions. Furthermore, adaptive leadership practice, characterized by adaptation and knowledge building, has led institutions to be effective organizations and increased students' outcome.

Table 4. Level of Adaptive Leadership with Regards to Self-Correction and Reflection

Statements	Mean	Standard Deviation	Remarks
Seek feedback from other people.	4.63	0.52	Always
Allow constructive criticism on every action done.	4.39	0.49	Always
Practice mindfulness and openness for improvement.	4.64	0.48	Always
Embrace failures and take it as a lesson.	4.60	0.55	Always
Take time to evaluate and reflect with your own actions.	4.56	0.53	Always

Overall Mean = 4.56
Standard Deviation= 0.52
Verbal Interpretation= Very High

Table 4 illustrates the level of Adaptive Leadership with regards to Self-Correction and Reflection. From the statements above, "Practice mindfulness and openness for improvement" yielded the highest mean score and was

remarked as Always. This is followed by "Seek feedback from other people" with a mean score and was also remarked as Always On the other hand, the statement "Allow constructive criticism on every action done" received the lowest mean score of responses with yet was also remarked Always.

The level of Adaptive Leadership with regards to Self-Correction and Reflection attained a weighted mean score of 4.56 and a standard deviation of 0.52 and was Very High among the respondents. Teachers' professional development is crucial to improving student outcomes. Because it involves a multidimensional structure and changes across a teacher's professional life, defining is complicated, and existing studies fail to meaningfully define it. To offer a working framework for optimal, researchers found that effective professional development is attentive to assessment, research scale, duration, comprehensiveness, dissemination, context, support and control, and collaboration.

Haber-Curran, P. (2013), examines student learning about leadership across three sections of a capstone course in an undergraduate leadership minor. Engaged in pedagogy steeped in a balance of challenge and support, students gained an increased sense of self, clarity of purpose and vocation, and integration of their leadership practices in and out of the classroom. Students' understandings of the concept of leadership were also broadened; they recognized the importance of diverse perspectives and roles, began to understand leadership as systemic and interdependent, and emphasized relationship building. Findings suggest three prominent experiences as contributing to students' learning – reflection, feedback, and engaging in the group process.

Table 5. Level of Adaptive Leadership with Regards to Disciplined Assessment

Statements	Mean	Standard Deviation	Remarks
Assess the problem encounter and formulate an effective solution for it.	4.69	0.47	Always
Visualize outcome and progress.	4.43	0.53	Always
Identify clear goals and take steps to achieve it.	4.61	0.52	Always
Plan ahead of time and make decisions according to the most essential needs of the organization.	4.49	0.58	Always
Observe how others act towards you.	4.54	0.53	Always

Overall Mean = 4.55
Standard Deviation= 0.53
Verbal Interpretation= Very High

Table 5 illustrates the level of Adaptive Leadership with regards to Disciplined Assessment. From the statements above, "Assess the problem encounter and formulate an effective solution for it" yielded the highest mean score and was remarked as Always. This is followed by "Identify clear goals and take steps to achieve it" with a mean score and was also remarked as Always On the other hand, the statement "Visualize outcome and progress" received the lowest mean score of responses with yet was also remarked Always.

The level of Adaptive Leadership with regards to Disciplined Assessment attained a weighted mean score of 4.55 and a standard deviation of 0.53 and was Very High among the respondents. Innovation in higher education has historically been additive—throwing people and technology as another challenges. That is no longer a sustainable model. As revenue slows, but expenses rise, institutions must wholly re-examine their business models; incremental change will not suite.

To reimagine the institutions, an organization will need leaders who are disciplined and honest in their assessments of their institutions, and who can engage the campus community in honest and invigorating conversations about the future. An institution will need leaders who are willing to make tough decisions, re-examine whether old ways of doing business will still be relevant in the future, adopt an "opportunity" rather than a "scarcity" mindset, and foster creativity and innovation to blaze a new path forward, (Pulley, M. and Wakeield. M. 2013).

