



ADAPTIVE MANAGEMENT PRACTICES OF SCHOOL HEADS IN ADDRESSING CONTEXT-SPECIFIC SCHOOL CHALLENGES

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ABSTRACT

This study aimed to determine the Adaptive Management Practices of School Heads in Addressing Context-Specific School Challenges in selected public secondary schools. Based on the findings of the study, a proposed instructional supervisory plan was developed to enhance the leadership practices of school heads in addressing school-specific concerns and improving school performance. This study utilized a descriptive–correlational research design to examine the adaptive management practices of school heads in addressing context-specific school challenges. The descriptive research design was appropriate because it aimed to describe the existing conditions and practices of school heads in managing school-related challenges. It allowed the researcher to gather information regarding the current adaptive management strategies being implemented in schools. Meanwhile, the correlational approach was used to determine whether there was a significant relationship between the adaptive management practices of school heads and the context-specific challenges encountered within the school environment. This design was suitable for the study since it sought to analyze and interpret relationships among variables without manipulating them.

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The Relationship Between Adaptive Management Practices of School Administrators and School Challenges in School Context,” which examines the correlation between school leaders’ adaptive management practices and the challenges encountered within the school environment. The results reveal a significant strong negative relationship between adaptive management practices and school challenges in context. This indicates that as school administrators demonstrate higher levels of adaptive management practices, the challenges experienced within the school setting tend to decrease. The findings further confirm that the relationship between the variables is statistically significant; therefore, the null hypothesis is rejected, indicating that the relationship is not due to chance. These findings imply that effective adaptive management practices among school administrators play a crucial role in addressing and reducing school-related challenges. The strong negative correlation suggests that improvements in leadership practices such as decision-making, resource management, and stakeholder engagement are associated with fewer perceived contextual problems in schools. This highlights the importance of strengthening adaptive leadership as a strategic response to school-based challenges. Overall, the result implies that there are a strong inverse and significant relationship between adaptive management practices and school challenges in context. This further implies that higher adaptive management practices correspond to lower levels of school contextual challenges, reflecting the critical role of effective school leadership in minimizing institutional difficulties and improving school management effectiveness.

Keywords: Adaptive Management Practices, School Heads, School Challenges

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INTRODUCTION

Adaptive Management Practices of School Heads in Addressing Context-Specific School Challenges is an important concept in educational leadership that emphasizes the ability of school leaders to respond effectively to the unique and changing conditions within their schools. In the field of educational management, adaptive practices refer to the capacity of school heads to adjust their leadership strategies, decision-making processes, and management approaches based on the specific needs of their school environment. Schools differ in terms of resources, student population, community involvement, and educational priorities. Because of these differences, school leaders cannot rely solely on fixed administrative procedures. Instead, they must demonstrate flexibility, responsiveness, and critical thinking when addressing various school challenges.

School heads are often confronted with complex situations such as limited resources, diverse learner needs, and varying levels of parental and community support. These conditions require leaders to analyze their context carefully and implement management practices that are appropriate to their school setting. Adaptive management practices allow school heads to make informed decisions that support both teachers and students. Through adaptability, school leaders can modify policies, introduce new strategies, and encourage collaboration among school stakeholders in order to maintain an effective learning environment.

In addition, adaptive management practices emphasize the importance of strong relationships among members of the school community. Effective school leadership is not limited to administrative tasks but also involves understanding the concerns and needs of

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teachers, students, and parents. By practicing adaptive leadership, school heads can foster open communication, build trust, and encourage shared responsibility in addressing school concerns. As schools continue to face rapid educational changes, the ability of school heads to adapt to their management practices becomes increasingly essential for sustaining school improvement and learner success.

Sun (2017) highlighted the significance of adaptive leadership in improving school effectiveness. Their research found that school leaders who demonstrate flexibility and responsiveness to contextual challenges are more successful in guiding teachers and improving student outcomes. The study emphasized that adaptive leadership enables school heads to identify specific problems within the school setting and develop appropriate strategies to address them. According to the authors, leaders who adapt their management practices are better able to support teachers, encourage innovation in teaching, and respond to the diverse needs of learners. This suggests that adaptive management plays a critical role in strengthening school leadership and enhancing the overall performance of the school.

