Adaptive Theory Approach In Leadership: A Guide to Educational Management System and Mechanisms

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ABSTRACT
The study aims to examine the process of adaptive theory in leadership as a guide to educational management mechanisms in terms of qualities and characteristics of leadership, challenges of leadership, strengthening accountability in leadership, the problem-solving process in leadership, and the decision-making process in leadership. The study employs a quantitative research design. It adopts the immersive pedagogical method in education and leadership mechanisms that constitutes challenges in the educational leadership theory and mechanism. The study employs a convenient sampling technique. The study comprised thirty-two (32) respondents only. Results show that qualities and characteristics of leadership foresee the change and understanding of the process in the educational system, understand the persistence and process of the pressure gradually. Willingness to handle the situation and leadership challenges focus on effective teachers and effective leaders, the principles and competency in learning, innovate change for leaders to enact new resources in the educational system in creative challenges for new development realities and solutions to work. Strengthening accountability in leadership, ensuring precautionary measures in a better relationship in school organization and educational system and innovating change and behavior in the educational system, and diagnosing the symptoms of the situation to include the techniques in solving the expected and decision-making process in leadership style in the educational system. Finally, it explores the adaptive theory application in leadership as a guide in the educational management system and mechanisms to provide suggestions and follow-up for further study and development.

INTRODUCTION
Leadership is essential in the educational management system and mechanism. It helps in the management function and is vital to direct an organization for efficiency in improving the goals and objectives. Leadership provides clarity to motivate a purpose and guide in the realization of the mission in the educational system and organization. Therefore, understanding the role of leadership will contribute to and help in the meaningful accomplishment of the educational system mechanism. Mallillin & Mallillin (2019) stressed that competency in leadership skills measures the leader’s performance at their levels. First, it is true in the principle of leadership skills in the educational system.

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Second, it involves various challenges to their innovation in leadership skills in the educational setting. Third, it examines the competency of the educational system and leadership in Higher Education Institutions (HEIs) in the management of the faculties in terms of planning, administration, and communication. Fourth, it includes self-management and strategic action in the educational system and mechanism.

On the other hand, leadership’s importance serves various functions essential to the success of the educational setting or any organization. First, the leaders discuss and explain the educational system’s vision, mission, and goals for the members to achieve in the organization. Second, educational leadership provides different capabilities and talents toward individual and collective goals. Third, they inspire and motivate the team to action and excellent achievement in the educational system of the organization. Educational leadership and educational management are the concepts of organizing the true meaning of the educational system and institutions. It entails carrying the educational management leadership and responsibility in the system and function of the educational setting. It is the act of educational leadership that influences the setting of the educational organization necessary for the achievement of the action and goals in the system (Shaturaev & Bekimbetova, 2021).

Subsequently, an approach to leadership is vital in educational management and mechanism effectiveness. First, it provides help and guidance to maximize potential threats to the productivity and effect of an organization’s educational system and management. Second, it improves the success and chances of effective accountability, mentoring, and delegation among the team members. Third, it provides a clearer understanding of the real essence of educational management and leadership. It guides effective leadership that can identify and understand the proper communication for achieving goals in the educational system and setting. Third, it allows the team members to identify the role that leads to better performance for their best. Third, it conceptualizes and develops a style to meditate on the proper path for effective educational leadership and management. Fourth, it provides proper commitment and transformation in the educational management of the organization. Third, it integrates proper models and concepts in educational management to the effective impact of school leadership and commitment in the educational system. Finally, it stimulates exploring the proper approach to educational management mechanisms and leadership (Berkovich & Bogler, 2021).

Adaptive theory approach in the leadership cycle

The adaptive theory approach in leadership provides meaning and challenges to the interdisciplinary leadership body that attempts the bridging discipline and unified theory. The adaptive theory challenges the development leadership analysis and level. It provides a systematic component and equal recognition in educational leadership and mechanism views. It explains the synthesis of the adaptive theory and approach in the leadership cycle in the educational system and setting. The mechanism entangles educational leadership management in creativity and content innovation. It attempts to design the educational leadership mechanism and boundaries. It provides a paradigm and philosophical heuristic in the approach of the leadership cycle, especially in the educational leadership mechanism surrounding innovation and creativity. It allows the concept in the overarching level and function of the educational leadership management approach and practices. Educational leadership management combines learning knowledge and development in the process of leadership in context (Patel, & Lasley, 2021). It illustrates below:
Figure 1. Adaptive Theory Approach In Leadership