Table 6. Level of Adaptive Leadership with Regards to Experimentation and Smart Risk

Statements	Mean	Standard Deviation	Remarks

Statements	Mean	Standard Deviation	Remarks
Forster divergent thinking generates ideas beyond proscribed expectations.	4.67	0.47	Always
Get multiple ideas and allow suggestions for planning and decision making.	4.29	0.46	Always
Try other strategies to know what will be the best for the organization.	4.69	0.47	Always
Go out from comfort zone and explore other things beyond.	4.49	0.56	Always
Do not feel satisfaction and continue to adapt in an ever-changing educational trend.	4.60	0.55	Always

Overall Mean = 4.55
Standard Deviation= 0.52
Verbal Interpretation= Very High

Table 6 illustrates the level of Adaptive Leadership with regards to Experimentation and Smart Risk. From the statements above, "Try other strategies to know what will be the best for the organization" yielded the highest mean score and was remarked as Always. This is followed by "Forster divergent thinking generates ideas beyond proscribed expectations" with a mean score and was also remarked as Always. On the other hand, the statement "Get multiple ideas and allow suggestions for planning and decision making" received the lowest mean score of responses with yet was also remarked Always.

The level of Adaptive Leadership with regards to Experimentation and Smart Risk attained a weighted mean score of 4.55 and a standard deviation of 0.52 and was Very High among the respondents. One practical recommendation is to define what a smart failure is. If leaders can define the boundaries for experimentation, what risks they are willing to accept, and what smart failure is compared to an unacceptable outcome, they can create the psychological safety for their teams to think differently. In order to make substantive and positive change, leaders will inevitably confront resistance from multiple sources including: the heavy weight of tradition, the embedded structures and policies of the organization, stakeholders who fear what they may lose as a result, the economic realities of how the institution is currently funded, among others. These barriers to change make even the smallest movements difficult, let alone sweeping decisions that offer the chance of reshaping an institution,

Heifetz and Linsky, (2015), highlight the difference between technical and "adaptive" challenges, and this distinction has important implications for leaders in higher education. Technical challenges are situations that were encountered before, and can apply the leaders' current knowledge, expertise, and resources to deal with them effectively. What makes a problem or challenge technical is not that it is trivial, but that its solution already lies within the organization's repertoire. With adaptive challenges, there are no clear answers as to how leaders and organizations can effectively respond to the challenge or crisis. These challenges require experimentation, risk taking, a "tolerance for failure" and creative, innovative thinking. They also require significant change—and we know that most people are uncomfortable with change.

Level of Learners Academic Behavior

Contextualization is implemented in two distinct forms: contextualized and integrated instruction. This distinction has not been made explicitly in previous literature, but it is an important one because each form involves different teaching staff and instructional emphases. To maintain consistency with previous literature, the umbrella term "contextualization" is used here to refer collectively to both forms of instruction. Contextualized basic skills instruction involves the teaching of academic skills against a backdrop of specific subject matter to which such skills need to be applied, and is taught by reading, writing, and math instructors. The primary instructional objective is to teach academic skills rather than the subject matter. Generally, the same skills found in conventional developmental or other academic skills classes are taught, but they are presented in the context of content from current or future disciplinary courses. For example, instruction in an English class on procedures for writing a persuasive essay might use topics being taught in a concurrent history class (De La Paz, 2015).

Table 7. Level of Learners Academic Behavior in Terms of Interpersonal Skills

Statements	Mean	Standard Deviation	Remarks

Statements	Mean	Standard Deviation	Remarks
Cultivate positive outlook and show friendliness with other people.	4.66	0.51	Always
Show a real interest in peer and classmates.	4.49	0.53	Always
Initiate conversation among the different persons from the surroundings.	4.57	0.53	Always
Practice active listening and effective communication.	4.53	0.53	Always
Participate actively with class discussion and school activities.	4.61	0.55	Always

Overall Mean = 4.57
Standard Deviation= 0.53
Verbal Interpretation= Very High

Table 7 illustrates the level of Learners Academic Behavior in terms of Interpersonal Skills. From the statements above, "Cultivate positive outlook and show friendliness with other people" yielded the highest mean score and was remarked as Always. This is followed by "Participate actively with class discussion and school activities" with a mean score and was also remarked as Always On the other hand, the statement "Show a real interest in peer and classmates" received the lowest mean score of responses with yet was also remarked Always.