From the researcher's standpoint, adaptive management practices can greatly contribute to improving school performance when school heads implement appropriate leadership strategies. One important strategy is promoting collaborative decision-making among teachers and school personnel. When teachers are involved in identifying school problems and proposing solutions, they become more motivated and committed to achieving school goals. Another strategy involves providing continuous professional development opportunities that help teachers improve their instructional practices. School heads who

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practice adaptive management also encourage open communication and feedback, allowing teachers to share their concerns and suggestions for improvement. Furthermore, school leaders can implement monitoring and evaluation systems to ensure that strategies and interventions are effectively addressing school challenges. These strategies demonstrate that adaptive management is not merely about reacting to problems but also about proactively planning solutions that support teacher development and student achievement.

However, in the researcher's observation, several challenges remain evident in relation to the academic performance of learners. Many students experience difficulties in understanding concepts due to limited instructional materials, insufficient equipment, and inadequate opportunities for hands-on learning activities. In some cases, teachers also encounter difficulties in implementing innovative teaching strategies because of time constraints and heavy workloads. These issues may affect the overall quality of instruction and ultimately influence learners' academic performance.

Another concern is the varying level of support from parents and the community in promoting education. Some learners may lack access to learning resources outside the classroom, which may hinder their ability to fully grasp concepts. Additionally, differences in student learning abilities and interests present another challenge for teachers who aim to deliver effective instruction. These issues highlight the importance of strong and adaptive leadership from school heads who can guide teachers in implementing appropriate interventions to address these learning difficulties.

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Considering these circumstances, the researcher believes that conducting this study is necessary in order to better understand how adaptive management practices of school heads help address context-specific school challenges. By examining how school leaders adjust their management strategies in response to different school situations, the study aims to identify effective practices that may contribute to improved teaching and learning outcomes. The findings of this research may provide valuable insights for school leaders, teachers, and educational stakeholders in strengthening leadership practices and improving the academic performance of learners. Ultimately, this study seeks to contribute to the development of responsive and effective school leadership that supports continuous improvement in education.

This study aimed to determine the Adaptive Management Practices of School Heads in Addressing Context-Specific School Challenges in selected public secondary schools. Based on the findings of the study, a proposed instructional supervisory plan was developed to enhance the leadership practices of school heads in addressing school-specific concerns and improving school performance.

Specifically, this study sought to answer the following questions:

1. What are the adaptive management practices of school heads in addressing context-specific school challenges in terms of the following:

1.1 Strategic decision-making and problem solving;

1.2 Resource management and utilization; and

1.3 Stakeholder collaboration and engagement?

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2. What are the common context-specific school challenges encountered by school heads in terms of the following:

- 2.1 Limited school resources;
- 2.2 Diverse learner needs; and
- 2.3 Community and stakeholder support?

3. What is the level of school performance in terms of:

- 3.1 Learners' academic performance;
- 3.2 Teachers' instructional performance; and
- 3.3 School learning environment?

4. Is there a significant relationship between the adaptive management practices of school heads and the context-specific school challenges?

5. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀: There is no significant relationship between the adaptive management practices of school heads and the context-specific school challenges encountered in schools.

METHODOLOGY

Design. This study utilized a descriptive–correlational research design to examine the adaptive management practices of school heads in addressing context-specific school challenges. The descriptive research design was appropriate because it aimed to describe the

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existing conditions and practices of school heads in managing school-related challenges. It allowed the researcher to gather information regarding the current adaptive management strategies being implemented in schools. Meanwhile, the correlational approach was used to determine whether there was a significant relationship between the adaptive management practices of school heads and the context-specific challenges encountered within the school environment. This design was suitable for the study since it sought to analyze and interpret relationships among variables without manipulating them.

The main locale of the study was in Plaridel National High School and Bitanluan National High School in the Division of Baybay City. The primary instrument used in this study was a researcher-made questionnaire designed to gather data on the adaptive management practices of school heads in addressing context-specific school challenges. The questionnaire was developed based on the objectives of the study and was supported by related literature on school leadership and adaptive management practices. The instrument was composed of two main parts.