Qualities and characteristics of leadership

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

1. The ability to provide a change in the educational organization for the improved system, especially on primary values, dreams, and abilities of the educators involved.
2. The ability to create the capacity of the educational setting that embraces the atmosphere and diversity to the collective benefits and knowledge of the educational system.
3. Foresees the change and understanding of the process in the educational system for reluctant behaviors as a leader and teammates.
4. Understands gradually the persistence and process of the pressure and willingness to handle the situation.
5. Invests necessary information, is proactive, and looks for better opportunities in the educational system and management of the organization.
6. Encourages teachers and employees to produce innovation in the educational setting for the better exercise of the educational profession.
7. Possesses leading by perfect example since this influences the subordinates to follow him, where action speaks louder than words.
8. Sustains and builds community partnerships to cultivate leverage, care, and response to the school organization through trust and development.
9. It cultivates skills in teachershio to empower teachers, encourage them to learn continually, and support and practice for teachers to become leaders in the future.
10. Become visionaries as part of his planning to provide direction as a team member, and this can generate excitement, motivation, and inspiration in school and the educational system.

Challenges of leadership

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

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

**Strengthening accountability in leadership**

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

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

**Problem-solving process in leadership**

Problem-solving process in leadership is essential for the effectiveness of the educational setting and mechanism, which is very necessary at the school system level in addressing the problems in the macro-system and the social inequity of the educational setting and system mechanism. The problem-solving process in leadership attempts to influence belief in the causes and nature of the problem and how to solve issues in leadership. Therefore, leaders tend to prevent the issues and causes of the problems (Sinnema, Meyer, Le Fevre, Chalmers, & Robinson, 2021). Problem-solving process in leadership discusses the details below:

1. It focuses on and defines a problem and diagnoses the symptoms of the situation to include the techniques for solving the expected outcome and analysis.
2. Explains the key steps in the problems and issues in the school organization and setting.
3. Provides support and steps in the involvement of factual information in the educational system and issues in the school organization by focusing on the reality and expectation of the issues and causes.
4. Imposes alternative solutions to the problems and generates problem-solving procedures considering the ideal solution for educational enhancement.
5. Develop maps of problems and issues for the solution and useful tools and techniques in the problem-solving stage.
6. Implements and evaluates problem-solving processes and solutions involved in the organizational constraints in the educational system and setting.

7. Implements and facilitates solutions supporting an effective resistance to problem-solving and changes.

8. Techniques in problem-solving should be monitored to provide clarity in the effective solution to respond to the updated changes in the organization.

9. Provide better problem-solving skills in the ever-changing environment in the school organization or educational setting.

10. Identifies a curious leadership in a complex problem-solving process to the workplace spontaneity in the quality of education and competency.

Decision-making process in leadership

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

1. Acts on the procedures and decision-making based on the educational system’s standard policies that benefit the organization.

2. Decision-making weighs the procedures and alternatives for better action in solving the issues in the organization and process.

3. It provides different approaches to decision-making to be effective in leadership functions and responsibilities in the educational system.

4. Finds solutions and development of the decision-making in the educational system and the leadership process.

5. The decision-making process in leadership is consistent in the proper analysis, concept, principles, direction, and options based on the educational system and setting in the organization.

6. The decision-making process follows the directive style as the best alternative in judgment and knowledge experience in a leadership function in the educational system.

7. It provides a decision-making process effectively in all pertinent facts and information to be considered in the organization.

8. Decision-making conceptualizes the style of effective leadership as a creative approach and brainstorming on the problem or issues.

9. Evaluates and eliminate the various alternatives in the decision-making process of leadership in the organization.

10. It provides decision-making and proper analysis style in the best outcome of the process in leadership for direct observation in the educational system.

