



ADAPTIVE THEORY APPROACH IN LEADERSHIP: A GUIDE TO EDUCATIONAL MANAGEMENT SYSTEM AND MECHANISMS

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Abstract:

The study aims to examine the process of adaptive theory in leadership as a guide to educational management mechanisms in terms of qualities and characteristics of leadership, challenges of leadership, strengthening accountability in leadership, problem solving process in leadership, and decision-making process in leadership. Quantitative research design is employed in the study. It adopts the pedagogical immersive method in education and in leadership mechanisms that constitutes challenges in the educational leadership theory and mechanism. Convenient sampling technique is also employed in the study. It is a non-probability technique sampling where the number of selected respondents is utilized in the study. The study comprised thirty-two (32) respondents only. Results show that qualities and characteristics of leadership foresees the change and understanding of the process in the educational system for a reluctant behaviors as a leader and teammates, and understands gradually the persistence and process of the pressure and willingness to handle the situation, challenges of leadership focuses on effective teachers and effective leaders in a broader principles and competency in learning and teaching in an instruction vision and practice and to innovate change for leaders to enact new resources in the educational system in creative challenges for new development realities and solutions to work, strengthening accountability in leadership recognizes accountability on hard work, doing the right thing, avoiding pinpointing responsibility, and ensure precautionary measures in a better relationship in the school organization and educational system and innovates change and behavior in the educational system that brings the organization in a significant and competence in the management for the quality of education, problem solving process in leadership focuses and defines a problem, and diagnoses the symptoms of the situation to include the techniques in solving in the process of the expected outcome and analysis and to provide a better solving skills in problem solving in ever changing environment in the school organization or educational setting, and decision making process in leadership conceptualizes the decision making and the style in effective leadership as creative

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approach and brainstorming in the problem or issues, and provides decision making and proper analysis style in the best outcome of the process in leadership for direct observation in the educational system. Findings show that there is a significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanisms as observed by the respondents.

Keywords: adaptive theory approach in leadership, educational management system and mechanism, qualities and characteristics of leadership, challenges of leadership, strengthening accountability in leadership, problem solving process in leadership, and decision-making process in leadership

1. Introduction

Leadership is essential in the educational management system and mechanism. It helps in the management function and vital to direct an organization for efficiency on the improvement of the goals and objectives. Leadership provides clarity to motivate a purpose and guide in the realization of the mission in the educational system and organization. Understanding the role of leadership will contribute and help in a meaningful accomplishment of the educational system mechanism. Mallillin, & Mallillin, (2019) stressed that competency in leadership skills measure the leader's performance in their levels. This is true in the principle of leadership skills in the educational system. It involves various challenges on their innovation in leadership skills in the system of the educational setting. It examines the competency of the educational system and leadership in the Higher Education Institutions (HEIs) in the management of the faculties in terms of planning, administration, and communication. This includes self-management and strategic action in the educational system and mechanism. On the other hand, the importance of leadership serves various functions which are very essential and vital to the success of the educational setting or in any organization. The leaders discuss and explain the vision, mission, and goals of the educational system for the members to achieve in the organization. Educational leadership provides different capabilities and talents towards individual collective goals. They inspire and motivate the team for the action and excellent achievement in the educational system of the organization. Educational leadership and educational management are the concepts of organizing the true meaning of the educational system and institutions. It entails the carrying of the educational management leadership and responsibility in the system and function of the educational setting. It is the act of educational leadership that influences the setting of the educational organization necessary for the achievement of the action and goals in the system, (Shaturaev, & Bekimbetova, 2021).

Subsequently, approach to leadership is vital in the effectiveness of educational management and mechanism. It provides help and guidance to maximize potential threats in the productivity and effect of the educational system and management or in an organization. It improves the success and chances of effective accountability, mentoring

and delegation among the members of the team. It provides a clearer understanding for the purpose of the real essence of educational management and leadership. It guides effective leadership that can identify and understand the proper communication for the achievement of goals in the educational system and setting. It provides the members of the team to identify the role that leads to a better performance for their best. It conceptualizes and develops a style to meditate on the proper path for effective educational leadership and management. This provides proper commitment, and transformation in the educational management in the organization. It integrates proper model and concept in the educational management in effective impact of school leadership and commitment in the educational system. It stimulates the exploration of proper approach to educational management mechanism and leadership, (Berkovich, & Bogler, 2021).

2. Adaptive Theory Approach in Leadership Cycle

Adaptive theory approach in leadership provides meaning and challenges to the interdisciplinary leadership body that attempts the bridging discipline and unifying theory. The adaptive theory challenges the development leadership analysis and level. It provides a systematic component and equal recognition in the views of educational leadership and mechanism. It explains the synthesis of the adaptive theory and approach in the leadership cycle in the educational system and setting. The mechanism is entangled in the educational leadership management in creativity and its content innovation. It attempts to design the educational leadership mechanism and boundaries. It provides paradigm and philosophical heuristic in the approach of leadership cycle especially in the educational leadership mechanism surrounding its innovation and creativity. It allows the concept in the overarching level and function of the educational leadership management approach and practices. Educational leadership management is combined with learning knowledge and development in the process of leadership in context, (Patel, & Lasley, 2021). The theory is illustrated below:



3. Qualities and Characteristics of Leadership

Qualities and characteristics of leadership explore the model and novel in the perception of an effective leader in the educational system and mechanism through the lens of theory in leadership using cognitive complexity and concept. It focuses on the characteristics and qualities of leadership attributes. It provides understanding in the multidimensional leadership principles of effective leaders. It emphasizes the aspect of cognitive leadership implicit in educational management mechanism theory, (Ganon-Shilon, Schechter, & Qadach, 2021). It possesses the following qualities and characteristics below:

- 1) The ability to provide change in the educational organization for the improve system especially on primary values, dreams, and abilities of the educators involved.
- 2) The ability to create the capacity of the educational setting that embraces the atmosphere and diversity to the collective benefits and knowledge of the educational system.
- 3) Foresees the change and understanding of the process in the educational system for reluctant behaviors as a leader and teammates.
- 4) Understands gradually the persistence and process of the pressure and willingness to handle the situation.
- 5) Invests necessary information, proactive, and looks for better opportunities in the educational system and management of the organization.
- 6) Encourages teachers and employees to produce innovation in the educational setting for better exercise of the educational profession.