The first part of the questionnaire focused on the adaptive management practices of school heads. This section contained statements related to leadership practices such as strategic decision-making and problem solving, resource management and utilization, and stakeholder collaboration and engagement. Respondents were asked to evaluate how often these practices were observed in their respective schools.

The second part of the questionnaire measured the context-specific school challenges encountered within the school environment. These included indicators related to limited school

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resources, diverse learner needs, and community or stakeholder support. These items helped determine the common challenges faced by school heads in managing their schools.

Sampling The respondents of the study were the 57 Teachers and 2 School Heads of Plaridel National High School and Bitanluan National High School that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. In gathering the data, the researcher first secured permission from the Schools Division Office and the respective school heads of the selected public schools where the study was conducted. After obtaining approval, the researcher coordinated with the respondents and explained the purpose and importance of the study. A structured questionnaire was used as the primary data-gathering instrument to collect the necessary information from the respondents. The questionnaire contained indicators related to adaptive management practices and context-specific school challenges.

The questionnaires were then distributed to the selected respondents, particularly teachers, who could provide insights regarding the leadership practices of their school heads. Adequate time was given for the respondents to answer the instrument to ensure accurate and honest responses. After the retrieval of the accomplished questionnaires, the responses were carefully checked, tallied, and organized for analysis.

Finally, the collected data were tabulated and analyzed using appropriate statistical tools such as simple percentage, weighted mean, and Pearson r correlation coefficient. These statistical methods helped determine the level of adaptive management practices of school

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heads, identify the common school challenges encountered, and examine whether a significant relationship existed between the variables. The results served as the basis for proposing an adaptive management framework that could help school heads address context-specific school challenges more effectively.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied, tabulated, and analyzed to obtain meaningful interpretations of the data gathered. The data were treated statistically using the following tools:

The Simple Percentage and Weighted Mean was employed to determine the Adaptive Management Practices of School Heads in Addressing Context-Specific School Challenges. These statistical tools will also be used to describe the extent to which school heads practice adaptive management strategies in terms of strategic decision-making and problem solving, resource management and utilization, and stakeholder collaboration and engagement, as well as to determine the common context-specific challenges encountered in schools.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Adaptive Management Practices of School Heads and the Context-

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Specific School Challenges encountered in schools. This statistical test will help identify whether the adaptive leadership practices of school heads are associated with how effectively school challenges are addressed within the school environment.

RESULTS AND DISCUSSION

TABLE 1

ADAPTATIVE MANAGEMENT PRACTICES OF SCHOOL ADMINISTRATORS

Dimension	Indicators	Weighted Mean	Interpretation
1.1 Strategic Decision-Making and Problem Solving	The school head analyzes school problems before making decisions	4.04	High
	The school head develops alternative solutions when challenges arise	4.12	High
	The school head implements decisions based on data and evidence	4.15	High
	The school head evaluates outcomes and adjusts strategies as needed	4.08	High
	The school head encourages teachers to participate in problem-solving	4.10	High

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Dimension	Indicators	Weighted Mean	Interpretation
1.2 Resource Management and Utilization	The school head allocates financial resources efficiently	3.98	High
	The school head ensures instructional materials are available for teachers	4.06	High
	The school head maximizes the use of existing facilities and equipment	4.03	High
	The school head monitors the use of resources to prevent wastage	4.00	High
	The school head plans and manages human resources effectively	4.01	High
	1.3 Stakeholder Collaboration and Engagement	The school head regularly communicates with teachers, parents, and community members	4.02
The school head involves stakeholders in decision-making process		4.05	High
The school head fosters partnerships with local organizations and agencies		4.07	High

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Dimension	Indicators	Weighted Mean	Interpretation
	The school head listens and responds to concerns of teachers, students, and parents	4.03	High
	The school head promotes teamwork among staff and stakeholders	4.06	High

Grand Overall Weighted Mean: 4.06 → HIGH

Legend (Likert Scale Interpretation)

Weighted Mean Range Interpretation

4.21 – 5.00	Very High
3.26 – 4.20	High
2.51 – 3.25	Moderate
1.76 – 2.50	Low
1.00 – 1.75	Very Low

This table presents “Adaptive Management Practices of School Administrators” based on three key dimensions, namely strategic decision-making and problem solving, resource management and utilization, and stakeholder collaboration and engagement, as perceived by the respondents.