METHODS

Research Design

Quantitative research design is employed in the study because it focuses on the process of adaptive theory in leadership as a guide to educational management mechanisms in terms of qualities and characteristics of leadership, challenges of leadership, strengthening accountability in leadership, the problem-solving process in leadership, and decision-making process in leadership. Second, it adopts the immersive pedagogical method in education and leadership mechanisms that constitutes challenges in the educational leadership theory and mechanism. Third, it displays the complex methods of educational leadership style and mechanisms. Finally, it focuses on the leadership outcome in the educational setting and intervention to include an effective leader’s associated measures and characteristics (Hamilton, McKechnie, Edgerton, & Wilson, 2021).

Sampling Techniques

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

Respondents of the Study

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

Instruments Used

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

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

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

### Table 2. Process of Adaptive Theory in Terms of Challenges of Leadership

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

### Table 3. Process of Adaptive Theory in Terms of Strengthening Accountability in Leadership

| Scale   | Descriptive Level   | Descriptive Interpretation                                                                 |
|---------|---------------------|-------------------------------------------------------------------------------------------|
| 4.20-5.00 | Completely Satisfied | Strengthening accountability in leadership is highly observed                            |
| 3.40-4.19 | Very Satisfied      | Strengthening accountability in leadership is observed                                    |
| 2.60-3.39 | Moderately Satisfied | Strengthening accountability in leadership is limited                                     |
| 1.80-2.59 | Slightly Satisfied  | Strengthening accountability in leadership is not observed                               |
| 1.00-1.79 | Not at All Satisfied | Strengthening accountability in leadership is not observed at all                        |
Table 4. Process of Adaptive Theory in Terms of Problem Solving Process in Leadership

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

Table 5. Process of Adaptive Theory in Terms of Decision-Making Process in Leadership

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

RESULTS

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

Table 6. Process of Adaptive Theory in Terms of Qualities and Characteristics of Leadership

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

Become visionaries as part of his planning to provide direction as a team member, and this can generate excitement, motivation, and inspiration in school and the educational system.

As gleaned in the table, rank one share by the two indicators, which are “Foresees the change and understanding of the process in the educational system for reluctant behaviors as a leader and teammates” and “Understands gradually the persistence and process of the pressure and willingness to handle the situation,” with a weighted mean of 4.21 or Completely Satisfied which means the qualities and characteristics observe the leadership. Rank 2 is “Encourages teachers and employees to produce innovation in the educational setting for the better exercise of the educational profession,” with a weighted mean of 4.15 or Very Satisfied, which means the qualities and characteristics observed in the leadership. Rank 3 is shared by the two indicators. The first is “The ability to provide a change in the educational organization to improve the system, especially on primary values, dreams, and abilities of the educators involved.” The second is “The ability to create the capacity of the educational setting that embraces the atmosphere and diversity to the collective benefits and knowledge of the educational system,” with a weighted mean of 4.03 or Very Satisfied, which means qualities and characteristics of leadership is observed. The least in rank is “Become visionaries as part of his planning to provide direction as a team member, this can generate excitement, motivation, and inspiration in school and the educational system,” with a weighted mean of 3.38 or Moderately Satisfied, which means qualities and characteristics of leadership is limited. The overall average weighted mean is 3.878 (SD=0.2969) or Very Satisfied, which means the process of adaptive theory observes in terms of qualities and characteristics of leadership among the respondents.

