



**ETCOR** Educational Research Center  
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## Adaptive Leadership Behavior and Organizational Effectiveness in Higher Education Institutions

Ernesto T. Ibardaloza, Jr., PhD  
Universidad de Sta. Isabel, Naga City, Philippines  
Corresponding Author email: [erns1679@gmail.com](mailto:erns1679@gmail.com)

**Received:** 25 June 2023

**Revised:** 16 August 2023

**Accepted:** 25 August 2023

**Available Online:** 13 September 2023

**Volume II (2023), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

### Abstract

**Aim:** This study determined how organizational effectiveness in higher education institutions relates to adaptive leadership behavior.

**Methodology:** The research used concurrent mixed methods. The Province of Catanduanes was the locale of this study. Catanduanes State University, Catanduanes Colleges, and Christian Polytechnic Institute of Catanduanes were included in the study. Twenty-one educational leaders and 214 faculty members made up the total of 235 respondents. Standardized questionnaires for measuring organizational effectiveness and leaders' adaptive leadership behavior were used in the study. In determining the facilitating and hindering factors, interviews were performed. The statistical techniques utilized were the weighted mean, the two-way ANOVA, and the Spearman (rho) rank correlation.

**Results:** Results showed that in the areas of organizational justice, development, character, and emotional intelligence, leaders in higher education institutions in Catanduanes highly exhibited adaptive leadership behavior. Higher education institutions in Catanduanes have very high organizational effectiveness levels. Organizational effectiveness is related to adaptive leadership behavior in almost all aspects, with the exception of "strategy" and "skills & competencies" under the aspect of "development". The respondents' experiences with ineffective leadership, ineffective management systems, unfair and ambiguous recruitment and appraisal practices, and imprecise communication and information systems and access were all hindering factors. On the other hand, the respondents listed leadership qualities, effective leadership, efficient management systems, and accessible and clear communication channels as facilitating elements.

**Conclusion:** The different aspects of adaptive leadership behavior and organizational effectiveness differed among respondents but showed no difference among aspects of adaptive leadership behavior and organizational effectiveness. Furthermore, organizational effectiveness is related to adaptive leadership behavior in almost all aspects of organizational effectiveness and adaptive leadership behavior except for "strategy" and "skills & competencies" under the aspect of "development in the adaptive leadership behavior."

**Keywords:** adaptive leadership behavior, organizational effectiveness, higher education institutions

### INTRODUCTION

Today, social demands are emerging due to rapid changes and increasing needs that are affecting the educational process and forcing the educational institutions to be more dynamic. Educational institutions are organized to meet the needs of the information age of the 21st century and to identify, select, and educate students who have leadership potential. One of the basic aspects of these structures are the educational leaders. As such, the educational leadership role has become all the more vital and necessary especially that kind of leadership that is compatible with the changing conditions of the workplace and the world (Cortellazzo et al., 2019).

Higher education is experiencing demands for change. As the world is continuously changing, so is the area on higher education. The many factors affecting such change can contribute to the making up or breaking down of



**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

such higher education institutions. Because of this, higher education institutions need to adopt a leadership behavior approach that will allow them to be flexible and responsive to change. This can be aided by support from a leadership theory that will guide them in leading others and making decisions. Leadership in organizations is important in shaping workers' perceptions, responses to organizational change, and acceptance of innovations, such as evidence-based practices.

The adaptive leadership behavior is one from among the many leaderships' behavior exemplified by educational leaders that can propel the academic institutions and other institutions alike to achieved effectiveness. Adaptive leadership behavior encourages educational leaders to developed a kind of leadership that is responsive to the signs of the times and that which mobilizes people to tackle tough challenges. This is very much the kind of leadership that the world needs now especially in this time of global health problems. It goes all the way different from the other leadership models, more so, from that of traditional leadership of top-down model which for many is considered obsolete, and even impractical.

Educational leaders who use adaptive leadership behavior oftentimes see organizations and institutions as an interconnected systems where everyone is part and plays its unique role towards organizational effectiveness. Their main goal is for everyone to contribute to the desired positive outcome of the organization. In fact, a good adaptive leadership behavior understands differing perspectives at the workplace. And for Shackleton (2019), successful educational leadership collaboration starts with appreciating each other's perspective. As a result, they foster trust, creativity, autonomy and self confidence among themselves. The valuing of one's voice to be heard in any organization is but a trait of an adaptive leader. Here, adaptive leaders find it more necessary hearing multitude of perspectives and importantly giving everyone the opportunity to have their voices heard in a most free and non-bias way.

Research has shown (Wermke et al., 2022) that educational leaders can make a difference in educational institutions and student performance if they are granted autonomy to make important decisions. However, autonomy alone does not automatically lead to improvements unless it is well supported. In addition, the leadership behavior exemplified by educational leaders can tell us something in relation to the organizational effectiveness the institutions can achieved. Hence, organizational effectiveness can be possible because of the leadership behavior an educational leader exhibit.

Country practices show that educational leaders need specific training to respond to broadened roles and responsibilities and therefore aspire for organizational effectiveness. Albassami et al. (2019) highlighted that the conditions of any country's economy can be improved by ensuring high quality education through high performance and effectiveness of its academic institutions. The organizational effectiveness of higher education institutions can be a barometer of the effectiveness of the country's workforce, contributing much to the economic and over-all well-being of its citizenry. Thus, organizational effectiveness in higher education institutions must not only be sustained but also improved on.

Considering the above-mentioned statements, this study aimed to determine the adaptive leadership behavior and organizational effectiveness of higher education institutions. Moreover, in rapidly changing societies, the goals and objectives to be achieved by educational institutions and the ways to get there are not always clear and static. In an increasingly globalized and knowledge-based economies, educational institutions must lay the foundations for lifelong learning while at the same time dealing with new challenges such as changing demographic patterns, increased immigration, changing labor markets, new technologies and rapidly developing fields of knowledge. As a result of these developments, educational institutions are under enormous pressure to change, and it is the role of educational leadership to deal effectively with the processes of change.

The researcher posits that there are still areas of leadership where educational leaders need to focus their concern, time and energy in order to meet the demands of the 21st century education most especially on the adaptive leadership behavior and organizational effectiveness as they continuously endeavor to work together and improve one's relationship with each other especially in this health crisis, for this researcher firmly believes that effective adaptive leadership can propel higher education institutions to a new unprecedented heights. It is in the light of this situation that this research paper is being conducted to determine the adaptive leadership behavior and organizational effectiveness of higher education institutions.



**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

## Research Questions

This study determined the adaptive leadership behavior and its relationship with the organizational effectiveness of higher education institutions (HEIs) in Catanduanes.

Specifically, this study answered the following questions:

1. What is the level of adaptive leadership behavior exhibited by leaders in higher education institutions (HEIs) along the following components:
  - a. Emotional Intelligence
  - b. Organizational Justice
  - c. Development
  - d. Character?
2. What is the level of organizational effectiveness of higher education institutions in terms of:
  - a. Strategy
  - b. Leadership
  - c. Culture
  - d. Innovation
  - e. Structure, systems and processes
  - f. Skills and competencies
  - g. Performance measures and reward systems
  - h. Environmental, sustainability and responsibility?
3. Are there significant differences among aspects and between groups of adaptive leadership behavior and organizational effectiveness?
4. Is there a significant relationship between the adaptive leadership behavior and organizational effectiveness of higher education institutions in Catanduanes?
5. What are the hindering and facilitating factors influencing adaptive leadership behavior and organizational effectiveness?
6. What training package may be proposed based from the results of the study?

## Hypothesis

This study posed the following hypotheses:

1. There are significant differences among aspects and between groups of adaptive leadership behavior and organizational effectiveness; and
2. There is a significant relationship between the adaptive leadership behavior and organizational effectiveness of higher education institutions in Catanduanes.

## METHODS

### Research Design

This study is a concurrent mixed-method research design. The mixed method approach collects and uses quantitative and qualitative data in the same survey.

### Population and Sampling

The respondents of this study were the educational leaders and faculty members of higher education institutions (HEIs) in Catanduanes. For purposes of this study, educational leaders include Vice Presidents, Assistant Vice Presidents, Deans, and Assistant Deans. In determining the educational leaders included in this study, the researcher considered the organizational structure of the HEIs. For state universities and colleges, educational leaders include Vice-Presidents, Assistant Vice-Presidents, Deans, and Assistant Deans. However, for private HEIs, educational leaders include Vice-President and Deans of the different colleges/programs. In the quantitative aspect and in determining the adaptive leadership behavior of educational leaders and organizational effectiveness of higher education institutions, two (2) sets of respondents have given their rate; the leader himself/herself with a total of 21 respondents and faculty members with a total of 214 respondents. In identifying the hindering and facilitating factors of adaptive leadership behavior and organizational effectiveness, one on one interviews were utilized with a total of





**ETCOR Educational Research Center PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

58 faculty participants. A total of 235 respondents were involved in this study, 21 of whom were educational leaders and 214 faculty members. Total enumeration was adopted in this study.

**Instrument**

Two (2) data-gathering instruments were used in determining the adaptive leadership behavior of educational leaders and organizational effectiveness in higher education institutions. One questionnaire is intended for the educational leaders themselves, while the other is intended for the faculty members. The last part covered the hindering and facilitating factors influencing adaptive leadership behavior and organizational effectiveness. This is the qualitative aspect of this study. The qualitative data on the factors that hinder and facilitate adaptive leadership behavior and organizational effectiveness were collated through interviews from the experiences of educational leaders and faculty members in the field.

**Data Collection**

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

**Treatment of Data**

The statistical techniques utilized were the weighted mean, the two-way ANOVA, and the Spearman (rho) rank correlation.