- 7) Possesses leading by perfect example since this influences the subordinates to follow him, where action speaks louder than words.
- 8) Sustains and builds community partnership to cultivate leverage, care, and response to the school organization through trust and development.
- 9) It cultivates skills in teachership to empower teachers, encourage to learn continually, support, and practice for teachers to become leaders in the future.
- 10) Become visionaries as part of his planning to provide direction as team member, this can generate excitement, motivation, and inspiration in school and in the educational system.

4. Challenges of Leadership

Challenges of leadership explores the leadership attributes and principles in the educational management mechanism. The challenges of leadership in the focus on the educational setting. Hence, leadership issues and challenges in the school are associated in the educational setting and outcome. It is a self-driven leadership and principles as challenges of leadership in the educational setting and management mechanism. It provides challenges on the attributes to professionalism in the success of the school system, (Marasan, 2021). It provides challenges on the following details:

- 1) It entails to align its systems, values, actions, and strategies in leadership and development in the plan and implementation for the education competency-based process.
- 2) Provides challenges on leadership development in curriculum work and coaching beyond classroom resources that simplifies the current system and potential capabilities.
- 3) Challenges the transition of growth and management, conventional wisdom that embrace the set of ideas in the educational system and performance.
- 4) It challenges the maintenance of work preservation and changing circumstances to support leaders in the assessment and change of standards in the educational system.
- 5) It focuses on effective teachers and effective leaders in broader principles and competency of learning and teaching in an instruction vision and practice.
- 6) It preserves leadership work and keeps performance essentials in passing the educational system for the challenges in leadership.
- 7) It explores creative challenges and new ways and opportunities in thinking for the school organization for better changes.
- 8) It innovates change for leaders to enact new resources in the educational system in creative challenges for new development and realities and solutions to work.
- 9) It provides crisis challenges on the unexpected circumstances and existence in working ways for school management organization and leadership.
- 10) It challenges work leadership that addresses the planning and key structure of the changing circumstances in the school organization.

5. Strengthening Accountability in Leadership

Strengthening accountability in leadership emphasizes on the educational leadership style and mechanism. It explores the accountability of being a leader especially on the educational system and setting mechanism. It explores the better understanding in leadership as to challenge and context in the leadership condition and development. Educational leadership accountability in leadership supports the ethical and better practice of the leadership function in school. It analyzes the established principles of educational leadership in ethical principles and actions of effective leaders. It analyzes the outcome of the creative thinking and issues that entails leadership in the educational setting, (Woods, Roberts, Jarvis, & Culshaw, 2021). It strengthens accountability in leadership on the details below:

- 1) Creates provision for the educational system and legality of the school disclosure for both teachers, colleagues, administration and other allies in the educational organization and setting.
- 2) Formulates a link on the change and clear theory for the educational system and accountability on the strength of the organization.
- 3) It provides accountability for both optimistic and pessimistic results and expectation in the strength of leadership.
- 4) It maintains proper integrity through the strength in leadership and accepting responsibility and consequences in the educational system of the organization.
- 5) Recognizes accountability on hard work, doing the right thing, avoiding pinpointing responsibility, and ensuring precautionary measures in a better relationship in the school organization and educational system.
- 6) Influences and embraces power as a potential leader in a given situation and outcome in their accountability and holdings.
- 7) Innovates change and behavior in the educational system that brings the organization significant and competency in the management for the quality of education.
- 8) Examines the need for a better decision in strengthening the accountability of leadership in the school organization and educational system in the assessment of real time response to learning.
- 9) Organizes adaptive leaders in the strength of leadership in the school setting to identify the opportunities for learning in the educational system.
- 10) Stabilizes the fundamentals of strength and accountability to advocate in the educational system leadership and process.

6. Problem Solving Process in Leadership

Problem solving process in leadership is essential in the effectiveness of educational setting and mechanism which is very necessary at the level of the school system in addressing the problems in the macro-system and the social inequity of the educational

setting and system mechanism. Problem solving process in leadership attempts to influence the belief in the causes and nature of the problem and how to solve the issues in the process of leadership. Leaders tend to prevent the issues and of the causes of the problems, (Sinnema, Meyer, Le Fevre, Chalmers, & Robinson, 2021). Problem solving process in leadership discusses the details below:

- 1) It focuses and defines a problem, and diagnoses the symptoms of the situation to include the techniques in solving the process of the expected outcome and analysis.
- 2) Explains the key steps in the problems and issues in the school organization and setting.
- 3) Provides support and steps in the involvement of the factual information in the educational system and issues in the school organization through focusing on the reality and expectation on the issues and causes.
- 4) Imposes alternative solutions on the problems and generates problem solving procedures considering the ideal solution for educational enhancement.
- 5) Develop maps in problems and issues for the solution and useful tools and techniques in the stage of problem solving.
- 6) Implements and evaluates problem solving processes and solutions involved in the organizational constraints in the educational system and setting.
- 7) Implements and facilitates solutions in supporting an effective resistance to problem solving and changes.
- 8) Techniques in problem solving must be monitored to provide clarity in the effective solution to respond to the updated changes in the organization.
- 9) Provide better solving skills in problem solving of ever changing environment in the school organization or educational setting.
- 10) Identifies a curious leadership in a complex problem solving process to the workplace spontaneity in the quality of education and competency.

