Emerging Leadership Practices and Technology Adaptation on the Level of Behavioral Intention and Organizational Success in Public Elementary Schools

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Abstract

The study dealt with the impact of emerging leadership practices and technology adaptation on the level of behavioral intention and organizational success in public elementary schools in Fule Almeda District. The study revealed that school heads' emerging leadership practices are seen as substantially practiced as authentic, servant, leader-member exchange (LMX), situational and distributed. Likewise, the extent of the respondent's technology adaptation to data manipulation, technology resources, access and tools, and digital literacy was adopted. Moreover, the respondents perceived their behavioral intention as substantially observed as to performance expectancy, effort expectancy and social influence. The organizational success of the school in leadership and governance, curriculum and learning, resource management and accountability is perceived to be proficient. Furthermore, there is a significant correlation between the perceived emerging leadership practices as the behavioral intention and the organizational success of the school. Lastly, a significant relationship exists between the described technology adaptation and the school's behavioral intention and organizational success. Based on the findings of the study, the following conclusion was formulated: the hypothesis stating that there is no significant correlation between the perceived emerging leadership practices as to the behavioral intention and organizational success of the school was not supported by the findings of the study when the test correlation was made and therefore not sustained and similarly, in the test correlations between the described technology adaptation show a significant relationship to behavioral intention and organizational success of the school. Therefore, the null hypothesis stating that no significant relationship exists in the above-mentioned is not supported by evidence and, therefore not sustained.

Keywords: emerging leadership practices; technology adaptation; behavioral intention; organizational success

1. Introduction

According to research by the United Nations International Children's Emergency Fund (UNICEF), the pandemic-related school closure that lasted more than 70 weeks as of the middle of February was a major factor in why only three out of every 20 kids in the Philippines are able to read simple texts.

Professor Bustos emphasized the significance of enhancing K–3 kids' reading and math abilities, citing international examinations that revealed Filipino pupils are falling behind peers abroad. Her concerns about their subpar performance began when they were still quite little.

The lockdown barrier has sped up the use of digital technology (Michigan, 2020). In a short amount of time, a health crisis has inspired educational institutions all across the world to explore for innovative solutions (Tam & El-Azar, 2020).

The Department of Education (DepEd) has employed blended learning programs in addition to distance learning techniques to address issues in education. These consist of printed materials, online courses, TV and social media teachings, and printouts. Although many students and teachers choose in-person classes, they must adjust to online learning as a substitute for traditional learning. If, schools remain close, online classes will continue. Some of these new educational tools, meanwhile, require internet access.

In the schools of the Fule Almeda District, seven out of ten (10) were still in the assessment level 2 or maturing qualitative interpretation as of the 2021 School-Based Management Validation. Maturing SBM level of practice implies the introduction and sustainment of continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes (DepEd Order No. 83, 2012). School leaders create the atmosphere and structure required for institutions to produce high-quality instruction, which indirectly yet significantly influences student learning (UNESCO, 2018). School administrators are aware that improving teaching and learning is a priority, yet successful leadership implementation cannot be handled by one person. Previous studies have demonstrated that integrating ICT into the teaching and learning process can enhance students' achievement (Jamieson-Proctor et al., 2013).

Moreno, (2015) stated that successful implementation on the use of ICT in teaching depends upon sufficient access to ICT tools and ICT-open-minded teachers. Strong linkages with non-government organizations and other stakeholders could help facilitate the integration of ICT in schools. It is important that schools fully implement ICT integration, to empower teachers in the classroom respond to the call of the K-to-12 global education standard.

2. Methodology

The descriptive design was used in this study. The researcher utilized a survey questionnaire as the primary source of gathering data from the teacher-respondents to determine the impact of emerging leadership practices and technology adaptation on the level of behavioral intention and organizational success among the teachers in public elementary school. The respondents of the study were 145 public elementary teaching personnel of Fule Almeda District, Division of San Pablo City, School Year 2022-2023. The purposive sampling technique was used for the sample selection.