**Ethical Considerations**

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

**RESULTS and DISCUSSION**

**Adaptive Leadership Behavior of Leaders in Higher Education Institutions in Catanduanes**

**Summary Table of the Level of Adaptive Leadership Behavior Exhibited by Leaders in Higher Education Institutions (HEIs)**

Aspects	Leaders	Faculty	OM	QI
Organizational Justice	3.57	3.35	3.46	HE
Development	3.50	3.35	3.43	HE
Character	3.45	3.30	3.38	HE
Emotional Intelligence	3.52	3.25	3.39	HE
<b>Overall Mean (OM)</b>	<b>3.51</b>	<b>3.31</b>	<b>3.42</b>	<b>HE</b>
<i>Legend:</i>	<i>3.26 – 4.0 Highly Exhibited (HE)</i>		<i>2.51 - 3.25 Exhibited (E)</i>	
	<i>1.76- 2.50 Less Exhibited (LE)</i>		<i>1.0 – 1.75 Barely Exhibited (BE)</i>	

This table presents the summary of the adaptive leadership behavior of leaders in higher education institutions (HEIs) in Catanduanes along with 'emotional intelligence', 'organizational justice', 'development' and 'character'. In general, the adaptive leadership behavior of leaders along 'emotional intelligence', 'organizational justice', 'development' and 'character' as perceived by educational leaders is at 3.51 as shown in the grand mean interpreted as 'highly exhibited'. The adaptive leadership behavior of educational leaders along 'emotional intelligence, 'organizational justice', 'development' and 'character' as perceived by the faculty is at 3.31 as reflected in the grand mean interpreted as 'highly exhibited'. Taken together with the general average or overall mean, the adaptive leadership behavior of educational leaders is at 3.42, which is 'highly exhibited.' In summary, the adaptive leadership behavior of educational leaders as perceived by themselves and faculty shows a 'highly exhibited' adaptive leadership behavior, with their difference on the scale of their rating in which leaders were higher than that of the faculty members.



**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

Based on the given results on the table above, it is interesting to note that both respondents (leaders and faculty) have regarded adaptive leadership behavior as 'highly exhibited' by educational leaders in higher education institutions. The indicator 'organizational justice' got the highest total rating of 3.57 and 3.35 for leaders and faculty ratings, respectively. This implies that for leaders, an adaptive leader in higher education institutions has to practice and exhibit organizational justice at all costs, given as well that the rating of leaders is an almost perfect score (3.57). By all means, practicing organizational justice can benefit the organization immensely. When employees in academic institutions, both teaching, and non-teaching, believe that they have been treated justly, to a large extent, they would show higher job performance and better work attitudes contributing to organizational effectiveness.

This is very much in consonance with the study of Bakotic and Bulog (2021), who examined the role of organizational justice and leadership behavior orientation in predicting job satisfaction. A better and more in-depth understanding of those links allows management to be efficient in rapidly changing organizational circumstances to stimulate employees to work effectively. Therefore, in order to enhance employees' job satisfaction, leaders need to create a working environment that is friendly, honest, and encouraging. They have to pay attention to relationships with their employees, providing them with the perception of justice, respect, and trust, as well as motivation in everyday activities.

In addition, the study of Mubashar et al. (2022) clearly supports this finding which revealed that the findings supported the expected mediational role of organizational trust between organizational justice and employee engagement. In this study by the same author, the findings implicate that justice-based dealings of organizations with their employees can build up their trust in the organizations, which may improve their job engagement and organizational engagement.

For the faculty, the 3.35 highest rating of the same indicator, 'organizational justice,' speaks something about leaders practicing organizational justice in the workplace, though by far, their rating is a bit lower than that of the leaders themselves, and yet, still considered as 'highly exhibited.' This implies that for faculty, an adaptive leader is conscious and aware of how organizational justice can affect the total well-being of faculty vis-a-vis their work. It finds its affirmation with the study of Ahmad and Jameel (2021) on the effects of organizational justice dimensions on the performance of academic staff in developing countries that, indeed, in their findings, organizational justice positively impacted academic performance and was able to increase the performance of employees. The findings of this study imply that decision-makers at universities should pay more attention to the fair distribution of resources, payment, promotion and training to increase job performance and effectiveness.

The indicator 'character' and 'emotional intelligence' got the lowest total rating of 3.45 and 3.25 for leaders and faculty ratings respectively. As this is still 'highly exhibited', this implies that for leaders, an adaptive leader in higher education institutions must possess the necessary character that is needed in leading organizations. Thus, the different adjectives explaining this indicator 'character' such as strong, exemplary, excellent, and the likes, are but ingredients of an adaptive leader along with his/her character in the workplace. This does not mean that adaptive leaders must be little gods. By all means, however, adaptive leaders in this context must have an exceptional character who can really rally people to greatness, especially in doing substantial change in the organization. Adaptive leader in their character has to acknowledge that they can't always be right but still earn the respect and trust of their faculty or employees.

This is in consonance with Raeburn (2022), that exceptional character must be present in leaders. Leaders with exceptional character practices team empowerment, and team development, communicates effectively, possess problem-solving skills, respect others, prioritize personal development for growth and the growth of the organization, encourage strategic thinking, actively listens, takes accountability, shows a deep passion for work, visionary, and lastly, cares about others.

The lowest rating for the faculty is on the indicator 'emotional intelligence', with 3.25 interpreted as 'exhibited'. This implies that faculty members still see their leaders as exhibiting adaptive leadership behavior along with 'emotional intelligence'. This is not only about expressing or controlling one's emotions, but more so about handling well the interpersonal relationships with employees.

### Level of Organizational Effectiveness of Higher Education Institutions in Catanduanes

This table presents the summary of the level of organizational effectiveness of higher education institutions in Catanduanes as viewed by the leaders and faculty in terms of strategy; leadership; culture; innovation; structures, systems, and processes; skills and competencies; performance measures and reward systems; environmental, sustainability and responsibility.



**ETCOR Educational Research Center PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

In general, the level of organizational effectiveness of higher education institutions in Catanduanes as rated by the leaders in terms of strategy; leadership; culture; innovation; structures, systems, and processes; skills and competencies; performance measures and reward systems; environmental, sustainability and responsibility is at 4.50 as shown in the grand mean interpreted as 'very high.'

**Summary Table of the Level of Organizational Effectiveness of Higher Education Institutions (HEIs) in Catanduanes**

Aspects	Leaders	Faculty	Mean	QI
Culture	4.73	4.33	4.53	VH
Innovation	4.59	4.21	4.40	VH
Skills and Competencies	4.56	4.24	4.40	VH
Leadership	4.47	4.30	4.39	VH
Strategy	4.42	4.13	4.27	VH
Performance Measures and Reward Systems	4.33	4.21	4.27	VH
Structures, Systems and Processes	4.57	3.85	4.21	VH
Environmental, Sustainability and Responsibility	4.33	4.07	4.20	H
<b>Mean</b>	<b>4.50</b>	<b>4.17</b>	<b>4.34</b>	<b>VH</b>
<i>Legend:</i>	<i>4.21 – 5.0 Very High (VH)</i>	<i>3.41 – 4.20 High (H)</i>		
<i>(VL)</i>	<i>2.61- 3.40 Fair (F)</i>	<i>1.81 – 2.60 Low (L)</i>	<i>1.0 – 1.80 Very Low</i>	

The level of organizational effectiveness of higher education institutions in Catanduanes as rated by the faculty in terms of strategy; leadership; culture; innovation; structures, systems, and processes; skills and competencies; performance measures and reward systems; environmental, sustainability and responsibility is at 4.17 as shown in the grand mean interpreted as 'high.'

In summary, the level of organizational effectiveness of higher education institutions in Catanduanes, as rated by the leaders themselves, shows a 'very high' rating, while the faculty rating shows a 'high' level rating. Taken together in the general average, the level of organizational effectiveness of higher education institutions in Catanduanes is at 4.34 and is interpreted as 'very high'.

From the presented data, it is evident that both respondents affirmed that the level of organizational effectiveness of higher education institutions in Catanduanes is 'very high'. Noticeably, on 'culture', both respondents have 'very high' regard for the level of organizational effectiveness. Evidently, this was so from the very high ratings they both gave to this particular indicator. Indeed, enhancing workplace, productivity and performance culture were seen as leaders in higher education institutions. More so, the culture of collaboration, resiliency, and adaptation to change is well within the right direction and framework.

This implies that leaders exhibited collaborative, resilient, and adaptive leadership practices. It finds its support from the idea of Homer (2021) saying, the world is fast changing. Change has become three-dimensional. It's pervasive, perpetual, and growing exponentially. And therefore, for institutions to thrive in today's climate, leaders must adapt to it. The "leader-as-hero" model is broken, and the alternative marks a shift towards more intelligent, collaborative leadership. This is what's known as adaptive leadership behavior. It exudes greater authenticity, humility, and vulnerability than current paradigms. It inspires trust and ensures psychological safety among those it leads – empowering them to learn continually, reach higher, and be part of a collective future.

On the 'innovation' aspect, both respondents affirmed that the level of organizational effectiveness of higher education institutions in Catanduanes is 'very high' as can be seen in both their ratings. This implies that educational leaders were nurturers of innovative ideas and behaviors despite the voluminous work on their shoulders and despite





**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

the demands of administrative functions. Further, this shows the openness of leaders in welcoming new ideas from faculty and employees.

The idea of Holbeche (2017) speaks something about this implication to educational leaders underscoring those organizations and institutions are now living in an age of rapid transition as economic, political and social changes converge to create a tumultuous pace of change that is shaking the global business world to its core. To address these complex performance drivers, organizations are attempting to pursue strategies of innovation, and to become sufficiently agile that they can rapidly adapt to changing circumstances and shape new opportunities and organizational effectiveness. In short, behaviors and thinking on innovations of employees are necessary ingredients for an organization's effectiveness.

On 'skills and competencies' aspect, respondents have 'very high' regard for organizational effectiveness. This result implies that educational leaders were strong advocates of an atmosphere of flexibility and innovation among employees in the workplace. Also, educational leaders were strong supporters of quality development programs of faculty that will further enhance the competencies, skills and knowledge of the same.