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The first dimension, Strategic Decision-Making and Problem Solving, shows that all indicators obtained high ratings, with weighted means ranging from 4.04 to 4.15. The highest-rated indicator is "The school head implements decisions based on data and evidence" (4.15), followed by "develops alternative solutions when challenges arise" (4.12), while the lowest is "analyzes school problems before making decisions" (4.04). Overall, this dimension reflects that school heads consistently demonstrate strong analytical and participative leadership practices in addressing school-related concerns.

In terms of Resource Management and Utilization, all indicators also obtained high interpretations, with weighted means ranging from 3.98 to 4.06. The highest indicator is "ensures instructional materials are available for teachers" (4.06), while the lowest is "allocates financial resources efficiently" (3.98). The results indicate that school heads are effective in managing physical, financial, and human resources, although financial allocation appears to be the relatively weakest area within this dimension.

For Stakeholder Collaboration and Engagement, all indicators likewise yielded high ratings, ranging from 4.02 to 4.07. The highest is "fosters partnerships with local organizations and agencies" (4.07), while the lowest is "regularly communicates with teachers, parents, and community members" (4.02). Overall, the findings suggest that school heads actively promote collaboration and maintain strong engagement with various stakeholders in the school community. The grand overall weighted mean of 4.06 (High) implies that school administrators consistently demonstrate effective adaptive management practices across all dimensions, particularly in decision-making, resource utilization, and stakeholder engagement.

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TABLE 2

SCHOOL HEADS' CHALLENGES IN SCHOOL CONTEXT

Dimension	Indicators	Weighted Mean	Interpretation
2.1 Limited School Resources	Insufficient funding for instructional materials and programs	3.01	Moderate
	Classroom facilities are inadequate for student population	2.96	Moderate
	Shortage of teaching and support staff	2.74	Moderate
	School resources are not equitably distributed	2.89	Moderate
	Access to technology and learning tools is limited	3.05	Moderate
	2.2 Diverse Learner Needs	Learners have varying academic abilities that challenge instruction	3.42
Students have different learning styles requiring differentiated strategies		3.55	High
Some learners need additional support due to special needs		3.38	High
There is a significant gap in learner motivation and engagement		3.31	High

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Dimension	Indicators	Weighted Mean	Interpretation
	Learners' socio-economic background affects academic performance	3.47	High
2.3 Community and Stakeholder Support	Parents actively participate in school programs and activities	3.28	High
	The community provides support for school projects and initiatives	3.25	Moderate
	Local stakeholders collaborate with the school to address challenges	3.30	High
	There is consistent communication between school and stakeholders	3.22	Moderate
	Stakeholders provide feedback to improve school management	3.35	High

Grand Overall Weighted Mean: 3.21 → MODERATE

Legend (Likert Scale Interpretation)

Weighted Mean Range Interpretation

4.21 – 5.00 Very High

3.26 – 4.20 High

2.51 – 3.25 Moderate

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Weighted Mean Range Interpretation

1.76 – 2.50	Low
1.00 – 1.75	Very Low

This table presents School Heads' Challenges in School Context based on three dimensions, namely limited school resources, diverse learner needs, and community and stakeholder support, as perceived by the respondents.

In terms of Limited School Resources, the indicators obtained moderate ratings, with weighted means ranging from 2.74 to 3.05. The highest-rated indicator is "Access to technology and learning tools is limited" (3.05), followed by "Insufficient funding for instructional materials and programs" (3.01), while the lowest is "Shortage of teaching and support staff" (2.74). These results suggest that while resource-related constraints are present, they are generally experienced at a moderate level across schools.

For Diverse Learner Needs, all indicators obtained high interpretations, with weighted means ranging from 3.31 to 3.55. The highest indicator is "Students have different learning styles requiring differentiated strategies" (3.55), followed by "Learners' socio-economic background affects academic performance" (3.47), while the lowest is "There is a significant gap in learner motivation and engagement" (3.31). This implies that school heads face significant challenges in addressing learner diversity, particularly in instructional differentiation and socio-economic disparities affecting learning outcomes.