7. Decision Making Process in Leadership

The decision making process in leadership provides ethical leadership performance especially in the educational setting and system mechanism. It enhances the performance of the educational leaders and behavior in the school. It provides decision making attitude and knowledge in the contribution of the performance of educational leadership systems and setting mechanisms, (Torlak, Demir, & Budur, 2021). The decision making process in leadership provides details below:

- 1) Acts on the procedures and decision making based on the standard policies in the educational system that benefits the organization to the fullest.
- 2) Decision making weighs the procedures and alternatives for better action in the solution of the issues in the organization and process.
- 3) It provides different approaches in the decision making to be effective in leadership function and responsibilities in the educational system.

- 4) Finds solutions and development of the decision making in the educational system and in the process of leadership.
- 5) Decision making process in leadership is consistent in the proper analysis, concept, principles, direction, and option based on the educational system and setting in the organization.
- 6) Decision making process follows the directive style as the best alternative in judgement and experience of knowledge in leadership function in the educational system.
- 7) It provides a decision making process effectively in all pertinent facts and information to be considered in the organization.
- 8) Decision making conceptualizes the style in effective leadership as creative approach and brainstorming in the problem or issues.
- 9) Evaluates and eliminates the various alternatives in the decision making process of leadership in the organization.
- 10) It provides decision making and proper analysis style in the best outcome of the process in leadership for direct observation in the educational system.

8. Research Questions

- 1) What is the process of adaptive theory in leadership as a guide to educational management mechanism in terms of:
 - 1.1 Qualities and characteristics of leadership,
 - 1.2 Challenges of leadership,
 - 1.3 Strengthening accountability in leadership,
 - 1.4 Problem solving process in leadership,
 - 1.5 Decision making process in leadership?
- 2) Is there a significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanisms as observed by the respondents?

8.1 Hypothesis

There is a significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanisms as observed by the respondents.

9. Research Design

Quantitative research design is employed in the study because it focuses on the process of adaptive theory in leadership as a guide to educational management mechanisms in terms of qualities and characteristics of leadership, challenges of leadership, strengthening accountability in leadership, problem solving process in leadership, and decision making process in leadership. It adopts the pedagogical immersive method in education and in leadership mechanisms that constitutes challenges in the educational leadership theory and mechanism. It displays the complex methods in the process of

educational leadership style and mechanism. It focuses on the leadership outcome in the educational setting and intervention to include the associated measures and characteristics of an effective leader, (Hamilton, McKechnie, Edgerton, & Wilson, 2021).

9.1 Sampling Techniques

Convenient sampling technique is employed in the study. It is a non-probability technique sampling where the number of selected respondents is utilized in the study. They are readily available as part of the sample and population. This kind of sampling is chosen because it is easy to find the sample size of the study using the criteria in the objectives in selecting the sample size of the study. They represent the entire population of the study. It is a good sample size that tests the reliability of the population of the sampling where it examines the entire sampling. Convenient sampling is the most popular in the sampling method under non-probability due to its cost effectiveness, speed, and availability ease samples. It is a common form of sampling because it is not time consuming, not costly as to other simple strategies in the sampling techniques. It generates proper objectives, and potential hypotheses which are very useful and convenient. It allows the researcher to extend the study of the research problem, (Stratton, 2021).

9.2 Respondents of the Study

The respondents of the study are the educational leaders in the various educational institutions like the Higher Education Institutions (HEIs), Technical Education and Skills Development Authority (TESDA), and Department of Education (DepEd). They are Deans, Assistant Deans, Directors, Administrators, Principals, Assistant Principals, and Heads etc. The study comprised thirty-two (32) respondents only.

9.3 Instruments Used

The questionnaire is self-made where it all depicts the adaptive theory approach in leadership as a guide to the educational management system mechanism. The questionnaire is piloted and validated by the expert validators in the quantitative research. It also underwent the process of validating the reliability of the questionnaire through the Cronbach Alpha. It assured the reliability and the validity of the tools used in the measure of the study. The score of the observed tool is measured through the observed score, biased score observation and margin of error, (Park, 2021).

A. Process of Adaptive Theory in Terms of Qualities and Characteristics of Leadership

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Completely Satisfied	Qualities and characteristics of leadership is highly observed
3.40-4.19	Very Satisfied	Qualities and characteristics of leadership is observed
2.60-3.39	Moderately Satisfied	Qualities and characteristics of leadership is limited
1.80-2.59	Slightly Satisfied	Qualities and characteristics of leadership is not observed
1.00-1.79	Not at All Satisfied	Qualities and characteristics of leadership is not observed at all

B. Process of Adaptive Theory in Terms of Challenges of Leadership

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Completely Satisfied	Challenges of leadership is highly observed
3.40-4.19	Very Satisfied	Challenges of leadership is observed
2.60-3.39	Moderately Satisfied	Challenges of leadership is limited
1.80-2.59	Slightly Satisfied	Challenges of leadership is not observed
1.00-1.79	Not at All Satisfied	Challenges of leadership is not observed at all