These findings are very much in relation to the words of Mourão (2018) which emphasized that adaptive leadership behavior must view the professional development of subordinates. The professional development of subordinates is directly connected with leadership style because this development is understood as the growth and maturation of knowledge, skills, and attitudes acquired throughout workers' lives, as a result of learning and practice. The 'leadership' aspect evidently pointed out a 'very high' regard for organizational effectiveness in higher education institutions for both respondents. This result implies that educational leaders were able to rally their people to focus on targeting organizational goals. Further, educational leaders are able to set their roadmap, know where they want their organization to go, what they want to achieve and how to achieve them especially as what is in the indicator regarding building leadership capacity for now and the future.

Indeed, according to Smith, (2019) for professionals and leaders, the main concern around organizational effectiveness isn't just "What is the importance of organizational effectiveness?" It should also be, "How do you improve organizational effectiveness?" Hence, setting clear, achievable objectives will help you create a strategy to help you improve the organization. When this is done correctly and properly, employees will become motivated and each contributing to the attainment of organizational goals.

The 'strategy' aspect points to a 'very high' level of organizational effectiveness for leaders. However, for the faculty, it was a 'high' level regard of the same. This implies that leaders and faculty have different mindsets on the aspect of 'strategy' especially in terms of aligning and executing strategies in a way that meets financial goals and is consistent with core values. Herein will enter the different training, educational background, best practices and experiences, organizational culture, and many other concerns of both leaders and faculty as to why they have different mindsets. In addition, leaders have different ways of seeing things and could see things clearly in perspective, that many from the faculty may not see.

In addition, the study of Reyes (2020) on the strategy formation and firm performance in the Philippines supported this finding, saying, managerial capabilities must include among other things the formulation of strategies to shape their organizational performance and effectiveness particularly within the context of an emerging economy like the Philippines. Aligning and executing strategies in a way that meets financial goals and is consistent with core values are the hallmark of an organization gearing towards organizational effectiveness.

The 'performance measures and reward systems' aspect evidently pointed out a 'very high' regard for organizational effectiveness in higher education institutions for both respondents. This result implies that educational leaders were aware of the need for performance-based work environments and monitoring the organization's daily operations. This was affirmed by the study of Duplon et al. (2022) on work environment, challenges and teaching performance in Zambales, Philippines exemplifies this result on performance-based work environments. The findings of the study revealed that teaching performance of the newly hired teachers is affected by the kind of work environment in terms of facilities and equipment, school typology, physical environment, alternative work from home and administrative supervisor's support. Furthermore, addressing the challenges in the workplace as to fitting in, time management and productivity, culture in the workplace, communication and coordination and motivation will increase their teaching performance. Indeed, a good working environment significantly affects organizational effectiveness among employees as evidenced in this study.

The 'structures, systems and processes' aspect points to a 'very high' level of organizational effectiveness for leaders. However, for the faculty, it was 'high' level regard of the same and the rating is a bit lower. This implies that leaders and faculty have different ways of seeing things on the aspect of 'structures, systems, and processes.' This implies that in the level of organizational effectiveness along 'structures, systems and processes', for leaders



**ETCOR Educational Research Center PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

themselves, it was a clear indicator that they have a support system in place and structural organizational design so much so that employees will be facilitated and can have a clear grasp of what it takes to do their work thereby contributing to organizational success.

For the faculty, however, it was not the case. Though with 'high' interpretation, yet their rating is a bit lower as to their leaders. This implies that the level of organizational effectiveness along 'structures, systems and processes' as seen by the faculty was a clear indicator that they did feel the support system in place and structural organizational design, but not that much. This is supported by Plecas et al. (2018), saying, so much so that employees will be facilitated and can have a clear grasp of what it takes to do their work thereby contributing to organizational success, educational leaders have to develop an attitude of collaboration, good perspective, care for people, good listeners and communicators, and they are results-focused, visionary, innovative and courageous. Demonstrate a genuine concern for the well-being and success of colleagues and associates. Invest in people, ensuring they are supported and developed. Indeed, too much structural protocols and organizational systems can hamper organizational effectiveness and this was very clear in the ratings of the faculty.

'Environmental, sustainability, and responsibility' aspect points to a 'very high' level of organizational effectiveness for leaders. However, for the faculty, it was 'high' level regard of the same and a bit lower in their rating. This implies that leaders and faculty view this aspect in a different way. Although with 'high' rating, still, faculty would see in their educational leaders that less passion for educational leadership on environmental sustainability and responsibility. This could be because of the daunting task upon the shoulders of leaders relative to their position, from academics-related concerns onwards to management and administrative concerns, which the researcher observed in the university firsthand. In contrast, the present world today with all its complexities is all the more needing attention and utmost care.

This particular aspect is an indication that educational leaders must be prime movers in advocating for environmental protection and conservation as one of the parameters of creating an organizational institution that is effective. The study of Valencia (2018) supports this finding, that education for sustainable development (ESD) vis-à-vis with environmental protection and conservation necessitates support from the educational sector. From this study, it shows the different international and national laws which provide the legal basis and have strengthened the implementation of various policies on education for sustainable development (ESD) among Philippine educational institutions. This is manifested in the curricular reorientation particularly in the basic education onwards to higher education. Much leaves to be desired, however, in terms of ESD implementation and integration in Higher Education Institutions (HEIs). This is a daunting task for HEIs and other academic institutions considering the environmental challenges that the Philippines regularly experiences.

**Differences among Aspects and Between Groups of Adaptive Leadership Behavior and Organizational Effectiveness**

This table presents the differences among aspects and between groups of the level of adaptive leadership behavior. It shows the summary of the test of significant differences among aspects of adaptive leadership behavior and organizational effectiveness as rated by the educational leaders and faculty. For purposes of determining the significant differences, and to find out whether there exist significant differences among aspects and between groups of the level of adaptive leadership behavior and organizational effectiveness, a Two-Way Analysis of Variance was used.

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
RESPONDENTS	.772	1	.772	21.517***	.000	.230
ASPECTS	.103	3	.034	.958	.417	.038
RESP * ASPECTS	.048	3	.016	.443	.723	.018
Error	2.584	70	.036			
<b>Total</b>	<b>936.895</b>	<b>80</b>				

**Note:** \*\*\*p < 0.001; \*\*p < 0.01; \*p < 0.05; *ns*p > 0.05





**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

The significant differences in the level of adaptive leadership behavior among aspects and between respondents were calculated using a Two-Way Analysis of Variance. This is presented in Table 15. As indicated in the results, the registered values for between respondents were 21.517 and .000, respectively for the F-value and p-value. On among aspects, results revealed an F-value of .958 and a p-value of .417. Furthermore, it can also be noted that the results of the interaction effect between respondents and among aspects were not statistically significant. This was confirmed by the F-value of .443 and a probability value of .723. On the calculated effect size, it is noteworthy that all had only a small effect size in which between respondents had the highest with 23 percent, while among aspects, it had only 3.8 percent, and lastly, in the interaction effect, it only had 1.8 percent.

Hence, the hypothesis that there is no significant difference in the level of adaptive leadership behaviors of educational leaders is rejected. The findings, however, with the hypothesis that there are no significant differences in the level of adaptive leadership behaviors of educational leaders among aspects is accepted. Moreover, the hypothesis that there are no significant differences in the level of adaptive leadership behaviors of leaders between respondents and among aspects is also accepted. Simply put, findings revealed that differences in adaptive leadership behavior are noted only between respondents but not among its aspects and in the interaction of the two factors.

This result was substantiated by Stewart (2017) that there was a significant difference in school ratings in the supervision and evaluation of instruction plus monitoring of student's progress received. The results of the significant difference for each of the aspects of adaptive leadership behavior are clear. As reflected, among aspects of adaptive leadership behavior or that within groups, the indicator 'emotional intelligence' has no significant difference among the rest of the three aspects of adaptive leadership behavior.

This result implies that educational leaders and faculty would view these parameters in adaptive leadership behavior as different from each other. Yet, both educational leaders and faculty would see the four aspects of adaptive leadership behavior as important in educational leadership even if it has no significant difference among its aspects. By seeing the four aspects or indicators and sub-indicators of adaptive leadership behavior such as 'emotional intelligence', 'organizational justice', 'character', and 'development', both educational leaders and faculty recognize that these are necessary tools in educational leadership and organizational effectiveness as that which is affirmed by Fishman (2021) that leading through difficult but necessary change requires leaders to account for and address competing perspectives, help followers recognize and understand the impetus for change, and give followers ownership of change implementation to ensure lasting impact.

Further, the study of Zabala (2021) on the leadership styles of the local universities and college administrators affirms this result. Findings revealed that charismatic and command and control showed significant differences in the responses on leadership style practices when grouped as to provinces as contrasted to innovative, laissez-faire, pacesetter, servant, and situational which showed no significant difference. Though the leadership style practices of the school administrators were clearly manifested as style, efforts may be directed to further strengthen trust since people are the lifeblood of the organization. Thus, they must be valued.

Among aspects of adaptive leadership behavior or that within groups, the indicator 'organizational justice' has no significant difference among the rest of the three aspects of adaptive leadership behavior. This result implies that educational leaders and faculty would view these parameters in adaptive leadership behavior as similar to each other. Thus, both educational leaders and faculty would see the four aspects of adaptive leadership behavior as important in educational leadership, even if it has no significant difference among its aspects. Indeed, this 'organizational justice' indicator having no significant difference among the rest of the aspects of adaptive leadership behavior is viewed by educational leaders and faculty as one in the practice of educational leadership among higher education institutions.

This table presents the differences among aspects and between groups of the level of organizational effectiveness. To find out whether there exist significant differences in the level of organizational effectiveness among aspects and between respondents, a Two-Way Analysis of Variance was performed. As indicated, the analyses and texts resulted in an F-value of 39.059 and a probability value of .000 between respondents and an F-value of 1.923 and a p-value of .132 among aspects. Moreover, on the interaction between respondents and among aspects, it could also be noted that the f-value was 1.783, and the probability value was .160.