The questionnaire used in this study was divided into five (5) parts. The first part is composed of the profile of the respondents. The second part was composed of indicators about the emerging leadership practices of school heads, followed by respondent's extent to technology adaptation, next is perception of the respondent on the behavioral intention. Lastly, the respondent's perception of the organizational success of the school.

The research instrument's internal and external validation ensured that the indicators appropriately represent the variables. The external validators were seven (7) experts from various schools. After validating the instrument, it was pilot tested with thirty (30) teacher-respondents for reliability and internal consistency (Table 1). The instrument was transferred to a Google form for ease and efficient dissemination.
The gathered data are interpreted and analyzed using the appropriate statistical tools. Mean was utilized to determine the respondents' perception of emerging leadership practices, technology adaptation, behavioral intention and organizational success. Standard deviation was employed to determine the dispersion of data

with the mean. Pearson-r correlation was used to determine the relationship between the emerging leadership practices, technolody adaptations, behavioral intention and organizational success of the school.

3. Results and Discussion

Table 1: The Perceived Emerging Leadership Practices of School Heads among public elementary schools

Emerging Leadership Practices	Mean	SD	Verbal Interpretation
Authentic	4.16	0.52	SP
Servant	4.22	0.51	SP
Leader-Member Exchange (LMX)	4.17	0.53	SP
Situational	4.17	0.50	SP
Distributed	4.23	0.51	SP

Legend: 1.0-1.49 – Not Practiced (NP), 1.5-2.49 – Low Practiced (LP), 2.5-3.49 – Moderately Practiced (MP), 3.5-4.49 – Substantially Practiced (SP), 4.5-5.00 – Highly Practiced (HP)

Table 1 shows the perceived emerging leadership practices of school heads in school. The results show that most of the respondents recognized how the school heads substantially practiced varied leadership practices and recognized the flexibility of school heads under any circumstances. As stated by Harris and Jones (2020), being a leader involved incidental process of learning new skills related to crisis management and integrating technology into the practices. Overall, distributed leadership was "substantially practiced" with the highest mean of 4.23. This implies that most of the school heads in Fule Almeda District practices engagement and collaboration among teachers, students, parents and stakeholders within the school. This was done through regular Parent Teacher Association meetings, School Learning Action Cells, orientation of school programs and projects, strong communication with parents and stakeholders. Group chats on Facebook were created to continue an instant and convenient communication among the teachers, parents and stakeholders of the school. Online and printed surveys were conducted to gather data from the teachers, parents and stakeholders regarding the adoption and crafting of the basic education learning continuity plan for the opening of school year.

New Leaders (2022) asserts that distributed leadership is a shared leadership approach that focuses on what can happen for students and overall school improvement when the people who support them collaborate to make decisions, analyze, and solve problems, and share expertise. When school teams engage in this perspective shift, teachers have a different experience with their work. In reality, there is an even higher level of engagement because the policies and practices that emerge from a dispersed leadership approach are the result of the group working together to determine what is important and relevant.

It also shows that the respondent substantially practiced authentic leadership with a mean of 4.16. This implies that some school heads of Fule Almeda District are substantially practicing leading with purpose and vision. This is in adherance to DepEd Order No. 009, s.2021 titled Institutionalization of a Quality Management System in the Department of Education (DepEd) specifically on the recitation and posting of the DepEd Quality Policy Statement (QPS). The QPS shall be recited by teaching and non-teaching personnel during Flag Ceremony shall be included in the preliminary activities during the conduct of training, seminars workshop and other similar activities. The schools in Fule Almeda District adhere to the DepEd Order that enables them to embody the overall intention and direction of DepEd's commitment to deliver quality services. In DepEd Division of San Pablo, newly hired and promoted personnel are required to recite the department's vision, mission, core values and mandates.

The respondents perceived servant leadership as "substantially practiced" with a mean of 4.22. The Department of Education (DepEd) said that – education leaders and good servant leaders at that – must have a sound relationship and maintain good communication with their constituents. It also encouraged education officials from the central to the school level to stay up with the Department's constant changes and to respond

to them effectively. With that, the school heads of Fule Almeda District practices to value others' perspectives and approach situations with an open mind by incorporating open forums and feedback managements during school meetings, project implementation review and state of the school address. This type of leadership was also demonstrated during the delivery of distance learning, when various decisions and interventions were implemented to better serve their learners and stakeholders.

