

Emerging Leadership Roles and Change Management in Transition to Remote Learning Environment Outcomes through Path Analysis

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Abstract

Aim: The study was conducted to examine the teachers' leadership roles, practices and change management of distance learning in Alaminos District at Schools Division of Laguna and its outcome.

Methodology: The study made used of descriptive correlational design. Specifically, the main source of the information was survey method. Frequency count, percentage, mean and standard deviation were used to describe the respondents and as well as the teachers' leadership role, change management style and outcome. Furthermore, Pearson product moment correlation coefficient and multiple regression analysis were used to determine the relationship between the system outcomes and observed leadership roles and observed change management.

Results: Based on the findings of the study, the respondents perceived leadership roles to frequently practiced, interpersonal roles, informational roles and decisional roles. The respondents' perceived change management style to be frequently practiced among the teachers were evolutionary change management, revolutionary change management, and directed change management styles. On the other hand, the respondents rated the school's performance in terms of outcome domains as very good on both personal and system outcomes. System outcome has a strong positive link with overall leadership roles. Meanwhile, there is significant relationship between change management organization and overall system outcome. In addition, change management has a high positive relationship with professional development, overall personal outcome and stakeholder engagement. The multiple regression analysis revealed that the school system outcomes are significantly related to leadership roles and change management.

Conclusion: The hypothesis that the leadership roles and change management are not significantly related to the practices of personal and system outcome was sustained. Meanwhile, the null hypothesis that the respondents' practices of leadership roles and change management do not significantly predict organizational outcome such as personal and system outcomes was sustained.

Keywords: Leadership roles, Change management, Outcomes, Path analysis

INTRODUCTION

Leadership and different associated roles have a significant impact on how employees perform and improve, to produce positive organizational outcomes. It is indeed that within an organization, the formation and development of high-functioning teams does not happen overnight or without battles and growing pains. Leadership is viewed as essential in educational institutions. The work of the leader is basically supposed to guide and lead the folks in the appropriate route. As a result, they will be able to satisfactorily perform their work obligations as well as overcome any problems or challenges that may arise throughout the course of their duties' execution (Chowdhury, 2014).

The capacity to influence a group of individuals to achieve a vision or set of goals is known as leadership. It is a well-studied management topic. It is the most significant skill for an organization's leaders and the most critical component of an organization. It has a direct and indirect impact on the performance of the employee. According to Othman, Saad, Robani, and Abdullah (2019), leaders play a critical role in fostering a culture that supports information sharing, staff retention, and organizational loyalty.

Schools require teacher to be leaders in order to provide exceptional instruction to students and this entails a combination of knowledge and skills, dispositions, roles and opportunities are all part of the definition of teacher leadership (*What Makes a Teacher Leader*, 2021). It was demonstrated that to become leaders, they need to acquire

a diverse set of skills and knowledge. More so, it was affirmed that a teacher should also be able to assist other teachers with their professional development. This necessitates the ability to strategically use reflection, structure dialogue and discussion, and engage adult students.

Every day, teachers are leaders. They set an example by acting, speaking, and behaving in certain ways. They guide their students through intense study and hard activities. Then, both inside and beyond the classroom, they take on additional teacher leadership duties. Positive school culture is built through activities, events, and extracurricular programs, which frequently require additional leadership support from teachers. Within schools, teacher initiative and leadership talents assist students by providing endless academic and social opportunities. There is mounting evidence that a teacher leader can help students learn better by influencing the conditions and context in which they are taught and learn. School leadership has consistently been emphasized as a critical role in making schools more effective in a large corpus of research on school effectiveness and improvement from a variety of countries and school situations (Scroggins, 2019).

Meanwhile, the crisis due to COVID-19 has far-reaching effects worldwide and closely in all social areas, including the field of education (Huber and Helm, 2020). It was noted that the current context is instigating a chain of changes in the various domains in terms of one's political, labor, social, and economic life as well (Diaz et al., 2020). Due to this, it was described that different supervisions have commenced initiatives on an emergency policy which were based on the shutdown of face-to-face classes and the closure of educational centers just to continue the teaching and learning activities even in the comfort of the learners' homes (Zhang et al., 2020). As stated, there are 1.6 billion young adults who have been out of school during this crisis (Harris and Jones, 2020). Further, it was stressed that all schools have found their way to reorganized teaching strategies and stayed in tune via a virtual setup.