Table 7. Process of Adaptive Theory in Terms of Challenges of Leadership

| Indicators                                                                 | WM | I  | R  |
|---------------------------------------------------------------------------|----|----|----|
| It entails aligning its systems, values, actions, and strategies in leadership and development in the plan and implementation of the education competency-based process. | 4.10 | VS | 3.5 |
| Provides challenges on leadership development in curriculum work and coaching beyond classroom resources that simplify the current system and potential capabilities. | 3.75 | VS | 6.5 |
| Challenges the transition of growth and management, the conventional wisdom that embraces the set of ideas in the educational system and performance. | 3.66 | VS | 8   |
| It challenges the maintenance of work preservation and changing circumstances to support leaders in assessing and changing standards in the educational system. | 3.34 | MS | 10  |
| It focuses on effective teachers and leaders in broader principles and competency in learning and teaching in an instruction vision and practice. | 4.26 | CS | 1.5 |
| It preserves leadership work and keeps performance essentials in passing the educational system for the challenges in leadership. | 3.75 | VS | 6.5 |
| It explores creative challenges and new ways and opportunities in thinking for the school organization for better changes. | 3.55 | VS | 9   |
| It innovates change for leaders to enact new resources in the educational system in creative challenges for new development and realities and solutions to work. | 4.26 | CS | 1.5 |
Table 2 presents the weighted mean and the corresponding interpretation of the adaptive theory process regarding leadership challenges. The table revealed that rank one is shared by the two indicators. The first is “It focuses on effective teachers and leaders in broader principles and competency in learning and teaching in an instruction vision and practice,” and the second is “It innovates change for leaders to enact new resources in the educational system in creative challenges for new development and realities solutions to work,” with a weighted mean of 4.26 or Completely Satisfied which means challenges of leadership is highly observed. Rank 2 is also shared by the two indicators. First, “It entails aligning its systems, values, actions, and strategies in leadership and development in the plan and implementation for the education competency-based process.” Second, “It provides crisis challenges on the unexpected circumstances and existence in working ways for school management organization and leadership,” with a weighted mean of 4.10 or Very Satisfied, meaning leadership challenges are observed. Rank 3 is “It challenges work leadership that addresses the planning and key structure of the changing circumstances in the school organization,” with a weighted mean of 4.00 or Very Satisfied, which observes leadership challenges. The least in rank is “It challenges the maintenance of work preservation and changing circumstances to support leaders in the assessment and change of standards in the educational system,” with a weighted mean of 3.34 or Moderately Satisfied, which means challenges of leadership is limited. The overall average weighted mean is 3.877 (SD=0.2970) or Very Satisfied, which means the process of adaptive theory observes leadership challenges among the respondents.

Table 8. Process of Adaptive Theory in Terms of Strengthening Accountability in Leadership

| Indicators                                                                 | WM  | I     | R  |
|---------------------------------------------------------------------------|-----|-------|----|
| 1. Creates provision for the educational system and the school disclosure  | 3.97| VS    | 4  |
| legality for teachers, colleagues, administration, and other allies in the|     |       |    |
| educational organization and setting.                                     |     |       |    |
| 2. Formulates a link on the change, clear theory for the educational      | 3.82| VS    | 5.5|
| system, and accountability on the organization’s strength.               |     |       |    |
| 3. It provides accountability for both optimistic and pessimistic results | 3.55| VS    | 8  |
| and expectations in the strength of leadership.                         |     |       |    |
| 4. It maintains proper integrity through the strength in leadership and   | 3.38| MS    | 9.5|
| in accepting responsibility and consequences in the educational system   |     |       |    |
| of the organization.                                                     |     |       |    |
| 5. Recognizes accountability for hard work, doing the right thing,        | 4.23| CS    | 1.5|
| avoiding pinpointing responsibility, and ensuring precautionary measures in a better relationship in the school organization and educational system. |    |       |    |
| 6. Influences and embraces power as a potential leader in a given        | 3.38| MS    | 9.5|
| situation and outcome in their accountability and holdings.             |     |       |    |
| 7. Innovates change and behavior in the educational system that brings   | 4.23| CS    | 1.5|
| the organization significant competency in the management for the        |     |       |    |
| quality of education.                                                    |     |       |    |
Table 3 presents the weighted mean and the corresponding interpretation of the process of adaptive theory in terms of strengthening accountability in leadership. The table observed that rank one is shared by the two indicators. The first "Recognizes accountability for hard effort, doing the right thing, avoiding identifying blame, and taking preventative steps for improved school organization and educational system relationships." The second, "Innovates change and behavior in the educational system that results in substantial and competent management for the quality of education inside the enterprise," with a weighted mean of 4.23 or Completely Satisfied, which means strengthening accountability in leadership is highly observed. Rank 2 is "Organizes adaptive leaders in the strength of leadership in the school setting to identify the opportunities for learning in the educational system," with a weighted mean of 4.07 or Very Satisfied, which means strengthening accountability in leadership is observed. Rank 3 is "Creates provision for the educational system and legality of the school disclosure for both teachers, colleagues, administration, and other allies in the educational organization and setting," with a weighted mean of 3.97 or Very Satisfied means strengthening accountability observed in leadership. The least in rank shares by the two indicators, which are “It maintains proper integrity through the strength in leadership and in accepting responsibility and consequences in the educational system of the organization” and “Influences and embraces power as a potential leader in a given situation and outcome in their accountability and holdings,” with a weighted mean of 3.38 or Moderately Satisfied which means strengthening accountability in leadership is limited. The overall average weighted mean is 3.822 (SD=0.2972) or Very Satisfied, which means the process of adaptive theory observed in terms of strengthening accountability in leadership among the respondents.