C. Process of Adaptive Theory in Terms of Strengthening Accountability in Leadership

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Completely Satisfied	Strengthening accountability in leadership is highly observed
3.40-4.19	Very Satisfied	Strengthening accountability in leadership is observed
2.60-3.39	Moderately Satisfied	Strengthening accountability in leadership is limited
1.80-2.59	Slightly Satisfied	Strengthening accountability in leadership is not observed
1.00-1.79	Not at All Satisfied	Strengthening accountability in leadership is not observed at all

D. Process of Adaptive Theory in Terms of Problem Solving Process in Leadership

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Completely Satisfied	Problem solving process in leadership is highly observed
3.40-4.19	Very Satisfied	Problem solving process in leadership is observed
2.60-3.39	Moderately Satisfied	Problem solving process in leadership is limited
1.80-2.59	Slightly Satisfied	Problem solving process in leadership is not observed
1.00-1.79	Not at All Satisfied	Problem solving process in leadership is not observed at all

E. Process of Adaptive Theory in Terms of Decision Making Process in Leadership

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Completely Satisfied	Decision making process in leadership is highly observed
3.40-4.19	Very Satisfied	Decision making process in leadership is observed
2.60-3.39	Moderately Satisfied	Decision making process in leadership is limited
1.80-2.59	Slightly Satisfied	Decision making process in leadership is not observed
1.00-1.79	Not at All Satisfied	Decision making process in leadership is not observed at all

10. Results of the Study

Research Question 1: What is the process of adaptive theory in leadership as a guide to educational management mechanism in terms of qualities and characteristics of leadership, challenges of leadership, strengthening accountability in leadership, problem solving process in leadership, decision making process in leadership?

Table 1: Process of Adaptive Theory in Terms of Qualities and Characteristics of Leadership

Indicators	WM	I	R
1. The ability to provide change in the educational organization for the improve system especially on primary values, dreams, and abilities of the educators involved.	4.03	VS	4.5
2. The ability to create the capacity of the educational setting that embraces the atmosphere and diversity to the collective benefits and knowledge of the educational system.	4.03	VS	4.5
3. Foresees the change and understanding of the process in the educational system for reluctant behaviors as a leader and teammates.	4.21	CS	1.5
4. Understands gradually the persistence and process of the pressure and willingness to handle the situation.	4.21	CS	1.5
5. Invests necessary information, proactive, and looks for better opportunities in the educational system and management of the organization.	3.45	VS	9
6. Encourages teachers and employees to produce innovation in the educational setting for better exercise of the educational profession.	4.15	VS	3
7. Possesses leading by perfect example since this influences the subordinates to follow him, where action speaks louder than words.	4.00	VS	6
8. Sustains and builds community partnership to cultivate leverage, care, and response to the school organization through trust and development.	3.66	VS	7.5
9. It cultivates skills in teachership to empower teachers, encourage to learn continually, support, and practice for teachers to become leaders in the future.	3.66	VS	7.5
10. Become visionaries as part of his planning to provide direction as team member, this can generate excitement, motivation, and inspiration in school and in the educational system.	3.38	MS	10
Average Weighted Mean	3.878	VS	
Standard Deviation	0.2969		

Table 1 presents the weighted mean and the corresponding interpretation on the process of adaptive theory in terms of qualities and characteristics of leadership.

As gleaned in the table, rank 1 is shared by the two indicators which are “Foresees the change and understanding of the process in the educational system for a reluctant behaviors as a leader and teammates”, and “Understands gradually the persistence and process of the pressure and willingness to handle the situation”, with a weighted mean of 4.21 or Completely Satisfied which means qualities and characteristics of leadership is highly observed. Rank 2 is “Encourages teachers and employees to produce innovation in the educational setting for better exercise of the educational profession”, with a weighted mean of 4.15 or Very Satisfied which means qualities and characteristics of leadership is observed. Rank 3 is shared by the two indicators which are “The ability to provide change in the educational organization for the improve system especially on primary values, dreams, and abilities of the educators involved”, and “The ability to create the capacity of the educational setting that embraces the atmosphere and diversity to the collective benefits and knowledge of the educational system”, with a weighted mean of 4.03 or Very Satisfied which means qualities and characteristics of leadership is

observed. The least in rank is “Become visionaries as part of his planning to provide direction as team member, this can generate excitement, motivation, and inspiration in school and in the educational system”, with a weighted mean of 3.38 or Moderately Satisfied which means qualities and characteristics of leadership is limited. The overall average weighted mean is 3.878 (SD=0.2969) or Very Satisfied which means the process of adaptive theory in terms of qualities and characteristics of leadership is observed among the respondents.

Table 2: Process of Adaptive Theory in Terms of Challenges of Leadership

Indicators	WM	I	R
1. It entails to align its systems, values, actions, and strategies in leadership and development in the plan and implementation for the education competency-based process.	4.10	VS	3.5
2. Provides challenges on leadership development in curriculum work and coaching beyond classroom resources that simplifies the current system and potential capabilities.	3.75	VS	6.5
3. Challenges the transition of growth and management, conventional wisdom that embrace the set of ideas in the educational system and performance.	3.66	VS	8
4. It challenges the maintenance of work preservation and changing circumstances to support leaders in the assessment and change of standards in the educational system.	3.34	MS	10
5. It focuses on effective teachers and effective leaders in broader principles and competency in learning and teaching in an instruction vision and practice.	4.26	CS	1.5
6. It preserves leadership work and keeps performance essentials in passing the educational system for the challenges in leadership.	3.75	VS	6.5
7. It explores creative challenges and new ways and opportunities in thinking for the school organization for better changes.	3.55	VS	9
8. It innovates change for leaders to enact new resources in the educational system in creative challenges for new development and realities and solutions to work.	4.26	CS	1.5
9. It provides crisis challenges on the unexpected circumstances and existence in working ways for school management organization and leadership.	4.10	VS	3.5
10. It challenges work leadership that addresses the planning and key structure of the changing circumstances in the school organization.	4.00	VS	5
Average Weighted Mean	3.877	VS	
Standard Deviation	0.2970		

Table 2 presents the weighted mean and the corresponding interpretation on the process of adaptive theory in terms of challenges of leadership.