**ETCOR** Educational Research Center  
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

**Significant Differences in the Level of Organizational Effectiveness among Aspects and between Respondents**

Source	Sum Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
RESPONDENTS	1.148	1	1.148	39.059***	.000	.709	
ASPECTS	.396	7	.057	1.923	.132	.457	
RESPONDENTS * ASPECTS	.367	7	.052	1.783	.160	.438	
Error	.470	16	.029				
Total	597.505	32					

**Note:** \*\*\* $p < 0.001$ ; \*\* $p < 0.01$ ; \* $p < 0.05$ ;  $ns p > 0.05$

It can then be inferred from the given results that the hypothesis set that there are no significant differences in the level of organizational effectiveness between respondents was rejected, while the two other hypotheses that there are no significant differences in the level of organizational effectiveness among aspects, as well as on the interaction between respondents and among aspects were accepted. This implies that the tests did display statistically significant differences between respondents, but not among aspects and also not in the interaction between respondents and among aspects.

It finds its support in the study of Gueco et al. (2022) on the transformational leadership style and its impact on the performance of companies. The results revealed a significant difference in the respondent's perception toward transformational styles, relation to team commitment, and organizational culture between team members and project manager, and there is no significant relationship between the respondent's transformational styles and project performance of the selected companies.

In addition, the partial eta squared results, which measure the effect sizes of the measured variables, revealed that the effect between respondents was large at 70.9 percent, compared to the medium effects sizes of among aspects and of the interaction between aspects and among aspects which had only 45.7 and 43.8 percent. Hence, the observed organizational effectiveness exhibited by educational leaders of Higher Education Institutions among the parameters considered in this study is just the same. However, considering the perspectives between faculty and educational leaders, it could be noted that there was a significant gap. The ratings of the faculty respondents were significantly lower than those of educational leaders.

Interestingly, this implies that the two respondents significantly differed along this point. On the one hand, leaders would rate themselves higher than the faculty. On the other hand, the opposite is the case. Although the leaders rated themselves higher than the faculty, there were some points in the indicators that the faculty would affirm the ratings of leaders with themselves. In some indicators, there was only a thin line of difference, while in some, there was a wide difference gap. This implies that they have different perspectives along this line. Leaders rating themselves higher implies that leaders know themselves better. Psychology would say that a person will not put himself down unless that person has some mental problems. The tendencies of persons are always to put themselves up. Self-preservation has something to do also with one rating high.

Human nature dictates that one has to be superior to the rest. However, it does not mean to say that educational leaders were far superior to faculty members. It shows that they know their capacities, strengths, and weaknesses. In this case, because of these leaders' positions in their institutions, rating themselves low will presumably put them in a bad light as leaders. Besides, leaders could see things that their faculty cannot see. Talking of perspectives, this situation clearly reflects this present result.

This result further means that there is no sufficient evidence to say that organizational effectiveness is totally caused by the adaptive leadership behavior exhibited by educational leaders. Further, whether educational leaders exhibit adaptive leadership behavior or not, the level of organizational effectiveness is somehow the same.



**ETCOR Educational Research Center PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

**Significant Relationship Between the Adaptive Leadership Behavior and Organizational Effectiveness of Higher Education Institutions**

This table presents the results of the relationship between adaptive leadership behavior and organizational effectiveness using Spearman Rho rank correlation. The adaptive leadership consists of emotional intelligence, organizational justice, development, and character. However, organizational effectiveness was measured in terms of strategy, leadership, culture, innovation, structure, system and processes, skills and competencies, performance measures and reward systems, and environmental, sustainability, and responsibility. This particular aspect presents the relationship between adaptive leadership behavior and organizational effectiveness as perceived by leaders. Effective leaders influence their organization’s effectiveness by motivating and inspiring the workforce. Committed and loyal employees expect that their leaders provide a clear vision of the company’s strategic direction. They also want to see consistency in decisions made in response to problems or issues (Duggan, 2021). On top of this is the need to involve the employees in setting the roadmap and communicating these strategic directions to all employees concerned.

**Relationship between Adaptive Leadership Behavior and Organizational Effectiveness as Perceived by Leaders**

(I) Adaptive Leadership	(J) Organizational Effectiveness	Educational Leaders	
		(I-J) Correlation Coefficient	Sig
Emotional Intelligence	Strategy	.066	.775
	Leadership	-.384	.085
	Culture	-.325	.150
	Innovation	.332	.141
	SSP	.084	.716
	S&C	.164	.479
	PM&RS	.316	.163
	ENV&SR	.128	.582
Organizational Justice	Strategy	.293	.197
	Leadership	.077	.740
	Culture	-.296	.192
	Innovation	.148	.523
	SSP	-.029	.899
	S&C	.351	.119
	PM&RS	-.066	.777
	ENV&SR	.030	.898
Development	Strategy	.102	.660
	Leadership	.011	.964
	Culture	-.054	.816
	Innovation	.192	.404
	SSP	.075	.747
	S&C	.385	.085
	PM&RS	.125	.591
	ENV&SR	.278	.222
Character	Strategy	-.273	.232





# ETCOR Educational Research Center PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

	Leadership	-.241	.293
	Culture	-.227	.323
	Innovation	.162	.484
	SSP	.438*	.047
	S&C	.146	.526
	PM&RS	.123	.594
	ENV&SR	.251	.273

**Note:** \*\*\* $p < 0.001$ ; \*\* $p < 0.01$ ; \* $p < 0.05$

Leaders cannot expect performance from their employees unless they know what to accomplish. In this light, the relationship between adaptive leadership behavior and organizational effectiveness as viewed by leaders themselves was determined. The results of the test of relationship are shown in Table 17 as perceived by leaders.

In the ratings of educational leaders, it could be noted that all correlations were statistically insignificant, except for the correlation between character and structure, systems, and processes, which had a calculated correlation coefficient of .438\* and a probability value of .047.

The hypothesis was rejected since the probability value is lower than the significance level of 0.05. This means further that organizational effectiveness along character and structures, systems, and processes, were affected by the adaptive leadership behavior exhibited by educational leaders along the aspect of character. This implies that the level of organizational effectiveness along 'structures, systems, and processes as rated by leaders themselves was a clear indicator that they have a support system in place and structural, organizational design, so much so that employees will be facilitated and can have a clear grasp of what it takes to do their work contributes to organizational success.

This result aligned with the study of Kampini (2018) that organizational structure impacts employee performance. A poorly organized organizational structure means there will be low productivity, less delegation of work, no incentives provided, and centralized decisions. Ultimately, this affects how employees are satisfied with their work and performance. In addition, the author found out that a good organizational structure helps improve employees' performance and motivates them to work hard, ultimately increasing productivity. Therefore, top management must develop skills to develop their organizational structures and focus on what they can include in their organizational structure or come up with a new organizational structure because this plays a great role for workers to experience job satisfaction.

The study of Ali et al. (2020) supports this result as well, stating that promoting shared leadership in teams and enhancing team creativity is aided by the complementarity between leader and team member characteristics. In this study, the relationships among formal participative leadership, shared leadership, and team creativity are bounded by team voice behavior and team creative efficacy. Results revealed a significant positive relationship of participative leadership with shared leadership in teams, which in turn was positively associated with team creativity. Team voice behavior and team creative efficacy moderated these relationships by strengthening positive ones.

In addition, the results had also shown negative correlations in some pairs. Adaptive leadership, along with emotional intelligence, leadership, and culture, had negative correlation coefficient values of -.384 and -.325, respectively. Similarly, along organizational justice, three variables had registered negative correlations; they were along culture (-.296), structure, system, and processes (-.029), as well as performance measures and reward systems (-.066). In the area of development, there was only one with a negative correlation that exists along variable culture with a -.054 correlation coefficient value. Along character, three components of organizational effectiveness likewise revealed a negative correlation. These were strategy (-.273), leadership (-.241), and culture (-.227). These findings imply an inverse relationship between these correlations which means that the higher the educational leaders' adaptability in these areas, the lower the organizational effectiveness along those given components of organizational effectiveness and vice versa.

Emotional Intelligence. Adaptive leadership and emotional intelligence are negatively correlated with organizational effectiveness, leadership, and culture. Results of the negative correlation between and among these variables indicate and imply that the higher the emotional intelligence of leaders, the lower their leadership effectiveness and effectiveness along the culture. Conversely, the higher the leadership effectiveness exhibited, the lower their emotional intelligence. Indeed, it can be observed that there are leaders who possess the desired leadership skills, yet, they are not so effective in managing people because of a lack of emotional intelligence. Stated



**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

differently, some leaders have a high intelligence quotient but a low emotional quotient. These leaders probably do not have the heart to manage people. These leaders can be classified as autocratic leaders where the rule is "obey now and complain later." Seemingly, these leaders have overall control over all decisions and seek only little input from their subordinates.

On the contrary, leaders who have high emotional quotients also have low leadership capabilities. In an educational institution, the leaders have to strike a balance in their emotional as well as intelligence quotient to be effective.

This result has its relations with the "heart leadership" aspect in administering and managing higher education institutions. Striking a balance between emotional and intellectual quotient is necessary for effective leadership. It affirms the words of Grossman (2022), emphasizing that "heart first" leadership is simply about being more human as you lead, understanding that nothing really important gets done without genuine relationships. It is also championing empathy, humanity, and authenticity to build stronger, more trusting relationships and a thriving, purpose-driven organization.