The level of Learners Academic Behavior in terms of Interpersonal Skills attained a weighted mean score of 4.57 and a standard deviation of 0.53 and was Very High among the respondents. Student organization involvement is a common experience for students that frequently involves college employees as advisors. For students, advising provides an opportunity to connect with campus while engaging in learning and development; and for advisors it provides an opportunity to pursue interests, fulfill job duties, and help students through the learning and development process. While advising student organizations is common for faculty and staff, graduate programs provide little to no education on advising successfully.

Martono, T. (2020), seeks to examine empirically the effect of adaptive leadership on students' teamwork and collaboration. The results show that teachers adaptive leadership style has a positive effect on students' teamwork and interpersonal skills. Therefore, in order to improve teamwork, the students should be assisted in completing the introduction of collaborative conflict resolution. Moreover, affective commitment positively affects classroom effectiveness. The study further revealed that integrative adaptive leadership style has a positive effect on students' teamwork.

Table 8. Level of Learners Academic Behavior in Terms of Initiative

Statements	Mean	Standard Deviation	Remarks
Spot opportunities and potential improvements.	4.59	0.50	Always
Keep a positive attitude towards everything.	4.47	0.53	Always
Take initiative to do task and performances.	4.53	0.56	Always
Curious and learn about the work going on around	4.63	0.49	Always
Step in when someone needs help, and ask about the progress of other.	4.43	0.53	Always

Overall Mean = 4.53
Standard Deviation= 0.52
Verbal Interpretation= Very High

Table 8 illustrates the level of Learners Academic Behavior in terms of Initiative. From the statements above, "Curious and learn about the work going on around" yielded the highest mean score and was remarked as Always. This is followed by "Spot opportunities and potential improvements" with a mean score and was also remarked as Always. On the other hand, the statement "Keep a positive attitude towards everything" received the lowest mean score of responses with yet was also remarked Always.

The level of Learners Academic Behavior in terms of Initiative attained a weighted mean score of 4.53 and a standard deviation of 0.52 and was Very High among the respondents. Performance in general can be understood as the employees' contribution to the advancement of the institution where they work. Performance is the whole integrated elements and processes in an organization. Performance contains individuals' distinctive qualities, employees' initiative, attitudes and organizational goals. Motivation drives and initiates someone to do something to attain a particular objective. Initiative can also be defined as a plan or a wish to head towards success and avoid failure. A motivated individual is the one who has the strength to achieve success in his/her life.

But research of Smylie et al., (2014) also indicates that systematic efforts to distribute leadership among teachers, such as site-based management, career ladder initiatives, and early mentor teacher programs have often fallen short of their intended goal of enhancing the instructional leadership provided by schools. Explanations for the failure of these initiatives includes a lack of clearly defined expectations for leadership responsibilities, a lack of explicit or extended training for new leaders, and pervasive isolation in schools that severely limited social interactions through which teacher leadership is exercised.

Table 9. Level of Learners Academic Behavior in Terms of Self-Confidence

Statements	Mean	Standard Deviation	Remarks
Showcase skills, abilities and talents in front of other.	4.56	0.63	Always
Cultivate intrinsic motivation and boost self-image.	4.37	0.62	Always
Acknowledge own weaknesses and let it become strength.	4.56	0.56	Always
Gather the courage to show what you have and what you can do.	4.54	0.61	Always
Establish own purpose not only in classroom but also the purpose from own life.	4.50	0.53	Always

Overall Mean = 4.51
Standard Deviation= 0.59
Verbal Interpretation= Very High

Table 9 illustrates the level of Learners Academic Behavior in terms of Self-Confidence. From the statements above, "Showcase skills, abilities and talents in front of other" yielded the highest mean score and was remarked as Always. This is followed by "Gather the courage to show what you have and what you can do" with a mean score and was also remarked as Always. On the other hand, the statement "Cultivate intrinsic motivation and boost self-image" received the lowest mean score of responses with yet was also remarked Always.