Respondents perceived leader-member exchange as substantially practiced. This suggests that the school heads of Fule Almeda District reside in the quality of the transactional relationship between them and their staff. In accordance with DepEd Order No. 2, s. 2015, s. 2015 establishing the Guidelines for the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, which dictates that all teacher performance reviews be based on this set of standards. At the beginning of the school year, teachers are tasked to accomplish the Self-Assessment Tool. The DepEd RPMS E-SAT is a component of the Department of Education's RPMS. The RPMS is a comprehensive teacher performance evaluation system that attempts to assess teachers' teaching performance and provide feedback for improvement. This is used as a springboard for crafting trainings and seminars intended for teachers' development. Pre and post conferences are conducted to teachers during class observations to discuss the strength and weakness of the teaching methods and teachers' competence. Proficient and competent teachers are requested to discuss and demonstrate their teaching competence during school learning action cells.

The mean perception of the respondents in the emerging leadership practices of school heads as to situational are "substantially practiced" with an overall mean 4.17. In Fule Almeda District, majority of the school heads consider the readiness level of their teachers and the uniqueness of every situation. This was evident during the crafting of basic education learning continuity plan of each school wherein surveys were conducted from teaching to non-teaching personnel, students, and parents which is used as bases for crafting concrete plans for the upcoming school year. Training, seminars and school learning action cells were conducted to orient and capacitate teachers on the implementation of distance learning. Last 2021, all Fule Almeda District teachers and school heads participated in a DepEd virtual in-service training aimed at preparing teachers to use various online modality platforms such as DepEd Learning Management System, DepEd Commons, DepEd Online (FB Page, Youtube, ETULAY Tutorial Session), DepEd TV, and DepEd Radio.

Table 2: The Extent of Technology Adaptation of Public Elementary Teachers

Technology Adaptation	Mean	SD	Verbal Interpretation
Data Manipulation	3.96	0.53	A
Technology Resources	3.96	0.59	A
Access and Tools	4.07	0.54	A
Digital Literacy	3.98	0.49	A

Legend: 1.0-1.49 – Fully Not Adapted (FNA), 1.5-2.49 – Not Adapted (NA), 2.5-3.49 – Neutral (N), 3.5-4.49 – Adapted (A), 4.5-5.00 – Fully Adapted (FA)

Table 2 shows the extent of technology adaptation of public elementary teachers among the schools. The results show that most of the respondents are technology proficient. The result also shows that the respondent perceived technical skills for data manipulation as "adapted" with a mean of 3.96. Last 2021, the DepEd and Microsoft PH collaborated to promote digital literacy. With this partnership, the Microsoft provide free Office 365 accounts to students and educators. The majority of teachers in the Fule Almeda District use spreadsheets for data gathering and organizing. Google Sheets and Office Excel spreadsheets were largely utilized for more collaborative, quick, and advanced data processing. Excel spreadsheet such as e-Class Record is utilized by the teachers to encode and calculate the grades of the students. Google sheets were used to gather school data.

The mean perception of the respondents in technology adaptation as to technology resources was adapted as well. Most of the teachers in Fule Almeda District substantially practiced collaboration of documents using Google Docs. This implies that most of the teachers were technologically skilled in terms utilizing Canva, Google Classroom, Google Docs, gamification of learning and video conferencing. Interactive and educational games were incorporated to classes. This was observed during class observation. Kamustahan with students, school meetings, orientations and trainings were conducted thru video conferencing.

The respondents described access and tools as "adapted" with an overall mean of 4.07. This means that most of the teachers in the Fule Almeda District own a laptop, computer, smartphone, and/or printer. Different stakeholders and the San Pablo City local government unit donated and turned over laptops to teachers in support of the Basic Education Learning Continuity Plan. School heads put up internet connection and provided smart and android television at school to serve the technological needs of teachers and pupils. Sphero (2022) opined that more than 65% of teachers now use digital learning tools in their classrooms on a daily basis. Technology is becoming an inherent vehicle for students' growth as these tools gain popularity – and curriculums are even created for and around these technologies. Educators play an important role in ensuring equal access to technology.