**Organizational Justice.** A negative correlation was established when organizational justice was correlated with culture, structures, systems, processes, performance measures, and rewards systems. It must be understood that the concept of organizational justice stems from how a leader judges the behavior of the organization and his employees and its resulting attitude and behavior. In this study, it was found out that, by simple implication, say that the higher the organizational justice exhibited by the leader, the lower the organization's effectiveness along culture, structures, systems and processes and performance measures, rewards systems, and vice versa. This result further means that the more leaders exhibit justice and fairness, and less likely it is accepted by the employees. Organizational justice must be understood that organizational culture (OC) is composed of beliefs and expectations shared by members of an organization. Organizational culture consists of common norms, values, and beliefs of individuals within that group. Presumably, the organization where the leader now manages has been in a different culture – a culture where favoritism exists. Thus, employees' comfort zones were disturbed when they were under new leadership and where justice and fairness were shown irrespective of the positions being held. This situation is also true for structures, systems, processes, performance measures, and rewards systems.

When a new leader introduces systems changes and new reward systems, people tend to resist these changes. Some employees tend to resist change because of fear of the unknown, fear of loss, fear of failure, and disruption of relationships. Likewise, because of politics in education, some employees believe that the changes introduced will just worsen the situation. Thus, resistance to change is inevitable. However, no matter what the result would be, leaders need to introduce changes – changes that would have positive impacts and benefits for the organization. The fear of a loss is another behavioral reaction to change. Employees always worry that change will cause them the loss of their job. Many employees worry about losing their position in the company during mergers or acquisitions. Agent Change has tried to avoid this issue by communicating that there would be no layoffs during the transition (Employee Behavior & Attitudes During Organizational Change - Video & Lesson Transcript | Study.com)

The idea of organizational justice stems from equity theory, which posits that judgments of equity and inequity are derived from comparisons between one's self and others based on inputs and outcomes. Inputs refer to what a person perceives to contribute (e.g., knowledge and effort), while outcomes are what an individual perceives to get out of an exchange relationship (e.g., pay and recognition). Comparison points against which these inputs and outcomes are judged as internal (oneself at an earlier time) or external (other individuals) (<https://www.sciencedirect.com/topics/social-sciences/equity-theory>).

**Development.** Adaptive leadership development is the process that helps expand the capacity of individuals to perform leadership roles within organizations. Leadership roles are those that facilitate the execution of an organization's strategy through building alignment, winning mindshare, and growing the capabilities of others. Leadership roles may be formal, with the corresponding authority to make decisions and take responsibility, or they may be informal roles with little official authority. Results of the study revealed that leadership development is negatively correlated with organizational effectiveness and culture. This implies that the higher the capacity of the leaders to perform leadership roles, the less effective the organization along the culture.

Conversely, the more effective the organization in culture, the lower the capacity of the leaders to perform leadership roles. Organizational culture (OC) is composed of beliefs and expectations shared by members of an organization. Organizational culture consists of common norms, values, and beliefs of individuals within that group. This result was substantiated by the idea of Plecas et al. (2018), which emphasized that the test of good adaptive leadership behavior is that of doing the right thing, at the right time, for the right reason, and in the right way. It's not enough to know what to do; it also matters how and when you do it and what motivates you. There are many



**ETCOR Educational Research Center PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

behaviors that are associated with good leadership. From our perspective, good leaders are collaborative, care about people, are good listeners and communicators, and are results-focused, visionary, innovative, and courageous. Demonstrate a genuine concern for the well-being and success of colleagues and associates. Invest in people, ensuring they are supported and developed.

**Character.** A negative correlation was also established when adaptive leadership along character was paired with organizational effectiveness along strategy, leadership, and culture components. This implies that leadership character is about who you are, not what you do. The character of the leader determines how well he will manage the organization. Leadership is grounded in one's integrity, honesty, credibility, and trustworthiness.

While a leader is on top of the structure, he has to remain humble and always be grounded. His journey as a leader would not be effective if self-sacrifice was not present. Many employees will certainly be inspired to work harder if they have a simple and humble leader.

This result is the opposite of the words of Lupinacci (2019), saying adaptive leadership behavior and effectiveness can be developed by zeroing in on key leadership traits. One of them is effective communication and being humble. Good communication and leadership are all about connecting with others at various levels. Further, this character trait of a leader can motivate employees to do better, contributing to organizational effectiveness.

The idea of McCollum and Shea (2018), who posited that truly adept leaders must see the bigger picture in every situation as one of the manifestations of their leadership character, also supports these findings. Adaptive problems require leaders comfortable leading and making decisions in highly complex environments requiring survival and improvement. To do so, they must seek to understand and recognize adaptive problems, explore new behaviors and lead differently, personally learn and develop learning organizations, include all members in leading, experiment, and exercise patience when addressing complexity. Adaptive leadership behavior will make a difference if understood and well executed through effective behaviors and actions.

**Relationship between Adaptive Leadership Behavior and Organizational Effectiveness as Perceived by Faculty**

This table presents the results of the relationship between adaptive leadership behavior and organizational effectiveness using Spearman Rho rank correlation. The adaptive leadership consists of emotional intelligence, organizational justice, development, and character. The organizational effectiveness, however, was measured in terms of strategy, leadership, culture, innovation, structure, system and processes, skills and competencies, performance measures and reward systems, and environmental, sustainability, and responsibility. This particular aspect presents the relationship between adaptive leadership behavior and organizational effectiveness as viewed by faculty.

(I) Adaptive Leadership	(J) Organizational Effectiveness	Faculty	
		(I-J) Correlation Coefficient	Sig
Emotional Intelligence	Strategy	.484***	.007
	Leadership	.594***	.001
	Culture	.559***	.001
	Innovation	.662***	.000
	SSP	.661***	.000
	S&C	.497**	.005
	PM&RS	.673***	.000
	ENV&SR	.508**	.004
Organizational Justice	Strategy	.535**	.002
	Leadership	.677***	.000
	Culture	.554***	.001
	Innovation	.594***	.001
	SSP	.568***	.001





# ETCOR Educational Research Center PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

	S&C	.666***	.000
	PM&RS	.623***	.000
	ENV&SR	.529**	.003
Development	Strategy	.181	.337
	Leadership	.370*	.044
	Culture	.448*	.013
	Innovation	.466**	.009
	SSP	.524**	.003
	S&C	.344	.063
	PM&RS	.469**	.009
	ENV&SR	.463	.010
Character	Strategy	.364	.048
	Leadership	.504**	.005
	Culture	.490**	.006
	Innovation	.604***	.000
	SSP	.698***	.000
	S&C	.593***	.001
	PM&RS	.658***	.000
	ENV&SR	.586***	.001

**Note:** \*\*\* $p < 0.001$ ; \*\* $p < 0.01$ ; \* $p < 0.05$

Interestingly, in the correlations based on the ratings of faculty, it could be observed that the results were quite the opposite. Most, except for the two areas, displayed statistically significant relationships. The two with non-significant results were between the variable "development" and "strategy" and "development" and "skills and competencies." These correlations had correlation coefficient values of .181 and .344 and p-values of .337 and .063. The probability values were both greater than .05. Thus, no significant correlations exist between these variables.

Emotional Intelligence. Significant relationships were found when emotional intelligence as an aspect of adaptive leadership behavior was correlated with the different aspects of organizational effectiveness. These are reflected in the probability values of .007 for strategy, .001 for leadership and culture; .000 for innovations, SSP and PM&RS; .005 for S&C, and .004 for ENV & SR. This result further means that the emotional intelligence of educational leaders as an aspect of adaptive leadership behavior is related to all 8 aspects of organizational effectiveness. The positive correlation shown indicates that the higher the emotional intelligence, the higher the organizational effectiveness. Conversely, the lower the emotional intelligence of educational leaders, the lower the organizational effectiveness.

This implies that educational leaders were viewed by their faculty as exhibiting adaptive leadership behavior along with 'emotional intelligence.' Along this particular indicator, the faculty acknowledges that educational leaders were at the forefront of leading his/her institution, most especially in any organizational change or difficulties in order to reach their desired goals.

It affirms the study of Khan (2017) that higher education institutions operate in a complex environment that includes influence from external factors, new technologies for teaching and learning, globalization, and changing student demographics, to name a few. Maneuvering such complexity and change requires a leadership strategy that is flexible and supportive. Leading with a plan for dealing with change is a requirement.

Organizational Justice. Similarly, the null hypothesis that there is no significant relationship between organizational justice as an aspect of adaptive leadership behavior and organizational effectiveness was rejected since the probability values are lower than the significance level of 0.05. The test further revealed that organizational effectiveness along strategy showed a p-value of 0.002 while culture, innovation, and SSP showed p-values of 0.001 each, respectively. Likewise, leadership revealed a p-value of 0.000 together with S&C and PM&RS. These results mean that organizational effectiveness along the different aspects is affected by organizational justice as an aspect of adaptive leadership behavior.



**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

This implies that leaders have been very consistent in how they would perform their duties in the organization, especially in regard to the practice of 'organizational justice' within and among employees. Clearly, leaders in this regard would constantly practice the virtue of honesty, equality, desire for the common good, and giving one's credit to whom it is due.

This was affirmed by the study of Bakotic and Bulog (2021), who examined the role of organizational justice and leadership behavior orientation in predicting job satisfaction. Findings suggested that procedural justice and task-oriented leadership behavior did not affect employees' job satisfaction. These results additionally bring social interactions to the focus of job satisfaction development. A better and more in-depth understanding of those links allows management to be efficient in rapidly changing organizational circumstances to stimulate employees to work effectively. Therefore, to enhance employees' job satisfaction, leaders need to create a working environment that is friendly, honest, and encouraging. They have to pay attention to relationships with their employees, providing them with the perception of justice, respect, trust, and motivation in everyday activities.

Development. Seven (7) indicators of organizational justice have a significant relationship with adaptive leadership behavior and development. These are reflected in the p-values of 0.044 for leadership; 0.013 for culture; 0.009 for innovation and PM&RS; and 0.003 for SSP. Since all these values are lower than the significance level of 0.05, the null hypothesis was rejected. This result further implies that adaptive leadership behavior during development affects organizational effectiveness along the aspects mentioned above.