The level of Learners Academic Behavior in terms of Self-Confidence attained a weighted mean score of 4.51 and a standard deviation of 0.59 and was Very High among the respondents. The leaders know and defend their values and take their decisions taking into consideration their values. The led ones identify in its leader a high level of self-conscience concerning the values, beliefs, emotions, self-identity and abilities

Paramedic trainees in developing countries face complex and chaotic clinical environments that demand effective leadership, communication, and teamwork. Providers must rely on non-technical skills (NTS) to manage bystanders and attendees, collaborate with other emergency professionals, and safely and appropriately treat patients. Mantha, A. (2016), designed a NTS curriculum for paramedic trainees focused on adaptive leadership, teamwork, and communication skills critical to the Indian prehospital environment. Independent blinded observers scored the pre- and post-intervention presentations delivered by 10 randomly selected paramedic trainees. The third-party judges reported significant improvement in both confidence and body language of paramedic trainees. Self-reported competency surveys indicated significant increases public speaking, self-reflection, and self-confidence.

Level of Learners Educational Outcomes

Taravvo, V. (2021), explores English language teachers' perceptions towards adaptive leadership and flexible learning. Findings indicated three salient ways of FL: following guidelines set by the University, utilizing one's creativity and resourcefulness, and focusing on collaboration among learners. The analysis also revealed the

following perceived benefits of FL: stimulating students' learning process, fostering an inclusive classroom, improving one's teaching insights and practices, and empowering one's teaching motivation and autonomy.

Table 10. Level of Learners' Educational Outcome Relative to
      Knowledge Contextualization

Statements	Mean	Standard Deviation	Remarks
Reflect on social, cultural and disciplinary context in which knowledge is created.	4.74	0.44	Always
Improve concrete application in a specific context that is of interest to the student.	4.17	0.45	Often
Meet academic goals and make connection with the others.	4.69	0.47	Always
Understand the connection of academic knowledge in a real-world situation.	4.37	0.52	Always
Experience meaningful and fruitful learning experiences.	4.57	0.53	Always

Overall Mean = 4.51
Standard Deviation= 0.52
Verbal Interpretation= Very High

        Table 10 illustrates the level of Learners' Educational Outcome relative to Knowledge Contextualization. From the statements above, "Reflect on social, cultural and disciplinary context in which knowledge is created" yielded the highest mean score and was remarked as Always. This is followed by "Meet academic goals and make connection with the others" with a mean score and was also remarked as Always. On the other hand, the statement "Improve concrete application in a specific context that is of interest to the student" received the lowest mean score of responses with yet was also remarked Often.

The level of Learners' Educational Outcome relative to Knowledge Contextualization attained a weighted mean score of 4.51 and a standard deviation of 0.52 and was Very High among the respondents. Because instruction must be customized for specific contexts, both approaches may require considerable effort on the part of instructors. However, given the high incidence of difficulty with basic academic skills among many college students, it is important to find instructional methods that can promote improved outcomes. Both forms of contextualization seem to be a promising direction for this purpose.

According to Renner, R. (2016), contextualization of knowledge refers to the effort to teach critical thinking skills in which students learn to reflect on the social, cultural and disciplinary context in which knowledge is created.