**Table 9. Process of Adaptive Theory in Terms of Problem Solving Process in Leadership**

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

As noted in the table, rank one is shared by the two indicators. The first is, "It establishes and defines a problem, diagnoses the situation’s symptoms, and identifies the techniques for solving the process and the expected outcome and analysis.” The second, “Provide better-solving skills in problem-solving, and in an ever-changing environment in the school organization or educational setting,” with a weighted mean of 4.20 or Completely Satisfied, means the problem-solving process in leadership is highly observed. Rank 2 is also shared by the two indicators. The first is "Implements and facilitates solutions supporting an effective resistance to problem-solving and changes." The second is "Techniques in problem-solving must be monitored to provide clarity in the effective solution to respond to the updated changes in the organization," with a weighted mean of 3.87 or Very Satisfied, which means the problem-solving process in leadership is limited. The overall average weighted mean is 3.770 (SD=0.3149) or Very Satisfied, which means the process of adaptive theory in terms of problem-solving observed in leadership among the respondents.

Table 5. Process of Adaptive Theory in Terms of Decision-Making Process in Leadership

| Indicators                                                                 | WM  | I   | R  |
|---------------------------------------------------------------------------|-----|-----|----|
| 1. Acts on the procedures and decision-making based on the educational    | 3.78| VS  | 6  |
| system’s standard policies that benefit the organization.                 |     |     |    |
| 2. Decision-making weighs the procedures and alternatives for better action| 4.00| VS  | 4.5|
| in solving the issues in the organization and process.                    |     |     |    |
| 3. It provides different approaches to decision-making to be effective in | 4.14| VS  | 3  |
| leadership functions and responsibilities in the educational system.      |     |     |    |
| 4. Finds solutions and development of the decision-making in the          | 4.00| VS  | 4.5|
| educational system and the leadership process.                            |     |     |    |
| 5. The Decision-making process in leadership is consistent in the proper  | 3.60| VS  | 7.5|
| analysis, concept, principles, direction, and options based on the        |     |     |    |
| educational system and setting in the organization.                      |     |     |    |
| 6. The Decision-making process follows the directive style as the best    | 3.37| MS  | 10 |
| alternative in judgment and experience of knowledge in a leadership function in the educational system. |     |     |    |
Table 5 presents the weighted mean and the corresponding interpretation of the adaptive theory process in leadership decision-making. The table shows that rank one is shared by the two indicators. The first, “Decision-making conceptualizes ineffective leadership style as a creative approach to the problem or issue and brainstorming,” with a weighted mean of 4.22 or Completely Satisfied, which means the decision-making process in leadership is highly observed. Rank 2 is “It provides different approaches in the decision-making to be effective in leadership function and responsibilities in the educational system,” with a weighted mean of 4.14 or Very Satisfied, which means the decision-making process observed in leadership. Rank 3 shares by the two indicators, which are “Decision making weighs the procedures and alternatives for better action in the solution of the issues in the organization and process” and “Finds solutions and development of the decision-making in the educational system and the process of leadership,” with a weighted mean of 4.00, or Very Satisfied which means decision-making process observes in leadership. Finally, the least in rank is “Decision-making process follows the directive style as the best alternative in judgment and experience of knowledge in leadership function on the educational system,” with a weighted mean of 3.37 or Moderately Satisfied, which means the decision-making process in leadership is limited. However, the overall average weighted mean is 3.835 (SD=0.3075) or Very Satisfied, which means the respondents observe the process of adaptive theory in terms of the leadership decision-making process on the test of significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanism as observed by the respondents. Table 6 presents the test of significant correlation on the process of adaptive theory in leadership as a guide to educational management mechanisms as observed by the respondents.