The extent of the respondents' technology adaptation as to digital literacy was perceived as "adapted". This implies that majority of the teachers are aware in the ability to find, evaluate, and apply information using digital resources such as social media, web browsers, and online discussion boards. Due to the country's pandemic scenario, the Department of Education (DepEd) has increased its emphasis on digital literacy during the implementation of a blended learning setup. DepEd recognizes the teachers' roles in digital education and commends their efforts to "ensure that every learner is given the opportunity to level up and become more equipped to face the challenges of learning ahead of them DepEd introduced the Project Be Techie in School (B.T.S.) 2.0: A Balik Eskwela Digital Literary Starter Pack event on October 22, 2021, in conjunction with Microsoft Philippines. DepEd schooled teachers and students on the usage of the latest productivity tools useful in digital education practices. This summed up the push for digital literacy among teachers and students.

Table 3: The Described Behavioral Intention in Technology Adaptation of Public Elementary Teachers

Behavioral Intention	Mean	SD	Verbal Interpretation
Performance Expectancy	4.10	0.52	SO
Effort Expectancy	4.14	0.52	SO
Social Influence	4.18	0.52	SO

Legend: 1.0-1.49 – Not Observed (NO), 1.5-2.49 – Low Observed (LO), 2.5-3.49 – Moderately Observed (MO), 3.5-4.49 – Substantially Observed (SO), 4.5-5.00 – Highly Observed (HO)

Table 3 elicits the described behavioral intention of public elementary teachers in technology adaptation. It was revealed that the respondents substantially observed the adaptation of technology in the teaching learning process. The teacher repondents exhibit positive perceptions regarding technology integration in teaching-learning practices.

It shows that the mean perception of the respondents in behavioral intention in technology adaptation as described by performance expectancy with an overall mean of 4.10 and a verbal interpretation as "substantially observed". This indicates that the teachers in Fule Almeda District perceives that using technology will help them attain learning goals. The teachers also consider the availability of internet resources. They recognize the pupils' enthusiasm in technology. They consider the learners' learning styles because the majority of them are technologically inclined. The result is supported by a study of Bond & Bedenlier (2019) suggested that teachers must learn to use technology efficiently to boost student engagement in a beneficial way as they compete with social media. Using technology to engage students in the learning

environment promotes a sense of community, accessibility, support, motivation, curiosity learning, and self-regulation.

It was also revealed that the respondents described effort expectancy as "substantially observed" with an over-all mean of 4.14. This suggests that the teachers of the Fule Almeda District believe that using a specific technology will be simple and easy. This is evident as each school conducts regular school learning action cells that targets professional learning community for teachers that will help them improve practice and learner achievement. The Department of Education and the Division of San Pablo City provide and conduct education technology training programs that address themes such as integration and exploitation of DepEd Commons, DepEd TV, DepEd Learning Management System (DLMS), and Open Educational Resources, among others. According to a SEAMEO INNOTECH article, as technology advances, educational patterns must evolve to keep up. Digital citizenship training for teachers provides them with competencies that allow them to apply technology in the classroom, such as through using new learning management platforms and encouraging meaningful use of technology in projects.

Lastly, the respondents described social influence as "substantially observed" with an over-all mean of 4.18. This shows that the teachers in the district keep up pace with adaptation of technology with the support of their school heads and institution. The Department of Education promotes the use of technology in teaching and learning for students to develop 21st century skills. Classroom observations are undertaken in Fule Almeda District to verify that ICT is utilized responsibly, ethically, and appropriately to attain and reinforce learning as outlined in the Philippine Professional Standards for Teachers (PPST). In addition, ICT specialists are invited to school learning action cells as resource speakers to support and train teachers in ICT adoption.