School leaders have adapted and innovated alongside teachers to sustain learning during the COVID-19 crisis, often with little assistance or prior training to help them. With this, school administrators must assist teacher and student health and well-being in exceptionally demanding conditions, in addition to ensuring that learning continues. As the Philippine's Department of Education (DepEd) Secretary, Leonor Briones demonstrated that "Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war". This statement has been the forefront of all educators during these difficult times of distance learning. To date, management and leadership are the main responsibilities of school administrators as they have a bunch of responsibilities including educational activities of students and teachers, human and financial resources, external relations, the well-being of students and teachers. Apparently, during this crisis, it was insisted that they are also anticipated to perform more complex decisions more than they intended before.

The COVID-19 pandemic has been claimed as improbable to be the last catastrophe that humans will encounter in a lifetime, and probably this is not the first time that school principals have been signaled upon to lead through these trying periods of ambiguity (The role of school leadership, 2020). As noted, the challenges encountered by schools and administrators have ranged from re-establishing after natural disasters in communities to social, economic, and emotional destruction. The study is anchored on the concept of leadership roles of (Kapur, 2019), change management of Sanders (2020), and system outcome as explained by Darren, 2017. The most important aspect in improving school performance is leadership. It facilitates the achievements of desired goals and objectives and making improvements in the system of education (Educational Leadership, 2017). When the leaders are carrying out their role, they need to ensure they not only make use of their educational institution, skills and abilities to promote well-being of the educational institutions and facilitate the achievement of academic goals and objectives, but also their efforts and undertakings need to bring about community welfare. In order to acquire efficient understanding of how leaders are rendering an important contribution towards leading to progression of the community and nation, it is essential to understand leadership roles. Three sorts of leadership roles exist. These are, interpersonal, informational and decisional (Kapur, 2016).

Meanwhile, Sanders (2020) noted that organizations, experience different types of change management. At one level organizational change is the sum of all the changes experienced by all the individuals in the organization. The modification has an emergent feature in another case. It is as though through aggregation the change mechanism has taken on additional characteristics. Organizational change is a slippery concept. Its meaning tends to metamorphose leading to confusion as the different types of change are confused together. Individual outcomes focus on the change that has happened to the person, because of accessing a service (or hopefully, integrated group of services). System outcomes focus on the impact of the wider system, because of the service being operational. When creating services, it's easy to lose sight of who the service is intended to help. When system outcomes are dominant, this can be an issue. It's not unexpected that system outcomes are now used to determine whether or not a service is effective. System outcomes present three major challenges that are often overlooked in service design (Darren, 2017).

With the present situation, it was concluded that there is a need to critically rethink, revamp and redesign the education system in much demanding need of unprecedented status (Mishra et al., 2020). A significant result arising from the research is that the relationship between school leadership and student learning is primarily indirect.

Being primarily outside the classroom, school leaders' impact on student learning is mediated by other people, events, and organizational elements such as instructors and classroom practices (Hallinger and Heck, 2018). The discovery that the relationship between leadership and student learning is mediated through such characteristics underlines the critical role of the school leaders in helping to create the circumstances for effective teaching and learning (Pont, Nusche and Moorman, 2018). Thus, it was claimed that classroom practice and student learning are shaped by school leaders' impact on teachers' motivations, capacities, and working environment.

It is in this aspect that the school leaders are challenged since it was described that the undertaking future of learning and the fast-tracked alterations in learning delivery modalities are inseparable from the directives of leaving no one behind (UN Policy Brief, 2020). Thus, it was emphasized that the learners distressed by a lack of resources or facilitating areas to access education and the need for educators of better training in new methods of education delivery, as well as support, must be given utmost priority and consideration, upon whom education continuity depends.

The general objective of the study is to assess the teachers' leadership roles, practices and change management in transition to remote learning environment in Alaminos District at Schools Division of Laguna through path analysis towards improved school leadership.

