

Vision, Understanding, Competencies, and Actions (VUCA) Leadership Skills and Management Practices of the Seasoned Principals and Teachers' Competence and Adaptability in Region 12

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Abstract. Crises often expose the vulnerabilities of institutions and leadership, yet some leaders demonstrate resilience and adaptability in the face of uncertainty. Despite the increasing relevance of leadership models in volatile educational environments, a research gap remains in understanding how positive leadership traits, particularly those framed within a reinterpreted VUCA framework (Vision, Understanding, Competencies, and Actions), relate to teacher performance and adaptability in the Philippine public school system. This study aimed to assess the VUCA leadership skills and management practices of seasoned principals and determine their correlation with teachers' competence and adaptability in DepEd Region 12. A correlational research design was employed. The study involved 316 public school teachers, 15 seasoned school principals, and 30 School Governing Council (SGC) officers as respondents. Findings revealed that seasoned principals generally demonstrated strong VUCA leadership traits and effective management practices. Teachers reported high levels of competence, as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings, as well as notable adaptability to change. However, the results indicated that VUCA leadership skills were weak predictors of teacher competence, suggesting that other factors may contribute more significantly to teacher performance. While a positive correlation was found between VUCA leadership and teacher adaptability, this relationship was not statistically significant. In contrast, principals' management practices showed a highly significant positive correlation with teacher adaptability but did not significantly predict teacher competence. These findings underscore the importance of school leaders considering a broader range of organizational, professional, and personal factors that impact teaching effectiveness. It is recommended that initiatives aimed at fostering teacher well-being and promoting collaborative and adaptive school cultures be integrated into leadership development frameworks to better support educators in complex educational settings.

Keywords: Adaptability; Management practices; Seasoned principals; Teacher competence; VUCA leadership.

1.0 Introduction

Crises have long determined the fate of leaders and their organizations. While many have succumbed to adversity, others have risen to the occasion, demonstrating resilience and effective leadership. The global health crisis of 2020, coupled with ongoing global disruptions, has profoundly reshaped everyday life, amplifying the conditions of volatility, uncertainty, complexity, and ambiguity (VUCA). These challenges have further underscored the interconnectedness of our world and the pressing need for adaptive leadership, particularly in educational settings.

The VUCA framework, originally conceptualized to describe turbulent military conditions, has evolved into a widely accepted model in leadership and organizational development. In education, it has gained relevance as institutions navigate increasingly complex environments. Johansen's (2017) VUCA Prime model offers a proactive leadership approach that emphasizes vision, understanding, clarity, and agility. However, in this study, the strategy emphasizes fostering vision in the face of volatility, knowledge in response to uncertainty, competencies in dealing with complexity, and actions characterized by agility and resiliency in the face of ambiguity.

Recent studies affirm the need to equip school leaders with VUCA-responsive leadership skills. Ciceklioglu (2020) noted that VUCA is not a temporary disruption but a persistent condition that shapes today's work environments. While the pandemic accelerated the use of technology in schools, it also revealed gaps in preparedness. Educational stakeholders—teachers, students, and administrators were compelled to adapt to digital transformation with limited resources and support (Chakraborty, Mittal, & Gupta, 2020; Dhawan, 2020). Teachers, in particular, faced increased stress and emotional fatigue, exacerbated by inadequate government support and financial constraints (Schaffhauser, 2020).

Oliver Wyman (2020) emphasized that adaptability and professional development are now central to sustaining quality education in VUCA conditions. However, challenges persist, especially in under-resourced regions. In SOCCSKSARGEN (Region 12), for example, the Regional Development Plan (2017–2022) reported persistently low secondary-level participation, poor completion rates, and a decline in achievement scores from 2012 to 2015 (National Economic and Development Authority [NEDA], 2017). Similarly, according to the Philippine Institute for Development Studies (2019), Regions 9, 12, and BARMM had the lowest net enrollment rates in 2017.

These systemic issues suggest that leadership is a critical lever for improving education outcomes. Harris (2020) emphasized that school leaders influence the professional culture, collaboration, and instructional capacity of teachers. Despite the recognition of VUCA leadership as a necessary skill set, its empirical exploration in education, especially in the Philippine context, remains limited. This study addresses that gap by examining the VUCA leadership skills and management practices of seasoned principals in the Department of Education (DepEd) Region 12. Specifically, it examines whether these leadership qualities are correlated with teachers' competence and adaptability during times of crisis. The study aims to contribute to the growing literature on school leadership by offering insights into how principals' leadership and management approaches influence the performance and resilience of educators, ultimately enhancing the quality of basic education in a VUCA world.