To this, leaders and faculty members rated 'highly exhibited' the adaptive leadership behavior of educational leaders and 'development' in almost all the indicators. This result implies that for the faculty, talking and discussing the 'elephant in the room' with and among their educational leaders is important as this can give them clarity, peace of mind, and a course of action regarding what to do with that situation in the workplace. Sometimes, this metaphorical idiom is best left untouched in conversation because this is the best thing to do for some, as this can mean peaceful coexistence among and within employees. But for the faculty, this is not the case. This clearly indicates that they were not afraid to talk about different problems and challenges in an organization so long as this can bring long-lasting positive results.

The words of Landry (2018) affirm this result that, says adaptive and effective leaders don't avoid the hard truths. A leader has to encourage risk-taking and innovation, value ethics and integrity, act decisively, and balance hard truths with optimism. The indicator 'during organizational change, he/she challenges people to concentrate on the "hot" topics' with the lowest mean of 3.24 speaks of the not-so-important priority of the faculty concerning this concern. And since this is along 'development,' this implies that faculty were more inclined to professional, technical, and interpersonal development that can help them navigate the travails and demands in the workplace.

Character. A significant relationship also existed between all aspects of organizational effectiveness and adaptive leadership behavior along with character. These are reflected in the p-values of 0.048 for strategy; 0.005 for leadership; 0.006 for culture; 0.000 for innovation, SSP, and PM&RS; and 0.001 for S&C and ENV&SR. This result means that all aspects of organizational effectiveness are influenced by the adaptive leadership behavior exhibited by educational leaders along with character.

This result implies that educational leaders and faculty value transparency and practice open communication among the rank-and-file employees as forms of leaders' character attributes. In this connection, the relationship between educational leaders and faculty is enhanced, and one is considered a part of the institution, and another is that educational leaders trust their faculty. To some extent, this character attribute connotes relationship-building among educational leaders and faculty members. This is very much an affirmation of the study of Pagaura (2020), stressing that the success of any organization depends on the kind of leaders managing at the institution's helm. Great educational leaders must cultivate four dimensions in leading: visionary, team builder, relationship builder, and risk taker.

This indicates that character, organizational justice, and emotional intelligence contributed the most in the areas of leadership, structure, system, processes, and culture, as well as performance measures and reward systems. On the contrary, development contributed the least in the areas of skills and competencies, strategy, and leadership.

### **Hindering and Facilitating Factors Influencing Adaptive Leadership Behavior and Organizational Effectiveness**

From the varied responses of the faculty members and leaders, five (5) themes emerged for hindering factors. These are (a) individual attributes, (b) ineffective leadership; (c) ineffective management systems; (d) unfair



**ETCOR Educational Research Center PHILIPPINES**  
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

and unclear recruitment and appraisal system; and (e) indistinct communication and information channels and access.

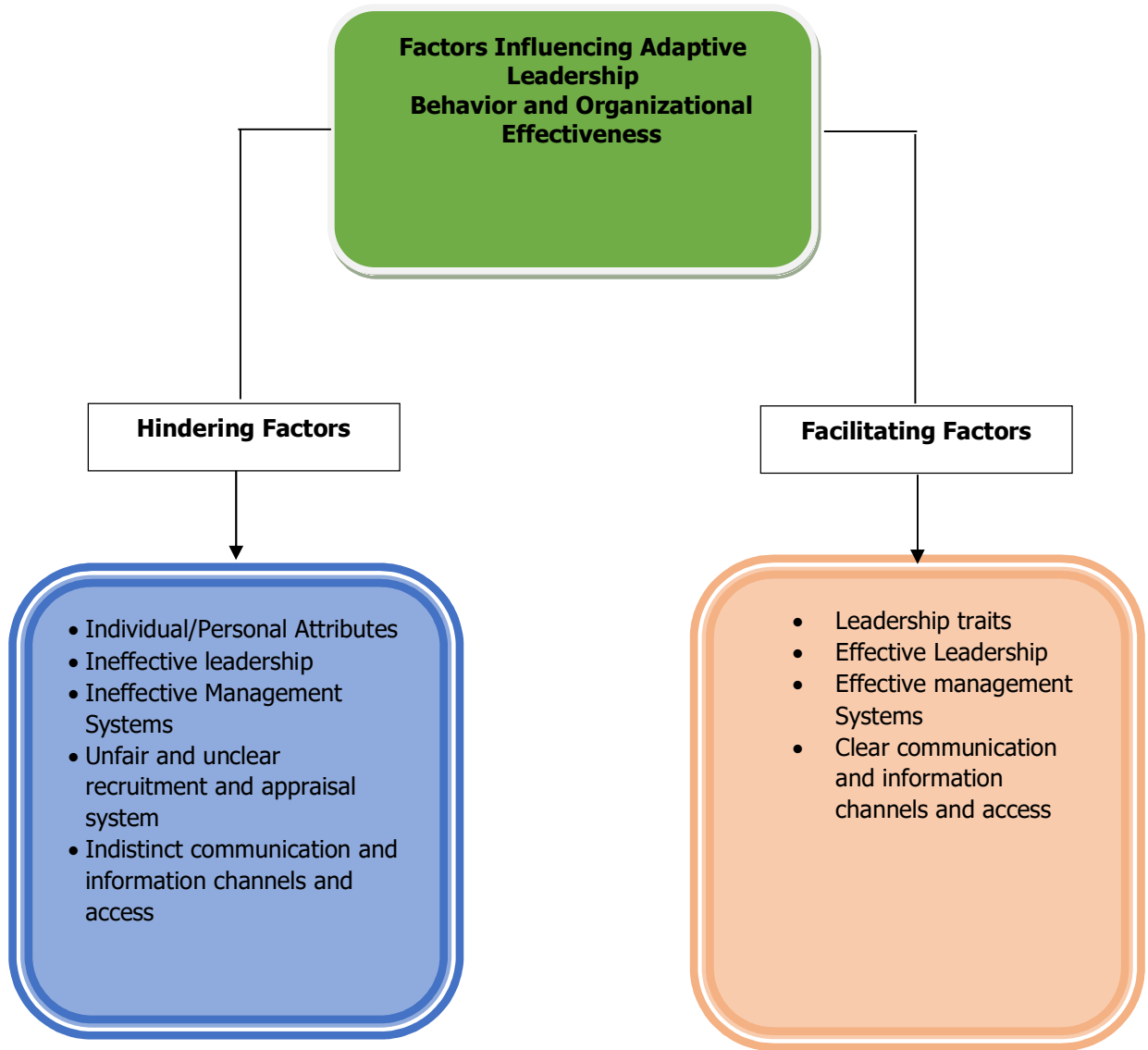


Figure 2. Hinderling and Facilitating Factors

On the other hand, four (4) themes also emerged from the responses of the faculty participants on the facilitating factors of adaptive leadership behavior and organizational effectiveness. These themes include (a) Leadership traits; (b) effective leadership; (c) effective management systems; and (d) clear communication and information channels and access.

A theme matrix is presented from the different themes developed to have a clearer perspective of the participants' responses relative to the factors that hinder and facilitate adaptive leadership behavior and organizational effectiveness. The matrix is shown in Figure 2.





**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

Adaptive leadership behavior and organizational effectiveness are affected and hindered by the educational leader's personal or individual attributes; ineffective leadership exhibited, ineffective management systems, unfair and unclear recruitment and appraisal system, and indistinct communication and information system and access. These are facilitated, however, by the leader's leadership traits, effective leadership, effective management systems, and clear communication systems and access.

### Summary, Conclusions, and Recommendations

Leaders in higher education institutions in Catanduanes highly exhibited adaptive leadership behavior along organizational justice, development, character and emotional intelligence. However, some indicators have low ratings particularly on "leaders not being open-minded on unusual ideas, avoiding to confront difficult issues, and difficulty in listening to what other people say when disagreements occur".

The level of organizational effectiveness in higher education institutions in Catanduanes is "very high." However, educational leaders were not that effective particularly along "Environmental, Sustainability, and Responsibility." "Environmental, Sustainability, and Responsibility" as aspects of organizational effectiveness got lower rating than other aspects of OE.

The different aspects of adaptive leadership behavior and organizational effectiveness differed among respondents but showed no difference among aspects of adaptive leadership behavior and organizational effectiveness.

The null hypothesis that there is no significant relationship between organizational effectiveness and adaptive leadership behavior was rejected in most aspects. Organizational effectiveness is related to adaptive leadership behavior in almost all aspects of organizational effectiveness and adaptive leadership behavior except for "strategy" and "skills & competencies" under the aspect of "development in the adaptive leadership behavior."

Adaptive leadership behavior and organizational effectiveness are affected and hindered by the educational leader's personal or individual attributes, ineffective leadership exhibited, ineffective management systems, unfair and unclear recruitment and appraisal system and indistinct communication and information system and access. These are facilitated however, by the leader's leadership traits, effective leadership, effective management systems, and clear communication systems and access.

Educational leaders must not rest in their laurels. They should not only maintain the highly adaptive leadership behavior but to improve it to the fullest. Educational leaders too, have to have an open mind in their leadership roles even to the most unusual ideas and realize that in the long run, they were the ones to screen them and make them decide which among them can be helpful, beneficial or not

Leaders are encouraged to adopt a strategy in monitoring the organizations' day to day operations in order for performance efficiency among its employees, both faculty and staff, to take place. They need to collaboratively develop and facilitate the most effective strategy or programs to ensure adherence to and commitment for 'environmental, sustainability, and responsibility' among its faculty and other non-teaching staff.

Leaders and faculty members are encouraged to maintain if not improve the adaptive leadership behavior that contributes much in the organizational effectiveness of higher education institutions. The findings of the study which revealed that there is no significant relationship between the adaptive leadership behavior along "development" to that of "strategy" and "skills and competencies" in terms of organizational effectiveness, must be a point of reflection for leaders to take a look at these parameters as these can contribute much to the organizational effectiveness if given more attention and concern.