Objective

The study was an attempt to examine the teachers' leadership roles, practices and change management of distance learning in Alaminos District at Schools Division of Laguna and its outcome. The study's specific goals are as follows: 1. The extent to which distance learning teachers exercise leadership roles in terms of interpersonal, informational, and decisional roles; 2. The teacher-respondents' descriptions of change management practices: evolutionary change management, revolutionary change management, and directed change management; 3. Performance of the school as to organizational outcome domains in terms of: personal and system outcome; 4. Significant relationship exist between organizational system outcomes and the observed leadership roles and change management; 5. Significant correlation between leadership roles and change management and organizational outcomes as well as personal and system outcomes; 6. Proposed emerging leadership framework based on the results of the path analysis.

Hypothesis

1. There is no significant relationship between the leadership roles and change management to the practices of organizational outcomes.
2. Leadership roles and change management do not significantly predict organizational outcomes such as personal and system outcomes

METHODS

Research Design

The study made use of descriptive correlational design. Specifically, the main source of the information was survey method. Descriptive research is an innovative tool for researchers as it presents an opportunity to fuse both quantitative and qualitative data to reconstruct the "what is" of a topic (Murphy, 2018).

Procedure

Permission to conduct the study was given to the Schools' Division Superintendent of Laguna, to the Public Schools' District Supervisor of Alaminos, and to the three principals of the district. When the approval was granted, the distribution of questionnaire followed. The questionnaires were drafted, revised, and finalized in order to be assured that it contains all the pertinent information and data needed in the investigation. In compliance with the IATF protocol, the gathering of data was performed during distribution and retrieval of Learning Packets to designated schools as per scheduled. The gathering of data was done personally by the researcher in order to get exact and accurate answers to every question asked. Other principals also requested that a Google form link be used to avoid contact with the respondents. The researcher used messenger application to answer all the queries to clarify important considerations regarding some significant raised. After the collection of data, the results were counted, tallied, tabulated analyzed and interpreted.

Treatment of Data

The statistical treatment and methods used for the study were percentage to compare the frequency of responses to the total number of respondents. A weighted mean was utilized to describe the teachers' leadership roles, change management styles, and outcomes. Pearson The Product Moment Correlation Coefficient was utilized to determine the relationship between the independent and dependent variables, and with the use of multiple regression analysis, the set variables were predicted.

Path analysis is a multiple regression statistical analysis that is used to evaluate causal connections among and between the variables. The researcher was able to compare the predictions to the actual relationship between the variables by using this analysis to understand the causal linkages between distinct variables.

RESULTS and DISCUSSION

Table 1. Summary of Perceived Teachers' Practices of Leadership Roles

Roles	Mean	SD	VI
Interpersonal Roles			
Liaison	4.48	.47	F.P.
Leader	4.51	.46	A.P.
Figurehead	4.56	.56	A.P.
Overall interpersonal roles	4.49	.43	F.P.
Informational Roles			
Monitor	4.51	.44	A.P.
Disseminator	4.52	.43	A.P.
Spokesperson	4.43	.48	F.P.
Overall informational roles	4.49	.43	F.P.
Decisional Roles			
Entrepreneur	4.43	.70	F.P.
Disturbance Handler	4.45	.46	F.P.
Resource Allocator	4.38	.49	F.P.
Overall	4.42	.48	F.P.

Legend:

5.0-4.50 – Always Practiced/AP

4.49 –3.50- Frequently Practiced/FP

3.49-2.50 – Sometimes Practiced/SP

2.49-1.50 – Rarely Practiced/RP

1.49-1.0 – Never Practiced/NP

Table 1 shows the summary of the leadership roles. The findings indicate that among the nine leadership roles, figurehead with the mean of 4.56 and the verbal interpretation of "Always Practiced" is given the highest mean. The least indicator which interpretation is "Frequently Practiced" is resource allocator with the mean interpretation of 4.38.

The foundations for radical change in education are being laid right now. Schools all around the country are quietly but steadily reorganizing themselves in response to enormous revolutions in knowledge, information technology, and public demand for greater learning. In order to better serve schools and students, teachers are redefining both themselves and their profession. Serving as a leader, spokesperson, monitor, and communicator while also taking on other leadership responsibilities as a teacher will meet the demand during this time of epidemic.