2.0 Methodology

2.1 Research Design

This study employed descriptive, evaluative, and correlational research designs to investigate the significant relationship between VUCA Leadership skills and management practices, and the competence and adaptability of seasoned principals and teachers. According to O'Leary (2009), descriptive evaluation can determine the value of some initiatives, such as a program or policy. Findings are considered crucial to rational and informed decision-making. On the other hand, a correlational study aims to identify relationships between two or more variables, examining whether changes in one variable are associated with changes in another (Tan, 2014). Insights gained from a correlational study enable researchers to evaluate the extent and nature of the relationship between the variables.

2.2 Participants and Sampling Technique

The study engaged three primary groups of respondents: 15 seasoned school principals, 30 School Governance Council (SGC) officers comprising two of the most knowledgeable representatives from each of the 15 selected public high schools, and 316 public school teachers. These participants completed survey questionnaires assessing

VUCA leadership skills and management practices, with public school teachers additionally responding to a questionnaire on adaptability. The list of eligible respondents was sourced from the Department of Education (DepEd) Regional Office, and the number of respondents per division was determined through coordination with the respective Schools Division Offices. Seasoned principals were deliberately chosen for their recognized expertise, professional resilience, and proven effectiveness in managing complex and dynamic school environments. These leaders demonstrate advanced strategic thinking, adaptability, and technical proficiency, allowing them to lead effectively under volatile, uncertain, complex, and ambiguous (VUCA) conditions. Froland (2024) distinguishes seasoned leaders by their capacity to maintain effectiveness despite setbacks, adapt to changing circumstances, and utilize specialized knowledge to sustain high performance over time.

Regarding sampling procedures, the study employed complete enumeration for seasoned principals and SGC officers, given their relatively small population size. This approach ensures the inclusion of all members within these groups, which is advantageous when comprehensive data from a small population is needed. For public school teachers, stratified random sampling was employed to achieve proportional representation across divisions. This technique involves dividing the population into strata based on characteristics such as division or school size to enhance representativeness and reduce sampling bias. The sample size was determined using Yamane's (1967) formula, with samples proportionally allocated across public secondary schools in Region 12. Within each school, fishbowl sampling was conducted to select teacher respondents from the provided roster randomly. Ultimately, the study included 361 respondents, representing all targeted groups from the selected public secondary schools. This multi-stage sampling strategy ensured both the diversity and representativeness of the study sample while upholding methodological rigor.

2.3 Research Instrument

The researcher employed a survey questionnaire, alongside Individual Performance Commitment and Review Form (IPCRF) ratings of teachers, to assess the levels of VUCA leadership and management practices among school leaders, as well as teachers' competence and adaptability. The instrument comprised four sections. The first section gathered respondents' demographic information, including optional names, school or organizational affiliation, and current position or rank. The second section measured VUCA Leadership Skills, adapted from Johansen (2009), covering dimensions such as vision, understanding, competencies, and actions. This portion was completed by seasoned principals, School Governance Council (SGC) officers, and teachers. The third section evaluated school management practices, including setting directions, developing personnel, structuring workplace conditions, developing educational programs, budgeting, and establishing linkages. This section was adapted from Fontillas and Cabal (2023) and was also informed by responses from principals, SGC officers, and teachers. The fourth section assessed teachers' adaptability in areas including emergency management, work-related stress, problem-solving, uncertainty, and continuous learning, adapted from Charbonnier-Voirin and Roussel (2012). To assess teacher competence, this study referred to the Individual Performance Commitment and Review Form (IPCRF) ratings, as outlined by the Civil Service Commission (CSC, 2012). These ratings evaluate performance across five core areas: mastery of content and pedagogy, creation of a conducive learning environment, curriculum and planning, use of assessment strategies, and commitment to professional development.

To ensure the research instruments were both accurate and consistent, this study conducted validation and reliability procedures. The advisory committee first reviewed the adapted questionnaires and then refined them with the assistance of language experts. Content validity was established with the help of a panel of technical experts, where all items achieved perfect scores ($I-CVI$ and $S-CVI = 1.00$), in line with Yusoff's (2019) standards for panels comprising three to five experts. Reliability testing, measured through Cronbach's alpha, showed high internal consistency. The 40-item VUCA Leadership Skills instrument yielded a coefficient of 0.98, the 55-item Management Practices instrument scored 0.99, and the 41-item Teachers' Adaptability instrument registered 0.87. Since all values surpassed Taber's (2018) acceptable threshold of 0.70, the instruments were deemed suitable for data collection.