As revealed in the table, rank 1 is shared by the two indicators which are “It focuses on effective teachers and effective leaders in a broader principles and competency in learning and teaching in an instruction vision and practice”, and “It innovates change for leaders to enact new resources in the educational system in creative challenges for new development and realities and solutions to work”, with a weighted mean of 4.26 or

Completely Satisfied which means challenges of leadership is highly observed. Rank 2 is also shared by the two indicators which are “It entails to align its systems, values, actions, and strategies in leadership and development in the plan and implementation for the education competency-based process”, and “It provides crisis challenges on the unexpected circumstances and existence in working ways for school management organization and leadership”, with a weighted mean of 4.10 or Very Satisfied which means challenges of leadership is observed. Rank 3 is “It challenges work leadership that addresses the planning and key structure of the changing circumstances in the school organization”, with a weighted mean of 4.00 or Very Satisfied which means challenges of leadership is observed. The least in rank is “It challenges the maintenance of work preservation and changing circumstances to support leaders in the assessment and change of standards in the educational system”, with a weighted mean of 3.34 or Moderately Satisfied which means challenges of leadership is limited. The overall average weighted mean is 3.877 (SD=0.2970) or Very Satisfied which means the process of adaptive theory in terms of challenges of leadership is observed among the respondents.

Table 3: Process of Adaptive Theory in Terms of Strengthening Accountability in Leadership

Indicators	WM	I	R
1. Creates provision for the educational system and legality of the school disclosure for both teachers, colleagues, administration and other allies in the educational organization and setting.	3.97	VS	4
2. Formulates a link on the change and clear theory for the educational system and accountability on the strength of the organization.	3.82	VS	5.5
3. It provides accountability for both optimistic and pessimistic result and expectation in the strength of leadership.	3.55	VS	8
4. It maintains proper integrity through the strength in leadership and in accepting responsibility and consequences in the educational system of the organization.	3.38	MS	9.5
5. Recognizes accountability on hard work, doing the right thing, avoiding pinpointing responsibility, and ensuring precautionary measures in a better relationship in the school organization and educational system.	4.23	CS	1.5
6. Influences and embraces power as a potential leader in a given situation and outcome in their accountability and holdings.	3.38	MS	9.5
7. Innovates change and behavior in the educational system that brings the organization significant and competency in the management for the quality of education.	4.23	CS	1.5
8. Examines the need for a better decision in strengthening the accountability of leadership in the school organization and educational system in the assessment of real time response to learning.	3.77	VS	7
9. Organizes adaptive leaders in the strength of leadership in the school setting to identify the opportunities for learning in the educational system.	4.07	VS	3
10. Stabilizes the fundamentals of strength and accountability and advocates in the educational system leadership and process.	3.82	VS	5.5
Average Weighted Mean	3.822	VS	
Standard Deviation	0.2972		

Table 3 presents the weighted mean and the corresponding interpretation on the process of adaptive theory in terms of strengthening accountability in leadership.

As observed in the table, rank 1 is shared by the two indicators which are “Recognizes accountability on hard work, doing the right thing, avoiding pinpointing responsibility, and ensure precautionary measures in a better relationship in the school organization and educational system”, and “Innovates change and behavior in the educational system that brings the organization in a significant and competency of the management for the quality of education”, with a weighted mean of 4.23 or Completely Satisfied which means strengthening accountability in leadership is highly observed. Rank 2 is “Organizes adaptive leaders in the strength of leadership in the school setting to identify the opportunities for learning in the educational system”, with a weighted mean of 4.07 or Very Satisfied which means strengthening accountability in leadership is observed. Rank 3 is “Creates provision for the educational system and legality of the school disclosure for both teachers, colleagues, administration, and other allies in the educational organization and setting”, with a weighted mean of 3.97 or Very satisfied which means strengthening accountability in leadership is observed. The least in rank is also shared by the two indicators which are “It maintains proper integrity through the strength in leadership and in accepting responsibility and consequences in the educational system of the organization”, and “Influences and embraces power as a potential leader in a given situation and outcome in their accountability and holdings”, with a weighted mean of 3.38 or Moderately Satisfied which means strengthening accountability in leadership is limited. The overall average weighted mean is 3.822 (SD=0.2972) or Very Satisfied which means the process of adaptive theory in terms of strengthening accountability in leadership is observed among the respondents.

Table 4: Process of Adaptive Theory in Terms of Problem Solving Process in Leadership

Indicators	WM	I	R
1. It focuses and defines a problem, and diagnoses the symptoms of the situation to include the techniques in solving the process of the expected outcome and analysis.	4.20	CS	1.5
2. Explains the key steps in the problems and issues in the school organization and setting.	3.35	MS	9.5
3. Provides support and steps in the involvement of the factual information in the educational system and issues in the school organization through focusing on the reality and expectation on the issues and causes.	3.87	VS	5
4. Imposes alternative solutions on the problems and generates problem solving procedures considering the ideal solution for educational enhancement.	4.00	VS	3.5
5. Develop maps in problems and issues for the solution and useful tools and techniques in the stage of problem solving.	3.66	VS	6.5
6. Implements and evaluates problem solving processes and solutions involved in the organizational constraints in the educational system and setting.	3.66	VS	6.5

7. Implements and facilitates solutions in supporting an effective resistance to problem solving and changes.	3.35	MS	9.5
8. Techniques in problem solving must be monitored to provide clarity in the effective solution to respond to the updated changes in the organization.	4.00	VS	3.5
9. Provide better solving skills in an ever changing environment in the school organization or educational setting.	4.20	CS	1.5
10. Identifies a curious leadership in a complex problem solving process to the workplace spontaneity in the quality of education and competency.	3.41	VS	8
Average Weighted Mean	3.770	VS	
Standard Deviation	0.3149		

Table 4 presents the weighted mean and the corresponding interpretation on the process of adaptive theory in terms of the problem solving process in leadership.