Three sorts of leadership responsibilities exist. Kapur (2016) identified these as interpersonal, informational, and decisional. Interpersonal roles include actions and responsibilities that are associated with interactions with coworkers and other stakeholders. Figurehead, leader, and liaison are examples of leadership responsibilities listed in this category. Informational roles describe circumstances in which a teacher creates, receives, or distributes knowledge with employees in order to achieve goals. Monitor, disseminator, and spokesperson are examples in this area. Meanwhile, the responsibility of a teacher in forming the system and strategic decisions is described by decisional roles. Entrepreneur, disturbance-handler, and resource-allocator are some of the roles in this area.

The importance of knowledge and skills in having every teacher in a leadership position, as a component of the institution's success, cannot be stressed.

Table 2. Summary of Perceived Teachers' Practices of Change Management

Variables	Mean	SD	VI
Evolutionary Change Management	4.43	.57	F.P.
Revolutionary Change Management	4.33	.59	F.P.
Directed Change Management			
Developmental Change Management	4.36	.64	F.P.
Transformational Change Management	4.36	.61	F.P.
Transitional Change Management	4.44	.59	F.P.
Overall Directed Change Management	4.39	.59	F.P.
Overall	4.38	.57	F.P.

Legend

5.0-4.50 – Always Practiced/AP

4.49 –3.50- Frequently Practiced/FP

3.49-2.50 – Sometimes Practiced/SP

2.49-1.50 – Rarely Practiced/RP

1.49-1.0 – Never Practiced/NP

Table 2 shows the summary of the Teachers' Practices of Change Management. It can be gleaned that all of the indicators are rated uniformly by the respondents with an overall mean of 4.38 which is "Frequently Practiced". The findings indicate that among the styles, transitional change management with the mean of 4.44 and the interpretation of "Frequently Practiced" is given the highest mean. Managers consider this type of management style revolutionary in this situation, because of the changes brought about by COVID 19. There are several adjustments that must be made and reformatted, and the teacher must keep up with these changes for the benefit of the organization as a whole.

However, the least indicator that is likewise "Frequently Practiced" as interpreted is Revolutionary Change Management, with a mean interpretation of 4.33. In this situation, the institution needs to consider a series of webinars on change management, with a focus on the revolutionary concept. Teachers will be more receptive to this form of management, especially when it comes to times when it is most needed. The success of the team is dependent on the teacher's effective selection and application of management abilities, regardless of whether the change is brought about by a person or organization.

Change management is a management style aimed at assisting organizations and individuals in efficiently dealing with the changes that occur in the workplace. According to Sanders (2020), neither individuals nor organizations are immune to change. Though change can take many forms, it can be classified into different types of change management. The majority of organizational change is developmental, transitional, or transformational, and while important, it rarely yields the expected return on investment without mental and cultural adjustments, as well as the implementation of substantially different structures, systems, processes, or technology.

Managing change effectively is a management strategy that is intended to help both individuals and organizations. The ability of a leader to manage change is crucial for a system to function well in the face of multiple changes. The aspects that affect a leader's managerial skills include professional growth, teaching effectiveness, learning outcomes, and stakeholder engagement. It might be challenging to understand how organizations change. Its meaning fluctuates due to the intermixing of different types of change, which leads to confusion. According to Raia and Hickman (2016), when the line between one type of change and another is crossed, senior managers and other members of the company may expect odd behavior from change agents, supervisors, and leaders.

Table 3. Summary of Perceived Performance of The School As To Outcome Domains

Variables	Mean	SD	VI
Personal Outcomes			
Professional Development	4.47	.53	Very Good
Teaching Effectiveness	4.52	.61	Excellent
Overall personal outcomes	4.50	.55	Excellent
System Outcomes			
Learning Outcomes	4.49	.51	Very good
Stakeholder Engagement	4.46	.61	Very good
Overall System Outcomes	4.47	.54	Very good
Overall	4.48	.53	Very good

Legend:

- 5.0-4.50-Excellent (The teacher demonstrates outstanding performance)
- 4.49-3.50 – Very Good (The teacher demonstrates very satisfactory performance)
- 3.49-2.50— Good (The teacher demonstrates satisfactory performance)
- 2.49-1.50 – Acceptable (The teacher demonstrates fair performance)
- 1.50-1.0 – Poor (The teacher demonstrates unsatisfactory performance)

Table 3 shows the respondents perception of the summary of perceived performance of the school as to outcome domains. The findings indicate that among the outcomes, teaching effectiveness with the mean of 4.52 and the interpretation of "Excellent" is given the highest mean. The least indicator which interpretation is "Very Good" with the mean interpretation of 4.46 is stakeholder engagement. The overall mean of outcome domains performance is 4.48 which is interpreted as "Very Good" signifies that school's performance in terms of personal and system results is deeply rooted and vital to the teacher's and school's success. The teacher improves management and leadership skills because they have an impact on the effectiveness of the organization, whether it be for themselves or the school.