Leaders of HEIs are encouraged to improve their adaptive leadership behavior and be more concerned with the effectiveness of their respective organizational unit by way of developing their leadership traits and acquiring skills necessary to effectively discharge their functions as leaders in higher education institutions in Catanduanes. Conversely, educational leaders are advised to eradicate/avoid those that continuously hinders in influencing adaptive leadership behavior and organizational effectiveness in higher education institutions in Catanduanes.

### REFERENCES

Absolor, J., Morla, J., Villanueva, G., Yacap, M., and Bueno, j. (2022). The preparedness of a philippine higher education institution on the implementation of flexible learning (fl). *TECHNIUM Social Sciences Journal*, vol. 32, A New Decade for Social Changes <https://doi.org/10.47577/tssj.v32i1.6685>



**ETCOR** Educational Research Center  
PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

- Agarwal, M., & Mukherjee, A. K. (2020). Teacher leadership and its effectiveness in enhancing commitment and organizational effectiveness in higher education institutes. *Global Journal of Enterprise Information System*, vol 12(Issue 3 Jul –Sept 2020), <https://doi.org/10.1037/a0019835>
- Ahmad, A.R and Jameel, A. (2021). Effect of organizational justice dimensions on performance of academic staff in developing countries. *Annals of the Romanian Society for Cell Biology*, 259-270, 2021, volume 25, Issue 3. <https://www.annalsofrscb.ro/index.php/journal/article/view/1504>
- Albassami, A.M., Naveed, R.T., Sabir, S., & Bin Jantan, A.H. (2019). Models of organizational effectiveness for higher educational institutions. *International Journal of Innovation, Creativity and Change*, vol. 9 (Issue 3), <https://www.ijicc.net>images>
- Alcala, F. R., Jr. (2019). The adaptive leadership competencies of college deans in selected private higher education institution. *Journal of Public and Private Management*, volume 26 (no. 2)
- Ali, A., Hongwei Wang, H., & Johnson, R.E. (2020). Empirical analysis of shared leadership promotion and team creativity: An adaptive leadership perspective. *Journal of Organizational Behavior*, volume 41, (Issue 5), pp.405-423, <https://doi.org/10.1002/job.2437> onlinelibrary.wiley.com
- Amalia, K., Komariah, A., Sumarto, S., & Asri, K.H. (2019). Leadership in education: Decision making in education. *Advances in Social Science, Education and Humanities Research. Atlantis Press*
- Amorin, R. (2021). The influence of leadership behaviour on organizational culture among the academic deans of state universities and colleges (SUCs) in panay island, philippines. *Journal of Business and Management Studies*, vol. 3 (No. 2-3), <https://doi.org/10.32996/jbms.2021.3.2.27>
- Andenoro, A. C., Sowcik, M. J., & Balsler T. C. (2017). Addressing complex problems: Using authentic audiences and challenges to develop adaptive leadership and socially responsible agency in leadership learners. *Journal of Leadership Education*, DOI: 10.12806/V16/14/RI
- Anshu Yadav, R., & Redhu, K. (2019). Relationship between organizational effectiveness and its predictors among IT sector. *International Journal of Recent Technology and Engineering (IJRTE)*, vol. 8(Issue4), DOI:10.35940/ijrte.D8024.118419, <https://www.ijrte.org>papers>
- Anderson, B., & Adams, B. (2022). The six systems of organizational effectiveness. *Leadership Circle*. <https://leadershipcircle.com>the six...>
- Arthur-Mensah, N., & Zimmerman, J. (2017). Changing through turbulent times – why adaptive leadership matters. *The Journal of Student Leadership*, vol.1 (No. 2), <https://journals.uvu.edu./index.php/jsl/article/view/44>
- Aziri, J. (2019). Employee motivation incentives and their impact on the organizations productivity. *Texila International Journal of Management Special Edition*. <https://www.texilajournal.com>...>
- Bagwell, J. (2020). Leading through a pandemic: adaptive leadership and purposeful action. *Journal of School Administration Research and Development*, vol. 5 (No.1), doi: <https://doi.org/10.32674/jsard.v5Is1.2781>



# ETCOR Educational Research Center PHILIPPINES

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

- Bajaba, A., Bajaba, S., Algarni, M., Basahal, A., & Basahel, S. (2021). Adaptive managers as emerging leaders during the covid-19 crisis. *Front Psychol.* <https://doi.org/10.3389/fpsyg.2021.661628>
- Batugal, M.L. (2019). Organizational culture, commitment and job satisfaction of faculty in private-sectarian higher education institutions (heis). *World Journal of Education*, volume 9, No. 2. <https://doi.org/10.5430/wjc.v9n2p123> <https://files.eric.ed.gov/fullt>
- Blane, H. (2017). 7 principles of transformational leadership: Create a mindset of passion, innovation, and growth. *Career Press*. <https://www.scribd.com/>
- Bosch, J. (2021). Ad astra per aspera: A case study of adaptive leadership in an institution of higher education. Wichita State University. <https://soar.wichita.edu/d21>
- Cabaron, J.B. (2018). Organizational performance of higher education institutions in the philippines. *International Review of Social Sciences*, vol 6(issue11), ISSN 2309-0081 <https://philpapers.org/cabopo>
- Castillo, G. (2018). The importance of adaptive leadership: management of change. *International Journal of Novel Research in Education and Learning*, vol. 5 (Issue 2), <https://www.noveltyjournals.com/>...
- Cahapay, M.B. (2021). The phenomenon of leading without guidebook: educational leadership practices of philippine school principals in virulent covid-19 times. *International Journal of Educational Leadership and Management*.
- Casiello, A.R. (2019). *Adaptive leadership approaches in online education: A study of trust creation and change management in higher education*. Old Dominion University ProQuest Dissertations
- Cimene, F.T and Aladano, A. (2022). Leadership perspective from the philippines: its implications for theory, research and practice. <https://www.researchgate.net/3588>.
- Colquitt, J.A., Lepine, J., & Wesson, M. (2019). *Improving performance and commitment in the workplace* (6th Ed). Mc Graw Hill Education. ISBN 978-1-260-09230-1
- Creswell, J.W and Creswell, J.D. (2018). *Mixed Methods Procedures. In Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5<sup>th</sup> Edition, CA. SAGE Publications Inc
- Davies, B. (2019). *The essentials of school leadership* (2<sup>nd</sup> ed.). Sage Company Publications
- Dewi, G.A.M., Meydianawathi, L.G, Purnami, N.M & Puspitawati, N.M.D. (2020). Academic leadership and organizational effectiveness in the context of higher education. *International Research Journal of Management, IT & Social Sciences (IRJMIS)*, vol. 7(no. 5), <https://doi.org/10.21744/irjmis.v7n5.988>
- Duplon, N., Ventura, E., and Decena, V. (2022). Work environment, challenges and teaching performance of newly hired teachers in the new normal, zambales, philippines. *EAS Journal of Humanities and Cultural Studies*, volume 4, issue 4 ISSN: 2663-6743 <https://www.easpublisher.com>
- Evans, J. (2019). *Quality and performance excellence* (8th Ed.). ESP Printers, Inc. ISBN 978-981-48-3940-2





**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

- Enriquez, J.A. (2019). Organizational effectiveness of naval state university: Proposed institutional capacity building. *International Journal of Engineering and Management Research*, volume 9(Issue 3), <https://doi.org/10.31033/ijemr.9.3.10>
- Elardo-Zabala, P.S (2021). The leadership styles of the local universities and colleges' administrators. *International Journal of Educational Management and Development Studies*, volume 2, Issue2 ISSN 2719-0633 <https://doi.org/10.53378/346105>
- Elliot, S., & Clifford, M. (2014). Principal assessment: Leadership behaviors known to influence schools and the learning of all Students. *CEEDAR Document No. LS-5 University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center Website*. <http://cedar.education.ufl.edu/tools/literature-syntheses/>
- Farrar, A. (2019). The role of emotional intelligence in leadership effectiveness. <https://scholar.utc.edu/cgi>
- Fishman, C. (2021). Leadership spotlight addressing adaptive challenges. *Leadership Education Unit at the FBI Academy*. <https://leb.fbi.gov/spotlights/lead...>
- Gemora, R.B. (2017). Influence of interpersonal relationship on the administrative and teaching performance among faculty administrators. *Asia Pacific Journal of Education, Arts and Sciences*, vol 1(No. 3), <http://apjeas.apjmr.com>
- Guererro, P.B., Puno, P.M., Florencondia, N., Manzon, R.D., and Aduna, J. (2022). Transformational leadership style and its impact on the performance of companies. *International Journal of Progressive Research in Science and Engineering*, vol. 3, No. 3 <https://www.journals.grdpublications.com/index.php/ijprse/a>
- Gusti Ayu Manuati Dewi, G.A.M., Meydianawathi, L.G., Purnami, N.M., & Dwi Puspitawati, N.M. (2020). Academic leadership and organizational effectiveness in the context of higher education. *International Research Journal of Management, IT & Social Sciences (IRJMIS)*, vol. 7(no. 5). <https://doi.org/10.21744/irjmis.v7n5.988>
- Hannah, M., & Freeman, J. (2020). Theory of organizational effectiveness: The theory of organizational ecology. <https://ivypanda.com/essays/org>
- Heifatz, R., Linsky M., & Grashow A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.
- Hitesh, B. (2020). Organizational effectiveness – definition, meaning and six systems. <https://change.walkme.com/what-is-organizational-effectiveness>
- Holbeche, L. (2017). *Influencing organizational effectiveness: A critical take on the Hr contribution*. Routledge
- Homer, K. (2021). Adaptive leadership for a changing world. *ICF NEXT. ICF International Inc.* <https://www.icf.com/engagement>
- Howard, D. (2012). Quantisoft organizational effectiveness survey. <http://www.quantisoft.com>
- Indeed Editorial Team . <https://www.wgu.edu/blog/what-adaptive-leadership2101.htm>
- In I.T.R, M., M.C. & D.B (Eds.). (2016). *Organizational effectiveness: The role of psychology*. John Wiley & Sons, Ltd., Baffins Lane, Chichester, West Sussex