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In terms of Community and Stakeholder Support, the results show a mix of high and moderate interpretations, with weighted means ranging from 3.22 to 3.35. The highest indicator is "Stakeholders provide feedback to improve school management" (3.35), followed by "Parents actively participate in school programs and activities" (3.28), while the lowest is "There is consistent communication between school and stakeholders" (3.22). Overall, this indicates that while stakeholder engagement exists, communication and sustained support remain areas needing improvement. The grand overall weighted mean of 3.21 (Moderate) implies that school heads experience a moderate level of challenges in the school context, particularly in resource availability, learner diversity, and stakeholder involvement, which may affect overall school management effectiveness.

TABLE III

LEARNERS' ACADEMIC PERFORMANCE, TEACHERS' INSTRUCTIONAL PERFORMANCE, AND SCHOOL LEARNING ENVIRONMENT

Dimension	Indicators	Weighted Mean	Interpretation
3.1 Learners' Academic Performance	Students demonstrate mastery of concepts	3.34	High
	Students apply knowledge in practical situations	3.39	High

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Dimension	Indicators	Weighted Mean	Interpretation
	Students perform well in assessments and exams	3.36	High
	Learners demonstrate critical thinking and problem-solving	3.37	High
	Students show continuous improvement in performance	3.45	High
3.2 Teachers' Instructional Performance	Teachers plan and deliver lessons effectively	4.12	High
	Teachers use appropriate strategies to engage learners	4.18	High
	Teachers assess learning accurately and provide feedback	4.15	High
	Teachers maintain classroom discipline and positive environment	4.20	High
	Teachers demonstrate continuous professional development	4.14	High
3.3 School Learning Environment	The school promotes a safe and conducive learning atmosphere	4.25	Very High
	Effective communication and collaboration among staff and students	4.21	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Resources and facilities support learning	4.22	Very High
	Students actively participate in school activities and programs	4.18	High
	The school fosters respect, inclusivity, and positive behavior	4.24	Very High

Grand Overall Weighted Mean: 3.98 → HIGH

Legend (Likert Scale Interpretation)

Weighted Mean Range Interpretation

4.21 – 5.00	Very High
3.26 – 4.20	High
2.51 – 3.25	Moderate
1.76 – 2.50	Low
1.00 – 1.75	Very Low

This table presents “Learners’ Academic Performance, Teachers’ Instructional Performance, and School Learning Environment” based on three key dimensions that describe the overall academic and instructional conditions within the school setting as perceived by the respondents.

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In terms of Learners' Academic Performance, all indicators obtained high ratings, with weighted means ranging from 3.34 to 3.45. The highest indicator is "Students show continuous improvement in performance" (3.45), followed by "Students apply knowledge in practical situations" (3.39), while the lowest is "Students demonstrate mastery of concepts" (3.34). These results indicate that learners generally perform well academically and show consistent improvement, particularly in applying knowledge and developing higher-order thinking skills.

For Teachers' Instructional Performance, all indicators also obtained high interpretations, with weighted means ranging from 4.12 to 4.20. The highest-rated indicator is "Teachers maintain classroom discipline and positive environment" (4.20), followed by "Teachers use appropriate strategies to engage learners" (4.18), while the lowest is "Teachers plan and deliver lessons effectively" (4.12). This suggests that teachers demonstrate strong instructional competence, especially in managing classrooms and engaging learners through appropriate teaching strategies.

In terms of School Learning Environment, all indicators obtained very high to high ratings, with weighted means ranging from 4.18 to 4.25. The highest indicators are "The school promotes a safe and conducive learning atmosphere" (4.25) and "The school fosters respect, inclusivity, and positive behavior" (4.24), while the lowest is "Students actively participate in school activities and programs" (4.18). These findings reflect that the school provides a highly supportive and positive learning environment that promotes safety, collaboration, and inclusivity among stakeholders.

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Overall, the grand overall weighted mean of 3.98 (High) implies that learners' academic performance, teachers' instructional performance, and the school learning environment are generally strong and positively developed, indicating effective instructional delivery, active learner engagement, and a supportive school climate conducive to learning.