Table 4: The Perceived Organizational Success among Public Elementary Schools

Organizational Success	Mean	SD	Verbal Interpretation
Leadership and Governance	4.19	0.51	P
Curriculum and Learning	4.22	0.51	P
Resource Management	4.21	0.52	P
Accountability	4.25	0.50	P

Legend: 1.0-1.49 – Does Not Demonstrate (DND), 1.5-2.49 – Needs Improvement (NI), 2.5-3.49 – Developing (D), 3.5-4.49 – Proficient (P), 4.5-5.00 – Advanced (A)

The table 4 shows how the respondents perceived organizational success among the schools in Fule Almeda District. The results elicit that the schools are proficient in terms of leadership and governance, curriculum and learning, resource management and accountability. The respondents perceived leadership and governance as "proficient" with an overall mean of 4.19. This shows that most of the schools is vertically align with the establish standards in the DepEd Order No. 83, 2012 as evaluated through the use Revised School-Based Management Assessment Tool. The result shows that the mean perception of the respondents in accordance to leadership and governance "The school develops technology-related training programs.", has the highest mean of 4.37. This implies that most of the schools in Fule Almeda District organize and conduct updated ICT-related orientation and training programs for the teachers through school learning action cells. Villar (2021) suggested that training programs for public school heads be designed with a special emphasis on important skills involved in school-based management in order to more effectively address the requirements of the school community.

The result also reveals that the respondents perceived curriculum and learning as "proficient" with an overall mean of 4.22. This implies that majority of the teachers planned their teaching and learning process through selecting, developing, organizing, and utilization of appropriate teaching and learning resources, including ICT, to address learning goals. This was monitored by school heads and master teachers through classroom observation to teachers. A UNESCO (2016) study found that simply understanding ICT capabilities

is insufficient; rather, using ICT to improve teaching and learning is the key to pedagogy-technology integration. Incorporating ICT into teaching and learning has resulted in some of the most significant positive gains in learners' knowledge, skills, and attitudes by providing the following key benefits: exploring and representing information dynamically and in many forms, becoming socially aware and more confident, increasing motivation, communicating effectively about complex processes, developing a better understanding and broader view of processes and systems, and greater problem solving.

The respondents perceived resource management as "proficient" with an overall mean of 4.21. This indicates that most of the schools of Fule Almeda District organized and managed their resources through regular resource inventory as basis for resource allocation and mobilization. The Australian Council for Educational Research (2013) states that "when partnerships are well-planned, sustainable, collaborative, and based on a mutual sharing of expertise, knowledge, resources, and skills, they are effective and can make an impact." When diverse stakeholders appreciate each other's contributions and learnings and are able to collaborate to create quality and relevant programs, partnership outcomes increase.

The result also reveals that the respondents perceived accountability as "proficient" with an overall mean of 4.25. This reveals that majority of the schools of Fule Almeda District develop and maintain assessment tools and feedback mechanisms of information collection and validation for continuous improvement of the school. This is in line with DepEd Order (DO) No. 009, s.2021 titled, Institutionalization of a Quality Management Sysytem in the Department of Education. This order aims to provide DepEd offices and schools to ensure consistency in the delivery of quality services and foster continuous improvement that will result in enhanced and sustained client satisfaction.

Table 5: Test of Correlation between the Perceived Emerging Leadership Practices, Behavioral Intention and Organization Success of the School

Dependent Variables	Emerging Leadership Practices				
	Authentic	Servant	Leader-Member Exchange (LMX)	Situational	Distributed
Behavioral Intention					
Performance Expectancy	.436**	.323**	.406**	.433**	.501**
Effort Expectancy	.421**	.332**	.433**	.360**	.472**
Social Influence	.282**	.316**	.342**	.313**	.315**
Organizational Success					
Leadership and Governance	.375**	.257**	.296**	.345**	.340**
Curriculum and Learning	.363**	.270**	.291**	.261**	.313**
Resource Management	.370**	.318**	.319**	.311**	.403**
Accountability	.394**	.314**	.345**	.324**	.368**