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

| Test of Variables                          | computed t value | comparison | t critical value | Decision |
|-------------------------------------------|------------------|------------|------------------|----------|
| 1. Qualities and characteristics of leadership | 38.98            | >          | 2.042            | rejected |
| 2. Challenges of leadership               | 38.96            | >          | 2.042            | rejected |
| 3. Strengthening accountability in leadership | 38.39            | >          | 2.042            | rejected |
| 4. Problem-solving process in leadership  | 36.79            | >          | 2.042            | rejected |
| 5. Decision-making process in leadership  | 37.87            | >          | 2.042            | rejected |
It reveals that when testing the variables. For example, the \( t \) computed value of qualities and characteristics of leadership is 38.98, challenges of leadership are 38.96, strengthening accountability in leadership is 38.39, the problem-solving process in leadership is 36.79, and the decision-making process in leadership is 37.87, which is higher than the \( t \) critical value of 2.042, two-tailed test, with \( df \) of 30 at 0.05 level of significance. Hence, this resulted in rejection. Therefore, it is safe to say that there is a significant correlation between the process of adaptive theory in leadership as a guide to educational management mechanisms, as observed by the respondents.

DISCUSSION

Adapting the theory in leadership approach toward the educational management system and mechanism is essential in the educational organization. It provides an understanding and framework in the adaptive system theory in dealing with the multiple systems, intelligent agents, and independent interaction with the set atmosphere in the educational leadership system and mechanism. It predicts the effect and cause of the educational leadership organization. It evolves, adapting the educational structure and leadership function and mechanism system. It defines the realization of the educational system in dealing with the ideal rules and implementation in the organization. Educational leadership systems and management require proper discipline, decision-making processes, and intelligent decision-making. It helps to guide the system in a desired effective organization. It is timely to the various educational institutions that need a proper educational leadership system and setting, especially for a transformative change from good, better, and best. It provides understanding, effort, strategic priority, and proper implementation of the theory in educational leadership and adaptation in the transition of the approaches to management in the educational setting and system (Ueland, Hinds, & Floyd, 2021).

On the other hand, the process of adaptive theory in terms of qualities and characteristics of leadership shows that it foresees the change and understanding of the process in the educational system for reluctant behavior as a leader and teammates, where it addresses the creativity construct and intelligence of the educational leaders in providing equal and level among their constituents in a context description of an effective leader in the organization. They perform and collaborate domains in the educational system and design to include style in management and development (Corazza, Reiter-Palmon, Beghetto, & Lubart, 2021). It also shows that there is an understanding gradually in the persistence and process of the pressure and willingness to handle the situation where it discusses the social and cultural process of the political influences of the educational leadership in the society, which identifies the structure of the human needs, equality, and inclusion. It establishes the process of political control, culture, and conflict that demonstrates the effectiveness of educational leadership in the school setting. Educational leadership theory contributes to the implication of the setting, system, and management (Da’as & Zibenberg, 2021).

Furthermore, it also shows that it encourages teachers and employees to produce innovation in the educational setting for the better exercise of the educational profession, where it increases the initiative of an effective leader in the educational setting leadership and management system. Furthermore, it develops the intention of an effective leader in the educational system to improve sustainable development in the school setting and organization (Lozano, Lukman, Lozano, Huisingsh, & Lambrechts, 2013). Lastly, the qualities and characteristics of a competent leader in an educational organization provide the ability to change the academic organization for the system’s betterment, emphasizing the system and emphasizing an emphasis on the educators’ primary values, aspirations, and skills. In addition, it creates the capability of an educational setting that embraces the environment and diversity of the educational system’s collective advantages and knowledge to enable the implementation of a series of development and intervention for professional innovation in educational design (Admiraal, Schenke, De Jong, Emmelot, & Sligte, 2021).

| Test of Variables | computed \( t \) value | comparison | \( t \) critical value | Decision |
|-------------------|------------------------|------------|------------------------|----------|
| Two-tailed test, \( df \) of 30 at 0.05 level of significance |

It demonstrates the effectiveness of educational leadership in the school setting and management (Corazza, Reiter-Palmon, Beghetto, & Lubart, 2021). It also shows that there is an understanding gradually in the persistence and process of the pressure and willingness to handle the situation where it discusses the social and cultural process of the political influences of the educational leadership in the society, which identifies the structure of the human needs, equality, and inclusion. It establishes the process of political control, culture, and conflict that demonstrates the effectiveness of educational leadership in the school setting. Educational leadership theory contributes to the implication of the setting, system, and management (Da’as & Zibenberg, 2021).