TABLE IV

RELATIONSHIP BETWEEN ADAPTIVE MANAGEMENT PRACTICES OF SCHOOL ADMINISTRATORS AND SCHOOL CHALLENGES IN SCHOOL CONTEXT

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Adaptive Management Practices of School Administrators (Table 4) and School Challenges in School Context (Table 2)	-0.78	8.42	1.96	Reject Ho	Significant Relationship (Strong Negative Correlation)

This table presents the Relationship Between Adaptive Management Practices of School Administrators and School Challenges in School Context," which examines the correlation between school leaders' adaptive management practices and the challenges encountered within the school environment.

The results show a Pearson r value of -0.78, indicating a strong negative correlation between adaptive management practices and school challenges in context. This suggests that

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as school administrators demonstrate higher levels of adaptive management practices, the challenges experienced within the school setting tend to decrease. The computed t-value of 8.42, which is higher than the table value of 1.96 at 0.05 level of significance, further confirms that the relationship is statistically significant. Therefore, the null hypothesis is rejected, indicating that the relationship between the variables is not due to chance.

These findings imply that effective adaptive management practices among school administrators play a crucial role in addressing and reducing school-related challenges. The strong negative correlation also suggests that improvements in leadership practices such as decision-making, resource management, and stakeholder engagement are associated with fewer perceived contextual problems in schools. This highlights the importance of strengthening adaptive leadership as a strategic response to school-based challenges.

Overall, the result implies that the computed correlation coefficient of -0.78 indicates a strong inverse relationship between adaptive management practices and school challenges, and the significant t-value of 8.42 confirms that this relationship is statistically significant; thus, the result implies that higher adaptive management practices correspond to lower levels of school contextual challenges, reflecting the critical role of effective school leadership in minimizing institutional difficulties.

Conclusion

Based on the results of this study, adaptive management practices of school heads were found to be highly evident in terms of strategic decision-making, resource management,

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and stakeholder collaboration, while school challenges in context were moderately experienced, particularly in addressing limited resources, diverse learner needs, and stakeholder support. The findings further revealed that learners' academic performance, teachers' instructional performance, and the school learning environment were generally favorable, indicating the positive influence of effective school leadership on educational outcomes. Moreover, the study established a significant inverse relationship between adaptive management practices and school challenges, implying that stronger adaptive leadership among school heads contributes to the reduction of contextual school difficulties and promotes a more effective, responsive, and supportive school system.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Teachers should actively participate in school decision-making activities, collaborate with school heads in addressing school challenges, and continuously enhance their instructional strategies to effectively respond to diverse learner needs and contribute to the improvement of the school learning environment.

The School Heads should strengthen their adaptive management practices by continuously applying data-driven decision-making, improving resource management strategies, and fostering stronger collaboration among stakeholders to effectively address context-specific school challenges and sustain school improvement initiatives.

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The Public Schools District Supervisor should provide continuous technical assistance, leadership training, and monitoring programs that will help school heads improve their adaptive leadership competencies and develop effective interventions for addressing school-based challenges.

The Parents should actively support school programs and activities by maintaining open communication with school personnel, participating in collaborative school initiatives, and contributing to the promotion of a positive and supportive learning environment for learners.

The Researcher should utilize the findings of this study as a basis for developing intervention programs, adaptive management frameworks, and leadership enhancement activities that may help school heads effectively respond to contextual school challenges.

The Future Researchers should conduct further studies related to adaptive management practices using wider scopes, larger populations, and additional variables to validate and enrich the findings of the present study and contribute to the continuous improvement of educational leadership and school management practices.

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The author was born on October 30, 1994, in Plaridel, Baybay City, Leyte, Philippines. She earned her bachelor's degree in Secondary Education from Visayas State University – Main Campus. During her high school and college years, she developed a strong interest in the field of supervision and leadership. Her active involvement and leadership in various student organizations inspired her to pursue Administration and Supervision as her field of specialization in her master's degree. She was also a passionate and motivated athlete during her student years, which helped her develop leadership skills and strengthened her ability to guide and inspire the youth.

At present, she is completing her Master of Arts in Education major in Administration and Supervision at Western Leyte College. She is currently serving as a Teacher III in the Department of Education and teaches Grade 9 students at Plaridel National High School, Barangay Plaridel, Baybay City, Leyte, Philippines.

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