Teaching and learning do not happen in a bubble. The process is affected by the world beyond the classroom. Contextual factors, a way to categorize these outside effects, are attributes of the community, the students, and the school itself that may affect the process of teaching and learning. To succeed in their classrooms, teachers must engage in contextual planning by anticipating the needs of their students based on their contextual information. It involves the expansion of the curriculum to include the voices of scholars from different backgrounds, racial/ethnic/gender/sexual minorities and diverse case studies/'wicked-problems'. Contextualizing knowledge also involves re-examining testing and evaluation with the consideration of equity, (Wong, J. 2020).

Table 11 illustrates the level of Learners' Educational Outcome relative to Comprehension. From the statements above, "Implement various thinking strategies" yielded the highest mean score and was remarked as Always. This is followed by "Build and connect existing knowledge from the stock knowledge and break up ideas and information into smaller sections" with a mean score and was also remarked as Always On the other hand, the statement "Identify and summarize key ideas" received the lowest mean score of responses with yet was also remarked Always.

Table 11. Level of Learners' Educational Outcome Relative to
      Comprehension

Statements	Mean	Standard Deviation	Remarks

Build and connect existing knowledge from the stock knowledge.	4.53	0.53	Always
Identify and summarize key ideas.	4.30	0.52	Always
Implement various thinking strategies.	4.60	0.49	Always
Able to sequence a passage into an ordinal series.	4.47	0.53	Always
Break up ideas and information into smaller sections.	4.53	0.53	Always

Overall Mean = 4.51
Standard Deviation= 0.52
Verbal Interpretation= Very High

The level of Learners' Educational Outcome relative to Comprehension attained a weighted mean score of 4.51 and a standard deviation of 0.52 and was Very High among the respondents. Since many community college students aspire to allied health degrees but have difficulty with the reading demands of required biology classes, developmental reading instructors can utilize content taken directly from the textbooks used in those courses in order to teach reading comprehension strategies

St. Paul, M. (2018), examine the relationship, if any, between the adaptive culture of an elementary school and student achievement. Results of the study indicate there is no relationship between adaptive culture of an elementary school and student achievement proficiency, comprehension or student achievement growth.

Table 12. Level of Learners' Educational Outcome Relative to Critical Thinking

Statements	Mean	Standard Deviation	Remarks
Learn how to consider more than one point of view.	4.63	0.52	Always
Identify the best solution for every problem.	4.33	0.50	Always
Understand own mental processes.	4.60	0.52	Always
Practice balance thinking and encourage emotional moderation.	4.40	0.55	Always
Observe, identify, and analyze each situation.	4.56	0.53	Always

Overall Mean = 4.50
Standard Deviation= 0.53
Verbal Interpretation= Very High

Table 12 illustrates the level of Learners' Educational Outcome relative to Critical Thinking. From the statements above, "Learn how to consider more than one point of view" yielded the highest mean score (and was remarked as Always. This is followed by "Understand own mental processes" with a mean score and was also remarked as Always. On the other hand, the statement "The" received the lowest mean score of responses with yet was also remarked Always.

The level of Learners' Educational Outcome relative to Critical Thinking Contextualization attained a weighted mean score of 4.50 and a standard deviation of 0.53 and was Very High among the respondents. Integrated basic skills instruction is the incorporation of reading, writing, or math instruction into the teaching of content. Integrated instruction is taught by discipline-area instructors, with the academic skills serving as a means of developing critical thinking about disciplinary content

According to Lord, C. (2017), flexible learning is a personal investigation of the relationship between the problem-solving methods of the design-thinking process, and skills enhancement within standardized primary and secondary education. The design-thinking process, is define as a series of operations leading to a solution or serving as a bridge from research to synthesis, serves me well as a visual problem-solver. As an educator, it was a natural step to show how it could foster creative and critical thinking within the standardized curriculum currently being offered to primary and secondary education students.