Furthermore, it also shows that it encourages teachers and employees to produce innovation in the educational setting for the better exercise of the educational profession, where it increases the initiative of an effective leader in the educational setting leadership and management system. Furthermore, it develops the intention of an effective leader in the educational system to improve sustainable development in the school setting and organization (Lozano, Lukman, Lozano, Huisingsh, & Lambrechts, 2013). Lastly, the qualities and characteristics of a competent leader in an educational organization provide the ability to change the academic organization for the system’s betterment, emphasizing the system and emphasizing an emphasis on the educators’ primary values, aspirations, and skills. In addition, it creates the capability of an educational setting that embraces the environment and diversity of the educational system’s collective advantages and knowledge to enable the implementation of a series of development and intervention for professional innovation in educational design (Admiraal, Schenke, De Jong, Emmelot, & Sligte, 2021).
Furthermore, the adaptive theory process regarding leadership challenges focuses on effective teachers and leaders in broader principles and competency in learning and teaching in an instruction vision and practice. It provides better achievement and improvement in the educational system and teaching quality. The effectiveness of a leader in school depends on their efficiency and competency. It requires meeting the context and capacity of the educational leader and innovation in terms of management and leadership system (Gian & Bao, 2021). It also shows that innovation change for a leader is to enact new resources in the educational system in creative challenges for new development and realities and solutions to work where it draws strategic management in the human resources and commitment. It will lead and guide in the competitive advantage in educational leadership. It adopts strategies in the educational management system of leadership. It enables orchestrating the effectiveness and capabilities in the educational setting and management in leadership (Collins, 2021).

On the other hand, leadership challenges include integrating systems, values, actions, and strategies in leadership and also developing and implementing plans for the education competency-based approach. Also, it provides crisis challenges on the unexpected circumstances and existence in working ways for school management organization and leadership. It introduces the collaborative implementation of effective leadership with a focus on innovation in the educational system and a set of leadership. It supports the methods and the models of the issues and outcomes in the educational system and delivery (Bianchi, Nasi, & Rivenbark, 2021). Hence, work leadership challenges that address the planning and key structure of the changing circumstances in the school organization determine the adaptation of the theory in leadership on the extent process in the strategic planning and knowledge to enhance the educational system and setting management. It brings knowledge and theories the management strategies in the school setting (Cheng, 2021).

Moreover, the process of adaptive theory in terms of strengthening accountability in leadership shows recognizing accountability for hard work, doing the right thing, avoiding pinpointing responsibility, and ensuring precautionary measures in a better relationship in the school organization and educational system where it increases the school organization coupled with accountabilities and responsibilities. It improves the workforce and improves the leadership of the school organization and profession. It shapes the working environment and influences the school setting, organization, and motivation. It analyzes the leadership pedagogy and development behavior and practices (Radinger, 2014).

On the other hand, strengthening the accountability of leadership organizes adaptive leaders in the strength of leadership in the school setting to identify the opportunities for learning in the educational system where it adapts the complexity of leadership approach and mechanism in the educational system. It explores the leadership approaches to improving the function and application. It enhances the rules and trust in the adaptive strength of the organization (Raei, & LeMaster, 2021). However, strength and accountability in leadership show to create provision for the educational system and legality of the school disclosure for both teachers, colleagues, administration, and other allies in the educational organization and setting where it provides concepts in the educational system and management (Shaturaev, & Bekimbetova, 2021).

Consequently, the process of adaptive theory in terms of the problem-solving process in leadership focuses and defines a problem and diagnoses the symptoms of the situation to include the techniques in solving the process of the expected outcome and analysis where it prevents effective leaders in the achievement of the problem-solving process in the educational system or organizational goals. The problem-solving theory and behavior in the process of quality and model attempt to solve the problem involved in the system. It analyzes the pattern, belief, and emotion in the causal of the problem-solving process (Robinson, Meyer, Le Fevre, & Sinnema, 2021). On the other hand, it also provides better solving skills in the ever-changing environment of the school organization or educational setting where it tracks the application of the management in the leadership and problem-solving in the school system and improvement. It explores and platforms the support of the school organization and problem-solving process (Cho, Borowiec, & Tuthill, 2021).