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

The data presented in table 5 were the test of relationship between the perceived emerging leadership practices, behavioral intention, and organization success of the school. The table shows that the sub-variables of emerging leadership practices are directly related to sub-variables of behavioral intention and organization success of the school. This reveals that there is a positive significant relationship between the perceived emerging leadership practices of school heads and the behavioral intention of the teachers. This implies that emerging leadership practices of school heads are essential to the motivational factors that influence a teacher's behavior. According to Shuck (2010), employee engagement is the cognitive, emotional, and

behavioral condition of an individual employee directed toward desirable organizational results. Rice (2012) recently defined engagement as "full employee engagement represents an alignment of maximum satisfaction for the individual with maximum contribution to the success of the organization." All definitions centered on two concepts: employee satisfaction and contribution to organizational success.

The result reveals that "Distributed Leadership" shows a "strong correlation". However, the test of relationship between "Servant Leadership" and "Behavioral Intetntion" reveals as "weak correlation" also reveals positive significant relationship. Coaching is widely acknowledged to have a high impact on the growth of others' leadership, and if schools are serious about implementing a distributed leadership model, they must invest time and resources in building high-quality coaching across the school (Solly, 2018).

The result reveals that "Servant Leadership" and "Leader-Member Exchange (LMX) Leadership" shows a "weak correlation" also reveals positive significant relationship. This implies that school heads influence the behavioral intention of the teachers by allocating teachers to work together, providing professional development, and collaborating instructional strategies for teachers. According to Sebastian (2017), leadership practice is the method of behaviour that the leader adopts in influencing the performance of the teacher because educational achievement can only be achieved by fulfilled and inspired teachers.

The table also reveals that there is a positive significant relationship between the perceived emerging leadership practices of school heads and the organizational success of the school. This implies that emerging leadership practices of school heads are necessary in promoting the organizational success of the school. Teddy (2016) claimed that an effective management style is therefore necessary to motivate teachers and increase their productivity in schools.

When managing school-based management, the principal should employ a variety of leadership approaches. The outcomes of effective educational leadership style applications in the context of school-based management must correspond to changes in principals' skills, competencies, duties, and responsibilities (Riggio et al., 2010). To produce a highly effective school, principals are encouraged to determine the most appropriate leadership strategy or a combination of leadership styles to deal with some challenges under the school-based management system.

In other words, it is deemed necessary to tune into and understand teachers' behavioral intention in technology adaptation, as this is fundamental in supporting the organizational success of the school.

Table 6: Test of Correlation between the Described Technology Adaptation, Behavioral Intention and Organization Success of the School

Dependent Variables	Technology Adaptation			
	Data Manipulation	Technology Resources	Access and Tools	Digital Literacy
Behavioral Intention				
Performance Expectancy	.457**	.368**	.564**	.463**
Effort Expectancy	.495**	.458**	.526**	.460**
Social Influence	.435**	.348**	.504**	.348**
Organizational Success				
Leadership and Governance	.310**	.221**	.353**	.351**
Curriculum and Learning	.346**	.268**	.415**	.347**
Resource Management	.340**	.247**	.374**	.264**
Accountability	.409**	.257**	.433**	.325**

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

The data presented in table 6 were the test of relationship between described technology adaptation of teachers, behavioral intention and organization success of the school. The table illustrate that the sub-variables of technology adaptation are directly related to sub-variable of behavioral intention and organization success of the school. This reveals that there is a positive significant relationship between the technology adaptation of teachers and their behavioral intention. This implies that the technology adaptation is fundamental in the behavioral intention of the teachers. The result reveals that "Data Manipulation" and "Access and Tools" shows a "strong correlation". However, the test of relationship between "Technology Resources" and behavioral intention reveals as "weak correlation" also reveals positive significant relationship.

Howard and Mozejko (2015) said in earlier research that institutional policies, curriculum, and advances in digital technology in the classroom force lecturers to modify the way they teach. Groff (2013) stated that, in addition to being a resource, technology can serve as the principal key holder in the learning element. The ability to transform teaching by offering a new model that connects lecturers and students to information, resources, and professional systems that improve their instruction (Hamiti & Reka, 2012). This study concluded that lecturers' adaptability in technological change is a process that includes the ability and skills in the use of technology that has an open source on the Internet that can share learning content and involve institutions or campuses and students, according to the researchers mentioned above.