Relationship between adaptive Leadership Approaches and Academic Behavior

The term distributed leadership is now widely used among scholars and practitioners in the field of educational leadership. Unfortunately, there is confusion and ambiguity about what distributed leadership means, and there is no strong link between distributed leadership and two primary goals of the educational leadership field: school improvement and leadership development. Hua Chang, I. (2014), objective is to catalyze discussions about how to keep research around distributed leadership both theoretically anchored and connected to problems of practice central to the field. There are four common usages of the term distributed leadership, which include the original descriptive theoretical lens and three prescriptions for how sharing leadership in schools can improve practice. Each usage has its strengths and weaknesses, though two of the prescriptive usages are actually contradicted by empirical research.

Table 13. Significant Relationship of Teacher's Adaptive Leadership
Approaches to the Learner's Academic Behavior

Adaptive Leadership	Learners Academic Behavior	r	Degree of Correlation	Analysis
Distributed leadership	Interpersonal skills	.797	Strong Correlation	Significant
	Initiative	.633	Strong Correlation	Significant
	Self confidence	.709	Strong Correlation	Significant
Talent optimization	Interpersonal skills	.603	Strong Correlation	Significant
	Initiative	.615	Strong Correlation	Significant
	Self confidence	.536	Moderate Correlation	Significant
Character Transparency	Interpersonal skills	.607	Strong Correlation	Significant
	Initiative	.595	Moderate Correlation	Significant
	Self confidence	.533	Moderate Correlation	Significant
Self-correction and reflection	Interpersonal skills	.656	Strong Correlation	Significant
	Initiative	.552	Moderate Correlation	Significant
	Self confidence	.502	Moderate Correlation	Significant
Disciplined Assessment	Interpersonal skills	.740	Strong Correlation	Significant
	Initiative	.713	Strong Correlation	Significant
	Self confidence	.706	Strong Correlation	Significant
Experimentation and smart risk	Interpersonal skills	.701	Strong Correlation	Significant
	Initiative	.705	Strong Correlation	Significant
	Self confidence	.693	Strong Correlation	Significant

Legend:

$\pm 0.80 - \pm 1.00$ *Very strong*

$\pm 0.60 - \pm 0.79$ *Strong*

$\pm 0.40 - \pm 0.59$ *Moderate*

$\pm 0.20 - \pm 0.39$ *Weak*

$\pm 0.00 - \pm 0.19$ *Very weak*

Table 13 presents the significant relationship between the Teacher's Adaptive Leadership Approaches and the Learner's Academic Behavior

The Distributed leadership, Talent optimization, Character Transparency, Self-correction and reflection, Disciplined Assessment, and Experimentation and smart risk of Teacher's Adaptive Leadership Approaches was observed to have a significant relationship to the Learner's Academic Behavior. This is based on the computed r values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the between the Teacher's Adaptive Leadership Approaches and the Learner's Academic Behavior" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Kempa (2015) defines performance as an activity that is related to three main aspects, organizational behaviors, results, and effectiveness. Performance is not restricted to competence, but also includes motivation or commitment. In other words, performance is the realization of competence and motivation to finish a task, to develop, and to cultivate the environment.

Therefore, an individual's or an organization's performance can be evaluated through how they carry out their responsibilities or routines. Regarding teachers whose responsibility to execute learning at school, performance is assessed through the success of learning and the achievement of the students, (Trent, 2015).

Teachers' performance, thus, is reflected in their roles and functions inside or outside the classroom as an educator, instructor, and trainer. As they play their roles, teachers' performance can be demonstrated by their activities in planning, conducting, and evaluating learning process of which intensity is based on the teachers' morality and professionalism (Sutherland, Howard & Markauskaite, 2017).