Individual outcomes, according to Darren (2017), focus on the change that has occurred in the person as a result of using a service (or hopefully, integrated group of services). Because the service is operational, the system outcomes focus on the impact on the larger system. Both are required by the organization and have an impact on its performance.

Table 4. Regression of the Personal Outcome based on the leadership roles and change in management

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
4 (Constant)	-0.056	0.242			-0.232	0.817
-Transitional Change Management	0.285	0.074	0.308		3.863	0.000
-Leader	0.277	0.101	0.233		2.747	0.007
Evolutionary	0.219	0.082	0.230		2.662	0.009

R = .892, R² = .795, Adj R² = .788, F (4, 117) = 113.545, p < .001

To predict personal outcomes from leadership roles as to interpersonal, informational, decisional and change management practices in terms of evolutionary, revolutionary and directed change, a multiple regression was run. Transitional change management ($t(120) = 3.863$, $P < .05$), leader as interpersonal role ($t(120) = 2.747$, $p < .05$), and evolutionary change management ($t(120) = 2.662$, $p < .05$) statistically significantly predicted personal outcome among respondents. All these three variables added statistically significantly to the prediction at $p < .05$ level.

The findings suggest that the transitional change management, leader as interpersonal role and the evolutionary management change has positive effect on the personal outcome of the teachers. The outcomes of organizations are significantly impacted by these managerial approaches and leadership responsibilities.

Evolutionary change management describes a common form of change management that systems experience and a strategy of change management that aims to ensure the life of the system. Transitional change management, on the other hand, is a subset of directed change management and refers to change that results in the replacement of what is already present with something different that is viewed as new by those concerned. In the face of pandemic trials, change and adapting to it is the only way for the organization to survive. In order to remain competitive within the organization, Cruse (2016) acknowledged the need for change. The existing system must be switched over to a new one that the organization's leadership can comprehend. Due to the significance of these changes, management must move cautiously to prevent getting caught in a cycle of indecision that will lead to a missed opportunity for the institution.

Table 5. Regression of the stepwise multiple regression analysis of System Outcomes on Leadership Roles and Change Management

Change Management

Model Summary					
Multiple R		.909 ^d			
R Square		.827			
Adjusted R Square		.821			
Std. Error of the Estimate		.22361			
Analysis of Variance					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	27.932	4	6.983	139.654	.000 ^e
Residual	5.850	117	.050		
Total	33.783	121			
Coefficients: Variables Included in the equation					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.060	.221		-.272	.786
Overall leadership roles	.272	.141	.224	1.930	.056
Transitional Change mgt	.242	.065	.271	3.734	.000
Evolutionary Change Mgt	.205	.080	.223	2.559	.012
Monitoring-Informational Roles	.297	.126	.251	2.364	.020

Table 5 depicts the multiple regression analysis of School System Outcomes on Leadership Roles and Change Management systems. A stepwise multiple linear regression was conducted with school system outcomes as the dependent variable and the two (2) constructs such as leadership roles and change management systems as independent variables. The multiple regression analysis revealed that school system outcomes contributed significantly to the regression model $F(4, 117) = 139.654$, $p < .05$ and accounted for 8.27% of the variation in the change management system. Hence, the model suggests that the school system outcomes are significantly related to leadership roles and change management.

The table above further justifies that for every 1- unit increase in the change of management system score, there is a corresponding .242 units increase (transitional change management), .205 units increase (evolutionary change management), and .297 units increase (monitoring informational) in the school system outcomes.