**ETCOR Educational Research Center PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

PO19 1UD, UK

- Iñiguez, L. (2021). Organizational effectiveness: A guide to boost work performance. <https://www.ebook.com>
- Jiang, M., and Lu, S. (2020). To emphasize, or not emphasize in educational leadership. *Journal of Organizational & Educational Leadership*, volume 5 Issue 1 Article 3 <https://digitalcommons.gardner-webb.edu/joel/vol5/iss1/3>
- Jefferies, S. (2017). *Adaptive leadership in a socially revolving world: A Symbolic interactionist lens of adaptive leadership theory*. Performance Improvement, volume 56(Issue 9). <https://doi.org/10.1002/pfi.21741>
- Kalkan, Ü., Altınay, A., Altınay G., Atasoy, R., & Dağlı, G. (2018). The relationship between school administrators' leadership styles, school culture, and organizational image. *SAGE Open*. <https://doi.org/10.1177/2158244020902081>
- Kampini, T. (2018). Impact of organizational structure on employee performance. case of new era secondary school. *Academic Paper 2018. Munich, GRIN Verlag*. ISBN (Book) 9783668762053 ISBN (eBook) 9783668762053
- Kapur, R. (2020). Interpersonal relationship within organizations. *University of Delhi*. <https://www.researchgate.net>3453>
- Kayode, O. (2021). Research and development as an instrument for organizational effectiveness. *Journal On Academia*. <https://www.academia.edu>Research>
- Khan, N. (2017). Adaptive or transactional leadership in current higher education: A brief comparison. *International Review of Research in Open and Distributed Learning*, vol. 18 (No. 3), <https://files.eric.ed.gov>fullt...>
- Kivipold, K., Turk, K., & Kivipold, L. (2020). Performance appraisal, justice, and organizational effectiveness: A comparison between two universities. *International Journal of Productivity and Performance Management*.
- Landry, L. (2018). 6 characteristics of an effective leader. *Harvard Business School Online*. <https://online.hbs.edu>blog>post>
- Landry, L. (2019). Why emotional intelligence is important in leadership. *Harvard business school online*. <https://online.hbs.edu>
- Lambinico, J. (2016). Organizational performance of higher education institutions in pangasinan, philippines. *Asia Pacific Institute of Advance Research (APIAR)* <https://apiar.org.au>2016/09>
- Lee, C.S. (2018). Authentic leadership and organizational effectiveness: The roles of hope, grit, and growth mindset. *International Journal of Pure and Applied Mathematics (ijpm.eu)*, volume 118 (No. 19), <https://acadpubl.eu>articles>
- Leron, P.L and Bacongus, R. (2021). Innovation culture of selected agricultural state universities and colleges (sucs) in regions iii and viii. *Philippine Journal of Science* 150(6A): 1573-1591, ISSN 0031 – 7683 <https://philjournalsci.dost.gov.ph>
- Lupinacci, T. (2019). Key characteristics of effective leadership. *Women's Initiative Newsletter Issue 2 The Howard Baker*. <https://www.bakerdonelson.com>k...>



**ETCOR Educational Research Center**  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

- McCollum, B., & Shea, K. (2018). Adaptive leadership: the leader's advantage. *InterAgency Journal*, vol. 9 (No. 1), <https://thesimonscenter.org>>...
- Meraku, A. (2017). Role of leadership in organizational effectiveness. *Journal of Economics, Business and Management*, vol 5 (No. 11), <http://www.joebm.com>>vol5
- Millado, K.F.M., Guhao, E. Jr., & Rodriguez, G. (2021). Path model on organizational effectiveness of higher education institutions of region XII, philippines. *Journal of Scientific & Technology Research*, volume 10. ISSN 2277-8616, <http://www.ijstr.org>>may2021
- Mubashar, T., Musharaff, S., Khan, S., and Butt t., (2022). Impact of organizational justice on employee engagement: the mediating role of organizational trust. *Cogent Psychology*> volume 9, 2022 – Issue 1 <https://doi.org/10.1080/23311908.2022.2080325> <https://www.tandfonline.com>>doi
- Mukaram, A.t., Rathore, K., Khan, M.A., Danish, R.Q. & Zubair, S.S. (2021). Can adaptive-academic leadership duo make universities ready for change? evidence from higher education institutions in pakistan in the light of covid-19. *Management Research Review*, vol. 44 (No. 11), pp. 1478-1498. <https://doi.org/10.1108/MRR-09-2020-0598>
- Mourão, P. (2018). The role of leadership in the professional development of subordinates. *Leadership, Suleyman Davut Goker, IntechOpen*, DOI: 10.5772/intechopen.76056. <https://www.intechopen.com/chapters/60433>
- Nawaz, A., & Laij. F. (2021). Authentic leadership and organizational effectiveness at private universities: The mediating effect of virtuousness. *International Journal of Digital Entrepreneurship and Business*, vol 2 (No. 2), <https://doi.org/10.52238/ideb.v2i2.41>
- Nebiyu, K.S., & Kassahun, T. (2021). The effects of adaptive leadership on organizational effectiveness at public higher education institutions of ethiopia. *International Journal of Organizational Leadership*, volume 10, (Special Issue 2021), pp. 141-159. <https://10.33844/ijol.2021.60541>
- Nelson, T., & Squires, V. (2017). Addressing complex challenges through adaptive leadership: A promising approach to collaborative problem solving. *Journal of Leadership Education* 2017, volume 16 (Issue 4), Doi:10.12806/V16/14/T2 <https://journalofleadership.org>>a...
- Ozen, H. (2019). Educational challenges of syrian refugees in turkey: Through the lenses of complex adaptive leadership theory. *Journal on International Society for Educational Planning* ISSN -1537-873X, <http://isep.info/educational-planning-journal> scholar.google.com
- Pagaura, A. (2020). Innovative leadership attributes of school administrators in the philippines: implications for educational management. *Interdisciplinary Research Review*, vol. 15 (No. 2). <https://ph02.tci-thaijo.org/index.php/jtir/article/view/192352>
- Pandya, S., & Srivastava, R.K. (2018). Factors influencing organizational effectiveness in the educational sector. *European Journal of Education Studies Home*, vol 3 (No 3), ISSN 2501-1111, ISSN-L 2501-1111 DOI: <http://dx.doi.org/10.46827/ejes.v0i0.528>
- Polit, D.F, & Beck, C.T. (2017). *Nursing research: generating and assessing evidence for nursing practice* (10<sup>th</sup> Ed.). Wolters Kluwer Health, Philadelphia. 784p. <https://doi.org/10.1016/j.iccn.2015.01.005>





**ETCOR** Educational Research Center  
**PHILIPPINES**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

- Potchana, R., Sanrattana, W., & Suwannoi, P. (2020). Indicators of adaptive leadership for teachers in boromarajonani college of nursing under boromarachanok Institute: Developing and testing the structural relationship model. *Journal of Education and Learning*, vol 9 (3) 92-98
- Plecas, D., Squires, C., & Garis, L. (2018). *The essentials of leadership in government understanding the basics* (2<sup>nd</sup> Ed). <https://cjr.ufv.ca>>2018/02
- Ramalingam, B., Nabarro, D., Oqubay, A., Carnall, D.R, & Wild, L. (2020). Five principles to guide adaptive leadership. *Harvard Business Review*.
- Raeburn, A. (2022). Qualities of a leader: 17 traits of effective leadership. Asana, Inc. Bahasa, Indonesia. <https://www.asana.com>
- Raut, P.D., Jadhav A.S., & Jadhav V. V. (2017). Role of higher education institutions in environmental conservation and sustainable development: A case study of Shivaji university, Maharashtra, India. *Journal of Environment and Earth Science*, vol. 4(No. 5), <https://www.researchgate.net>>2613...www.iiste.org
- Reyes, J. (2020). Strategy formation and firm performance of exporting small and medium enterprises (smes) in the Philippines. *International Journal of Management Studies and Social Science Research (IJMSSSR)*, volume 2, Issue 5 ISSN:2582-0265 <https://ijmsssr.org>>paper>...
- Rodriguez, D. (2017). The Drive to Influence. *International Journal of Educational Leadership and Management*, <https://doi.org/10.17583/ijelm.2017.2231>
- Smith, C. (2019). What is the importance of organizational effectiveness? <https://change.walkme.com>>impor...
- Stewart, C. (2017). Learning analytics: shifting from theory to practice. *Journal on Empowering Teaching Excellence*, volume 1, issue 1, Article 10 DOI: <https://doi.org/10.15142/T3G63W>
- Tan, F.Z., & Olaore, G.O. (2021). Effect of organizational learning and effectiveness on the operations, employees productivity and management performance. *Journal of Management*. <https://doi.org/10.1108/XJM-09-2020-0122>
- Tillapaugh, D., & Curran, H. (2019). Leadership learning through student-centered and inquiry-focused approaches to teaching adaptive leadership. *Journal of Leadership Education academia.edu*, volume 12 (Issue 1)
- Teixeira-Quiros, J., Justino, M.R., Antunes, M.G., Mucharreira, P.R., & Nunes, A.D.T. (2022). Effects of innovation, total quality management, and internationalization on organizational performance of higher education institutions. *Original Research Article Front. Psychol.* <https://doi.org/10.3389/fpsyg.2022.869638> <https://www.frontiersin.org>>full
- Valencia, M.C. (2018). Introducing education for sustainable development (esd) in the educational institutions in the Philippines. *Journal of Sustainable Development Education and Research JSDE*, vol 2, No. 1, 2018 pp 51-57. <https://ejournal.upi.edu>>view
- Wong, K. (2020). Organizational culture: definition, importance, and development. *Achievers Solutions Inc.* [www.achievers.com](http://www.achievers.com) <https://doi.org/10.52970/grhrm.v212.169>