Furthermore, the problem-solving process in leadership shows that it imposes alternative solutions to the problems and generates problem-solving procedures considering the ideal solution for educational enhancement where it needs new approaches and ideas in the educational system and setting. It manifests the various ways and actions in problem solving and expectation (Mazurkiewicz, 2021).
It also shows to provide techniques in problem-solving that must be monitored to provide clarity in the effective solution to respond to the updated changes in the organization where it influences the problem-solving in the educational organization and enforcement and the skills of effective leader and strategy (Lassoued, Awad, & Guirat, 2020). Hence, it provides support and steps in the involvement of the factual information in the educational system and issues in the school organization through focusing on the reality and expectation of the issues and causes where the performance of effective leader in the improvement and performance emerged in the educational system, (Tortorella, Miorando, Caiado, Nascimento, & Portioli Staudacher, 2021).

Lastly, the process of adaptive theory in terms of the decision-making process in leadership shows that decision-making conceptualizes ineffective leadership as a creative approach and brainstorming in the problem or issues where effective leadership is concerned. Therefore, the decision-making process is a systematic leadership form associated with the educational system approach (Bryman, 2007). It also shows that it provides decision-making and proper analysis style in the best outcome of the process in leadership for direct observation of the educational system, where it provides leadership performance in the decision-making process (Torlak, Demir, & Budur, 2021). Consequently, decision-making leadership shows that it provides different approaches in decision-making to be effective in leadership function and responsibilities in the educational system where the decision-making and management style creates and influences the performance of the leaders in the school organization in understanding the sustainable approach ineffective leadership. Furthermore, it illustrates the school organization’s artistic images that influence an effective leader’s decision-making and strategies (Sulich, Soloduch, Pelc, & Ferasso, 2021). Consequently, decision-making leadership and process evaluate the methods and options for better action in resolving problems in the organization and strategy, discover solutions, and improve the decision-making in the educational system and the process in leadership. Furthermore, it provides proper techniques, communication, and development information to promote effective leadership and decision-making (Zhang, Gao, & Li, 2020).

CONCLUSION

As discussed in the previous chapter, this study’s conclusion results as follows:

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

2. It demonstrates that the process of adaptive theory in terms of leadership challenges focuses on effective teachers and influential leaders in broader principles and competency in learning and teaching in an instruction vision and practice and to innovate change for leaders to implement new resources in the educational system in creative challenges for new development realities and solutions to work where it involves aligning its systems, values, actions, and strategies in leader development. It also shows that challenges work leadership that addresses the planning and key structure of the changing circumstances in the school organization.

3. It demonstrates that the process of adaptive theory in terms of strengthening accountability in leadership recognizes accountability on hard work, doing the right thing, avoiding pinpointing responsibility, and ensuring precautionary measures in a better relationship in the school organization and educational system, and innovates change and behavior in the educational system that creates the organization in a significant and competent position in the management for the quality of education. It also creates provisions for the educational system and legality of the school disclosure for teachers, colleagues, administration, and other allies in the educational organization and setting.

4. It demonstrates that adaptive theory in terms of the problem-solving process in leadership focuses and defines a problem, diagnoses the symptoms of the situation to include the techniques in solving
the process of the expected outcome and analysis, and provides better problem-solving skills and problem in an ever-changing environment in a school organization or educational setting where it imposes an alternative solution on the problem and generates problem-solving capabilities. In addition, it shows that problem-solving techniques must be monitored to provide clarity in the most effective solution to the organization’s updated changes. It also provides support and steps in the involvement of factual information in the educational system and issues in the school organization by focusing on the reality and expectations of the issues and causes.

5. It demonstrates that the process of adaptive theory in terms of the decision-making process in leadership conceptualizes ineffective leadership’s decision-making style as a creative approach and brainstorming in the problem or issues. Also, it provides decision-making and proper analysis style in the best outcome of the process in leadership for direct observation in the educational system, where it offers different approaches in the decision-making to be effective in leadership function and responsibilities in the educational system. Decision-making evaluates the procedures and alternatives for improved action in resolving problems in the organization and process, finding answers, and advancing the decision-making in the educational system and the leadership process.

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