The term evolutionary change management refers to a prevalent type of change management that system's encounter and a method of change management that attempts to secure the survival of the system. Monitor relates to the informational roles, where the leader's major responsibility is to ensure that order is maintained and that teachers are carrying out their jobs in a proper manner. The leader also looks for information that might be valuable and worthwhile for the organization. Meanwhile, transitional change management refers to change that results in the replacement of what is now existing with something different that is perceived as new by the individuals involved and is a type of directed change management. All these responsibilities, specifically now the New Normal, are the main duties of teachers, especially in the Alaminos district. The teachers ensure that order is maintained and that they are carrying out their jobs in a proper manner for the survival of the organization.

Leadership roles and change management have a substantial impact on school system outcomes. According to Kotter (2002), neither leadership nor management is superior to the other, nor is either a substitute for the other. Transition is the only constant, and great school leaders will inevitably guide colleagues through moments of change. It is the responsibility of the school's leadership to inspire and support change in order for the school to progress from where it is to where it needs to be in order to ensure the best outcomes for all students, strengthen faculty and staff professional practice, and improve the school culture for all stakeholders.

Table 6. Multiple Path Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	0.064	0.235		0.274	0.785
-Monitor	0.630	0.086	0.525	7.350	0.000
-Transformational Change Management	0.359	0.063	0.406	5.689	0.000

R = .885, R² = .784, Adj R² = .780, F (2, 119) = 215.449, p < .001

A multiple regression was run to predict system outcomes from leadership roles such as interpersonal, informational, decisional and change management practices in terms of evolutionary, revolutionary and directed change. Monitor as informational role ($t(120) = 7.350$, $p < .05$), and transformational change management ($t(120) = 5.689$, $P < .05$, and transformational change management ($t(120) = 5.689$, $P < .05$) statistically significantly predicted system outcome among respondents. These two variables explained 78.4% of the variance in system outcome and significantly improved prediction, $p < .05$.

The findings suggest that the transformational change management and monitoring as informational roles of the school heads have a positive effect on the personal outcomes of the teachers. These two roles in leadership and managerial aspects both contribute to the success of the outputs of the organization. Transformational change management is a change that leads to the replacement of what already exists with something different that is regarded as new by the people involved. Meanwhile the monitor role is related to the informational roles, where the leader's main duty is to make sure that there is order and that teachers are performing their duties properly. The monitor role is related to the informational roles, where the teacher's main duty is to make sure that there is order and that they are performing their duties properly worthwhile for the system.

Hennayake 2021 asserts that change is a typical phenomenon in any ecosystem. The ability to handle change effectively is therefore regarded in many businesses as a challenging task. A crucial part of this paradigm is played by transformational management. Organizations must adjust and implement transformational change to meet the demands and challenges given by both internal and external variables in the new environment. Leadership roles and change management have a substantial impact on the outcomes of the educational system. Kotter (2002) argues that neither management nor leadership is superior to the other or a replacement for it.

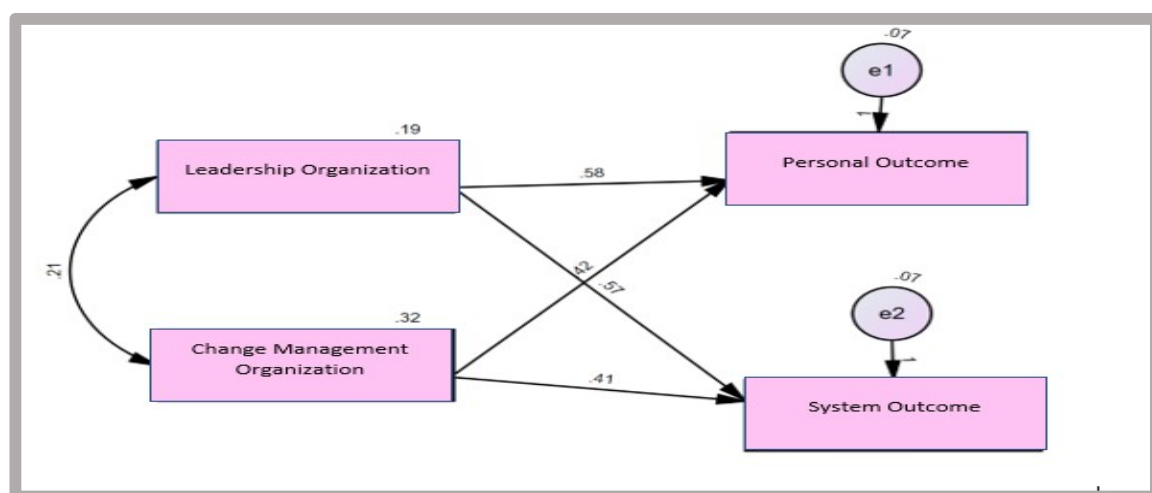


Figure 1. Organization Framework

The emerging leadership, change management, and organizational framework aims to aid personal outcomes and system outcomes based on the leadership roles and change in management practices.