As noted in the table, rank 1 is shared by the two indicators which are “It focuses and defines a problem, and diagnoses the symptoms of the situation to include the techniques in solving of the process of the expected outcome and analysis”, and “Provide a better solving skills in problem solving, and in ever changing environment in the school organization or educational setting”, with a weighted mean of 4.20 or Completely Satisfied which means problem solving process in leadership is highly observed. Rank 2 is also shared by the two indicators which are “Imposes alternative solution on the problems and generate problem solving procedures considering the ideal solution for educational enhancement”, and “Techniques in problem solving must be monitored to provide clarity in the effective solution to respond on the updated changes in the organization”, with a weighted mean of 4.00 or Very Satisfied which means problem solving process in leadership is observed. Rank 3 is “Provides support and steps in the involvement of the factual information in the educational system and issues in the school organization through focusing on the reality and expectation on the issues and causes”, with a weighted mean 3.87 or Very Satisfied which means problem solving process in leadership is observed. The least in rank is shared by the two indicators which are “Explains the key steps in the problems and issues in the school organization and setting”, and “Implements and facilitates solutions in supporting and effective resistance to problem solving and changes”, with a weighted mean of 3.35 or Moderately Agree which means problem solving process in leadership is limited. The overall average weighted mean is 3.770 (SD=0.3149) or Very Satisfied which means the process of adaptive theory in terms of problem solving process in leadership is observed among the respondents.

Table 5: Process of Adaptive Theory in Terms of Decision Making Process in Leadership

Indicators	WM	I	R
1. Acts on the procedures and decision making based on the standard policies in the educational system that benefits the organization to the fullest.	3.78	VS	6
2. Decision making weighs the procedures and alternatives for better action in the solution of the issues in the organization and process.	4.00	VS	4.5

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3. It provides different approaches in the decision making to be effective in leadership function and responsibilities in the educational system.	4.14	VS	3
4. Finds solutions and development of the decision making in the educational system and in the process of leadership.	4.00	VS	4.5
5. Decision making process in leadership is consistent in the proper analysis, concept, principles, direction, and option based on the educational system and setting in the organization.	3.60	VS	7.5
6. Decision making process follows the directive style as the best alternative in judgement and experience of knowledge in leadership function on the educational system.	3.37	MS	10
7. It provides a decision making process effectively in all pertinent facts and information to be considered in the organization.	3.42	VS	9
8. Decision making conceptualizes the style in effective leadership as creative approach and brainstorming in the problem or issues.	4.22	CS	1.5
9. Evaluates and eliminates the various alternatives in the decision making process of leadership in the organization.	3.60	VS	7.5
10. It provides decision making and proper analysis style in the best outcome of the process in leadership for direct observation in the educational system.	4.22	CS	1.5
Average Weighted Mean	3.835	VS	
Standard Deviation	0.3075		

Table 5 presents the weighted mean and the corresponding interpretation on the process of adaptive theory in terms of the decision making process in leadership.

As shown in the table, rank 1 is shared by the two indicators which are “Decision making conceptualizes the style in effective leadership as creative approach and brainstorming in the problem or issues”, and “It provides decision making and proper analysis style in the best outcome of the process in leadership for direct observation in the educational system”, with a weighted mean of 4.22 or Completely Satisfied which means decision making process in leadership is highly observed. Rank 2 is “It provides different approaches in the decision making to be effective in leadership function and responsibilities in the educational system”, with a weighted mean of 4.14 or Very Satisfied which means decision making process in leadership is observed. Rank 3 is shared by the two indicators which are “Decision making weighs the procedures and alternatives for better action in the solution of the issues in the organization and process”, and “Finds solutions and development of the decision making in the educational system and the process of leadership”, with a weighted mean of 4.00 or Very Satisfied which means decision making process in leadership is observed. The least in rank is “Decision making process follows the directive style as best alternative in judgement and experience of knowledge in leadership function on the educational system”, with a weighted mean of 3.37 or Moderately Satisfied which means decision making process in leadership is limited. The overall average weighted mean is 3.835 (SD=0.3075) or Very Satisfied which means the process of adaptive theory in terms of decision making process in leadership is observed among the respondents.

Research question 2: On the test of significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanism as observed by the respondents

Table 6: Test of Significant Correlation on the Adaptive Theory as Observed by the Respondents

Test of Variables	computed t value	Comparison	t critical value	Decision
1. Qualities and characteristics of leadership	38.98	>	2.042	rejected
2. Challenges of leadership	38.96	>	2.042	rejected
3. Strengthening accountability in leadership	38.39	>	2.042	rejected
4. Problem solving process in leadership	36.79	>	2.042	rejected
5. Decision making process in leadership	37.87	>	2.042	rejected
Note: Two-tailed test, df of 30 at 0.05 level of significance				

Table 6 presents the test of significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanisms as observed by the respondents.