Table 14. Significant Relationship of Teacher's Adaptive Leadership
  Approaches to the Learners' Educational Outcome

Adaptive Leadership	Learners Educational Outcome	r	Degree of Correlation	Analysis
Distributed leadership	Knowledge Contextualization	.695	Strong Correlation	Significant
	Comprehension	.723	Strong Correlation	Significant
	Critical Thinking	.799	Strong Correlation	Significant
Talent optimization	Knowledge Contextualization	.744	Strong Correlation	Significant
	Comprehension	.789	Strong Correlation	Significant
	Critical Thinking	.696	Strong Correlation	Significant
Character Transparency	Knowledge Contextualization	.566	Moderate Correlation	Significant
	Comprehension	.565	Moderate Correlation	Significant
	Critical Thinking	.590	Moderate Correlation	Significant
Self-correction and reflection	Knowledge Contextualization	.617	Strong Correlation	Significant
	Comprehension	.599	Moderate Correlation	Significant
	Critical Thinking	.599	Moderate Correlation	Significant
Disciplined Assessment	Knowledge Contextualization	.736	Strong Correlation	Significant
	Comprehension	.803	Very Strong Correlation	Significant
	Critical Thinking	.746	Strong Correlation	Significant
Experimentation and smart risk	Knowledge Contextualization	.709	Strong Correlation	Significant
	Comprehension	.774	Strong Correlation	Significant
	Critical Thinking	.737	Strong Correlation	Significant

Legend:

$\pm 0.80 - \pm 1.00$ *Very strong*

$\pm 0.60 - \pm 0.79$ *Strong*

$\pm 0.40 - \pm 0.59$ *Moderate*

$\pm 0.20 - \pm 0.39$ *Weak*

$\pm 0.00 - \pm 0.19$ *Very weak*

Table 14 presents the significant relationship between the Teacher's Adaptive Leadership Approaches and the Learners' Educational Outcome
The Distributed leadership, Talent optimization, Character Transparency, Self-correction and reflection, Disciplined Assessment, and Experimentation and smart risk of Teacher's Adaptive Leadership Approaches was observed to have a significant relationship to the Learners' Educational Outcome. This is based on the computed r values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.
From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the between the Teacher's Adaptive Leadership Approaches and the Learners' Educational Outcome" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.
When given a chance to think, observe, analyze and create, a student can do a lot more than to only to simply learn a concept. They can understand a concept, synthesize it and take it to the next level. Currently, standardized testing can force learning to be general, linear and repetitive. As a result, standardized testing can stagnate individual thinking and creative discovery. Teachers and students must adapt to changes within the education system. Adaptation can be done by utilizing the design-thinking process used as an educational tool to proliferate thinking and innovation. Standardized education is a problem to be solved and design-thinking process presents a solution to real-world problems. Education must continuously restructure information to provide the students with a chance to compete in the real-world and on a global-level. If students are adaptable and flexible, this will allow them to be better prepared to compete with real-world application and, eventually, in the job market. "Students learn more deeply if they have engaged in activities that require applying classroom-gathered knowledge to real-world problems" (Barron and Darling-Hammond, 2018).

CONCLUSION
On the basis of the foregoing findings, the following conclusion was drawn.

1.   The study shows that adaptive leadership has significant relationship on both academic behavior and academic outcome. Thus, the researcher therefore concludes that the research hypotheses stating that "There is no significant relationship between adaptive leadership approaches and learners' academic behaviour;
2.   "There is no significant relationship between adaptive leadership approaches and learners' educational outcome" are both rejected which incites that the alternative hypotheses are accepted.

RECOMMENDATIONS
Based on the drawn conclusions resulted to the following recommendations:
It is recommended for the school head to maintain and continue their good approaches in leadership specifically improve the engagement of teachers in cycles of observation which will be a big help in improving the students' academic outcomes and well-being.

It is recommended for all the teachers to support their school as it they making directives and implementation of programs. They could help their school heads in giving multiple ideas and suggestions for planning and decision making. On this way, school head will be more validated and get strong foundation in building good system among school organization.

It is suggested for the school head to continue improving themselves as they go further on their leadership which can be a really good factor on developing future young professionals from their school system. Be more open for constructive criticism as well as the positive and negative feedback from the co-workers. It could build up stronger foundation and support on the school organization by turning all the weaknesses into strengths.

Lastly, it is recommended for the students to also continue their academic achievements as they relying and supporting the leadership approaches of their school head. Avoid unnecessary complains instead brace up and support the school organization where they are belong.

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