Effective leadership contributes to the kind of learning environment that schools need to thrive. The crucial intermediary factor between leadership and change is organizational outcome. That is to say, leadership influences personal outcome and system outcomes, affecting what occurs in the school's primary business—teaching and learning. Leadership can be described as having a direct link to personal outcomes. Increased school autonomy and a greater emphasis on education and school results have necessitated a rethinking of the role of school administrators. There is tremendous potential for improvement in professionalizing school leadership, supporting current school leaders, and making school leadership an appealing career option.

A demand for leadership distribution inside and among schools arises from leadership's growing responsibilities and accountability. The increased responsibilities facing school leaders are considerable. People that engage in these odd and perplexing actions are frequently overlooked for their responsibilities. Leadership supports personal and system outcomes to the extent it is connected to change. Changes that may be applied will create reforms to the school and its administration.

The key finding is that there is a direct link between leadership and change. School leaders' influence is primarily mediated by other people, things, and organizational variables like teachers, classroom procedures, and school culture. The discovery that these characteristics influence the association between leadership and change highlights the significant contribution made by school leaders to the development of favorable conditions for effective teaching and learning. Teachers and administrators have an impact on the capabilities, motivations, and working environments of their teams, which has an impact on how children learn in the classroom.

Change in management practices as derived in the framework affects personal and system outcomes. It is a well-known fact that the only thing that stays the same is change, and administrators who successfully guide their schools will eventually shepherd them through times of transition. The role of the leader is to lead and encourage change so that the institution can advance from where it is to where it needs to be to guarantee the best outcomes, strengthen the professional conduct of faculty and staff, and enhance the school's environment for all parties involved. Even where it is required, change is never easy, and leaders are essential in assisting schools with the transition. Leaders accomplish this by acting as change managers and change leaders, vision-developers and people-motivator, implementation planners, and monitors.

The top levels of an organization must honestly and openly take roles for the results. To manage the change process, administrators and teachers who are leading it must be aware of the dynamics of change in the context of their school and collaborate closely with teams across the entire institution.

The emerging leadership, change management, and organizational framework can serve as a platform or basis for other research. It can be adapted as one of the backgrounds that can prove the relationship between leadership and change in management practices but is not limited to personal and system outcomes. Other researchers can utilize the development of this framework to examine the effect of leadership and change on other possible variables that can be used in a particular study.

Conclusion

Based on the findings and conclusions made, the following points are recommended: Leadership and its various tasks have a major impact on how teachers perform and improve in order to achieve favorable organizational outcomes. Teachers in the Alaminos District have frequently practiced leadership roles and change management techniques. On both personal and system outcomes, the school's performance in terms of outcome domains was assessed as very good. The study shows that interpersonal, informational and decisional are significantly related to the practices of personal and system outcome, thus null hypothesis is not sustained. In addition, there is a significant relationship between the perception of change management style of leaders and the perception of outcome. This shows that improving a teacher's capacity to fill leadership roles and change management will improve the teacher's personal and professional effectiveness. Thus, this will make the organization performed well.

The study found that change management organization management has a strong positive link with stakeholder engagement, ongoing involvement and contact with partners may be used to foster healthy stakeholder relationships. Meanwhile, the result of the study shows that teachers' leadership roles and management style has a dominant impact on personal and school outcome, it is then recommended for the administration to hire the right person, the right teacher capable with skills, trainings and education to handle the position. Finally, a replication of the study can be done to test the applicability of the proposed model derived from the path analysis and statistically test the fitness of the model and its established errors in the dependent variables. *probability level- 97.4321 *regression al weight in height *residual error- model fit has a default

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