It reveals that when the variables are tested, the t computed value of qualities and characteristics of leadership is 38.98, challenges of leadership is 38.96, strengthening accountability in leadership is 38.39, problem solving process in leadership is 36.79, and the decision making process in leadership is 37.87 which is higher than the t critical value of 2.042, two-tailed test, with df of 30 at 0.05 level of significance. Hence, this resulted in rejection. Therefore, it is safe to say that there is a significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanisms as observed by the respondents.

11. Discussion

Adapting the theory in leadership approach toward the educational management system and mechanism is very essential in the educational organization. It provides understanding and framework in the adaptive system theory in dealing with the multiple system, intelligent agent, independent interaction with the set atmosphere in the educational leadership system and mechanism. It is predicted in the effect and cause of the educational leadership organization. It evolves adapting the educational structure and leadership function and mechanism system. It defines the realization of the educational system in dealing with the ideal rules and implementation in the

organization. Educational leadership system and management requires proper discipline, proper decision making process, intellectual decision in dealing with the organization. It helps to guide the system in a desired effective organization. This is timely to the various educational institutions where they need a proper educational leadership system and setting especially for a transformative change from good, better, and best. It provides understanding, effort, strategic priority, and proper implementation of the theory in the educational leadership and adaptation in the transition of the approaches to management in the educational setting and system, (Ueland, Hinds, & Floyd, 2021).

On the other hand, the process of adaptive theory in terms of qualities and characteristics of leadership shows that it foresees the change and understanding of the process in the educational system for a reluctant behavior as a leader and teammates where it addresses the creativity construct and intelligence of the educational leaders in providing equal and level among their constituents in a context description of effective leader in the organization. They perform and collaborate domains in the educational system and design to include style in management and development, (Corazza, Reiter-Palmon, Beghetto, & Lubart, 2021). It also shows that there is an understanding gradually in the persistence and process of the pressure and willingness to handle the situation where it discusses the social and cultural process of the political influences of the educational leadership in the society which identifies the structure of the human needs, equality and inclusion. It establishes the process of political control, culture, and conflict that demonstrates the effectiveness of educational leadership in the school setting. The theory on educational leadership contributes to the implication of the setting, system, and management, (Da'as, & Zibenberg, 2021). Furthermore, it also shows that it encourages teachers and employees to produce innovation in the educational setting for better exercise of the educational profession where it increases the initiative of an effective leader in the educational setting leadership and management system. It develops the intention of an effective leader in the educational system to improve the sustainable development in the school setting and organization, (Lozano, Lukman, Lozano, Huisingh, & Lambrechts, 2013). Lastly, the characteristics and qualities of a good leader in the educational organization provides the ability to change in the educational organization for the improvement of the system especially on primary values, dreams, and abilities of the educators involved, and to create the capacity of the educational setting that embraces the atmosphere and diversity to the collective benefits and knowledge of the educational system where they can support for implementation of the series of development and intervention for the professional innovation in the educational system, (Admiraal, Schenke, De Jong, Emmelot, & Sligte, 2021).

Furthermore, the process of adaptive theory in terms of challenges of leadership shows that it focuses on effective teachers and effective leaders in broader principles and competency in learning and teaching in an instruction vision and practice. It provides better achievement and improvement in the educational system and teaching quality. The effectiveness of a leader in school depends on its efficiency and competency. It

requires to meet the context and capacity of the educational leader and innovation in terms of management and leadership system, (Gian, & Bao, 2021). It also shows that innovation change for a leader is to enact new resources in the educational system in creative challenges for new development and realities and solutions to work where it draws strategic management in the human resources and commitment. This will lead and guide in the competitive advantage in the educational leadership. It adopts strategies in the educational management system of leadership. It enables to orchestrate the effectiveness and capabilities in the educational setting and management in leadership, (Collins, 2021). On the other hand, challenges of leadership entails to align its systems, values, actions, and strategies in leadership and development of the plans and implementation for the education competency-based process, and it provides crisis challenges on the unexpected circumstances and existence in working ways for school management organization and leadership where it introduces on the collaborative implementation of effective leadership in the focused of the innovation in the educational system and setting of leadership. This supports the methods and the models of the issues and outcomes in the educational system and delivery, (Bianchi, Nasi, & Rivenbark, 2021). Hence, challenges of work leadership that addresses the planning and key structure of the changing circumstances in the school organization where it determines the adaptation of the theory in leadership on the extent process in the strategic planning and knowledge to enhance the educational system and setting management. It brings the knowledge and theories in the management strategies in the school setting, (Cheng, 2021).

Moreover, the process of adaptive theory in terms of strengthening accountability in leadership shows to recognize accountability on hard work, doing the right thing, avoiding pinpointing responsibility, and ensure precautionary measures in a better relationship in the school organization and educational system where it increases the school organization coupled with accountabilities and responsibilities. It improves the workforce and improves the leadership of the school organization and profession. It shapes the working environment and influences the school setting, organization and motivation. It analyzes the leadership pedagogy and development behavior and practices, (Radinger, 2014). Yet, it innovates change and behavior in the educational system that brings the organization a significant and competency of the management for the quality of education where it empowers to enhance the resources in the school quality for the improvement of the quality education, (Romlah, & Latief, 2021). On the other hand, strengthening the accountability of leadership organizes adaptive leaders in the strength of leadership in the school setting to identify the opportunities for learning in the educational system where it adapts the complexity of leadership approach and mechanism in the educational system. It explores the leadership approaches in improving the function and application. It enhances the rules and trusts in the adaptive strength of the organization, (Raei, & LeMaster, 2021). Yet, strength and accountability in leadership shows to create provision for the educational system and legality of the school disclosure for both teachers, colleagues, administration, and other allies in the

educational organization and setting where it provides concepts in the educational system and management, (Shaturaev, & Bekimbetova, 2021).