The table also reveals that there is a positive significant relationship between the technology adaptation of teachers and the organizational success of the school. This implies that technology adaptation of teachers is essential in enhancing the organizational success of the school. Recognizing how technology can enhance educational delivery, the Department of Education (DepEd) continues to launch initiatives to ensure stakeholders, particularly teachers, are equipped with the educational technology skills they may require. The result reveals that "Technology Resources" shows a "weak to moderate correlation" also reveals positive significant relationship. The DepEd Computerization Program (DCP) strives to provide relevant technologies to public schools in order to enhance the teaching-learning process and address the challenges of the twenty-first century.

The result of the study has a parallelism to the study of Scherer et al., (2019) assert that technology improves work performance. Performance expectancy is defined as an individual's belief that employing a specific technology will increase personal job performance. This is another key aspect that has an immediate impact on teachers' behavioral intention and determines users' commitment to employ an innovation. Some academics believe that students' academic involvement in digital learning environments can be increased through digital competency (Basantes-Andrade et al., 2020). When employing technology in education, it is important to have the appropriate technology, abilities, and the ability to deal with unexpected challenges.

Bashri (2018) cited a number of research studies conducted to examine the impact of ICT in the field of education. Solar et al. contend that the use of ICT improves the quality of learning and the quality of education. This is congruent with the findings of Gallego et al., who claim that, in order to successfully improve educational quality, a country must implement ICT laws and regulations that are effective and strong at all levels. In another study, Babaheidari and Svensson reach a different conclusion: the impact of ICT on learning outcomes is unclear. According to Lin et al., there is no evidence of a significant impact of ICT in education. ICT (information and communication technology) is one of the most recent breakthroughs that has transformed many processes around the world. It is especially essential in the sphere of education because it has lately created such platforms and chances that have aided in the acquisition of knowledge to some level. This issue was underlined in this study, which demonstrates how students perceive ICT as a component of their educational curriculum. According to the questionnaire results, the majority of respondents value ICT, and everyone of them believes that they should have the gadgets to be able to adopt ICT more closely.

4. Conclusion

Based on the findings, the following conclusions were drawn: the emerging leadership practices of school heads as to authentic, servant, leader-member exchange (LMX), situational and distributed are substantially practiced; the extent of the respondent's technology adaptation as to data manipulation, technology resources, access and tools, and digital literacy was adapted; the respondents substantially observed behavioral intention as as to performance expectancy, effort expectancy and social influence; the organizational success of the school as to leadership and governance, curriculum and learning, resource management and accountability is perceived to be proficient. Correspondingly, there is a significant correlation between the perceived emerging leadership practices as to behavioral intention and organizational success of the school. Likewise, a significant relationship exists between the described technology adaptation as to behavioral intention and organizational success of the school.

The following recommendations were given: the school head may develop and maintain practices that will enhance leadership traits, productivity, innovation and craft collaborative and professional opportunity for teachers to strengthen their technology adaptation. As a result, the school's performance may enhance, and they may be able to establish stability and consistency on their strong footing; since there are significant relations between technology adaptation and school's organization success, school heads may provide teachers with access to digital resources, including electronic devices, computerized and internet technologies. Partnerships between stakeholders and external organizations are encourage as it may help the schools in bridging the funding gap for technology access and tools; the teacher may adapt, enhance, and integrate innovative teaching strategies with ICT usage. ICT can provide better access to educational resources, advance teaching and learning quality, and increase teacher productivity. Teachers' competence and attitude towards ICT may be developed.

Future researchers may pursue comparable study with more respondents and consider examining other aspects of the factors that were not included in the study. It has the potential to improve the quality and validity of the data collected and the outcomes' reliability and objectivity. Future researchers may also continue the study or conduct similar research in other areas of development. It may be done to continue to validate the impact of emerging leadership practices and technology adaptation on the level of behavioral intention and organizational success in public elementary schools.

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