Consequently, the process of adaptive theory in terms of problem solving process in leadership focuses and defines a problem, and diagnoses the symptoms of the situation to include the techniques in solving of the process of the expected outcome and analysis where it prevents effective leader in the achievement of the problem solving process in the educational system or organizational goals. The problem solving theory and behavior in the process of quality and model attempts to solve the problem involved in the system. It analyzes the pattern, belief and emotion in the causal of the problem solving process, (Robinson, Meyer, Le Fevre, & Sinnema, 2021). On the other hand, it also provides better solving skills in the ever changing environment of the school organization or educational setting where it tracks the application of the management in the leadership and problem solving in the school system and improvement. It explores and platforms the support of the school organization and problem solving process, (Cho, Borowiec, & Tuthill, 2021). Furthermore, the problem solving process in leadership shows that it imposes alternative solutions on the problems and generates problem solving procedures considering the ideal solution for educational enhancement where it needs new approaches and ideas in the educational system and setting. It manifests the various ways and actions in the process of problem solving and expectation, (Mazurkiewicz, 2021). It also shows to provide techniques in problem solving that must be monitored to provide clarity in the effective solution to respond on the updated changes in the organization where it influences the problem solving in the educational organization and enforcement and the skills of effective leader and strategy, (Lassoued, Awad, & Guirat, 2020). Hence, it provides support and steps in the involvement of the factual information in the educational system and issues in the school organization through focusing on the reality and expectation on the issues and causes where the performance of effective leader in the improvement and performance emerged in the educational system, (Tortorella, Miorando, Caiado, Nascimento, & Portioli Staudacher, 2021).

Lastly, the process of adaptive theory in terms of decision making process in leadership shows that decision making conceptualizes the style in effective leadership as creative approach and brainstorming in the problem or issues where effective leadership is concerned. The decision making process is a systematic leadership form associated in the educational system approach, (Bryman, 2007). It also shows that it provides decision making and proper analysis style in the best outcome of the process in leadership for direct observation of the educational system where it provides leadership performance in the decision making process, (Torlak, Demir, & Budur, 2021). Consequently, decision making leadership shows that it provides different approaches in the decision making to be effective in leadership function and responsibilities in the educational system where the decision making and management style creates and influences the performance of the leaders in the school organization in understanding the sustainable approach in effective leadership. It illustrates the cultural images of the school organization that influences the decision making and strategies of an effective leader, (Sulich, Sołoducho-Pelc, & Ferasso,

2021). Hence, decision making leadership and process weighs the procedures and alternatives for better action in the solution of the issues in the organization and process, and finds solutions and development of the decision making in the educational system and the process in leadership. It provides proper techniques, communication and development information to promote effective leadership and decision making process, (Zhang, Gao, & Li, 2020).

12. Conclusion

It shows that the process of adaptive theory in terms of qualities and characteristics of leadership foresees the change and understanding of the process in the educational system for a reluctant behavior as a leader and teammate, and shows to understand gradually the persistence and process of the pressure and willingness to handle the situation where it encourages teachers and employees to produce innovation in the educational setting for better exercise of the educational profession. It also shows the ability to change in the educational organization for the improvement system especially on primary values, dreams, and abilities of the educators involved to create the capacity of the educational setting that embraces the atmosphere and diversity to the collective benefits and knowledge of the educational system.

It shows that the process of adaptive theory in terms of challenges of leadership focuses on effective teachers and effective leaders in a broader principles and competency in learning and teaching in an instruction vision and practice and to innovate change for leaders to enact new resources in the educational system in creative challenges for new development realities and solutions to work where it entails to align its systems, values, actions, and strategies in leadership and development in the plans and implementation for the education competency-based process, and to provide crisis challenges on the unexpected circumstances and existence in working ways for school management organization and leadership. It also shows that challenges work leadership that addresses the planning and key structure of the changing circumstances in the school organization.

It shows that the process of adaptive theory in terms of strengthening accountability in leadership recognizes accountability on hard work, doing the right thing, avoiding pinpointing responsibility, and ensure precautionary measures in a better relationship in the school organization and educational system and innovates change and behavior in the educational system that brings the organization in a significant and competence in the management for the quality of education where it organizes adaptive leaders in the strength of leadership in the school setting to identify the opportunities for learning in the educational system. It also creates provision for the educational system and legality of the school disclosure for both teachers, colleagues, administration and other allies in the educational organization and setting.

It shows that the process of adaptive theory in terms of problem solving process in leadership focuses and defines a problem, diagnoses the symptoms of the situation to include the techniques in solving the process of the expected outcome and analysis and

to provide a better solving skills and problem in ever changing environment in the school organization or educational setting where it imposes alternative solution on the problem and generates problem solving procedures considering the ideal solution for educational enhancement. It shows that the techniques in problem solving must be monitored to provide clarity in the effective solution to respond to the updated changes in the organization. It also provides support and steps in the involvement of the factual information in the educational system and issues in the school organization through focusing on the reality and expectation on the issues and causes.

It shows that the process of adaptive theory in terms of decision making process in leadership conceptualizes the decision making and the style in effective leadership as creative approach and brainstorming in the problem or issues, and provides decision making and proper analysis style in the best outcome of the process in leadership for direct observation in the educational system where it provides different approaches in the decision making to be effective in leadership function and responsibilities in the educational system. Decision making weighs the procedures and alternatives for better action in the solution of the issues in the organization and process, and finds solutions and development of the decision making in the educational system and the process in leadership.

Conflict of Interest Statement

The author declares no conflicts of interests.

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