2.4 Data Gathering Procedure

In this study, the survey questionnaire was prepared by adapting previously validated instruments aligned with the study's objectives. Technical experts evaluated the instrument to verify its clarity, relevance, and suitability

for the research context, and their recommendations were incorporated through necessary revisions. A pilot test was conducted to establish the instrument's reliability and validity before full-scale data collection. Official permission to conduct the study was granted by the Department of Education (DepEd) Regional Director. Formal requests were submitted to the Schools Division Superintendents, as well as to the heads of the fifteen (15) selected public high schools, seeking approval to administer the survey and collect IPCRF rating summaries for the teacher respondents during the 2022–2023 school year. Once all necessary authorizations were secured, survey questionnaires were distributed to teacher respondents. After the designated period, completed questionnaires were collected, and the IPCRF rating summaries were retrieved from school administration offices.

2.5 Data Analysis Procedure

The data gathered from the respondents were systematically arranged, encoded, and analyzed using appropriate statistical tools. Descriptive statistics, such as the mean and standard deviation, were computed to evaluate the levels of VUCA leadership skills, management practices, teachers' competence, and adaptability. The standard deviation helped assess how responses varied within each measured construct. To determine the strength and direction of the relationships among the key variables, the Pearson Product-Moment Correlation Coefficient (Pearson r) was applied. This statistical method is commonly used to measure the degree of linear association between two continuous variables (Creswell & Creswell, 2018). Correlation analyses determined significant associations between seasoned principals' VUCA leadership skills and teachers' competence, between VUCA leadership skills and teachers' adaptability, between management practices and teachers' competence, and between management practices and teachers' adaptability. This statistical method also allowed for the assessment of the predictive influence of independent variables on dependent variables, providing a deeper understanding of how leadership and management practices affect teacher performance outcomes (Field, 2017).

2.6 Ethical Considerations

Before conducting the research, all ethical protocols were strictly observed. Approval from the Dean of the Graduate School was secured to confirm alignment with institutional research ethics guidelines. Each participant was asked to provide informed consent, ensuring that their participation was voluntary, confidential, and anonymous. They were also clearly informed that they could withdraw from the study at any point without facing any repercussions. Furthermore, formal permission was obtained from both the teacher participants and their respective principals before accessing sensitive documents, including their Individual Performance Commitment and Review Form (IPCRF) rating summaries. Following ethical clearance, official permission to conduct the study was granted by the Department of Education (DepEd) Regional Director. Formal requests were then submitted to the Schools Division Superintendents and the heads of the fifteen (15) public high schools included in the study, seeking authorization to administer the survey and collect IPCRF rating summaries for the 2022–2023 school year. Data collection proceeded only after securing all necessary approvals and consents, with all procedures conducted in strict accordance with ethical protocols to protect participants' rights and privacy.

3.0 Results and Discussion

3.1 Level of VUCA Leadership Skills of the Seasoned Principals in DepEd Region 12

The initial research problem aims to assess the level of VUCA leadership skills among seasoned principals, encompassing vision, understanding, competencies, and action, as perceived by school principals, SGC officers, and secondary teachers in Region 12. Table 1 provides a summary of the VUCA leadership skills of seasoned principals, encompassing vision, understanding, competence, and actions.

Table 1. Summary Level of VUCA Leadership Skills of the Seasoned Principals in the DepEd Region 12

Factors	Mean	Standard Deviation	Interpretation
Vision	4.29	0.68	Very High
Understanding the self and others	4.29	0.72	Very High
Competencies	4.26	0.70	Very High
Actions	4.28	0.70	Very High
Mean	4.28	0.70	Very High

As shown in the results, the overall mean rating of VUCA leadership skills among seasoned principals in DepEd Region 12 was 4.28 ($SD = 0.70$) across all dimensions, indicating a very high level of proficiency. This indicates that the seasoned principal consistently and effectively articulates strong VUCA leadership for the school's future, providing clear direction that inspires and motivates others. Consequently, it affirms the exceptional leadership

capabilities of seasoned principals in DepEd Region 12, positioning them as effective agents of positive change and progress within their schools. This finding supports previous research indicating that effective leaders who adapt to changing environments cultivate and demonstrate four key skills: vision, understanding, clarity, and agility, which they also foster within their teams (Hammell, 2020). As a result, these leaders face challenges head-on with renewed determination, thereby creating conditions that lead to success.

3.2 Level of Management Practices of the Seasoned Principals

The second objective of this study seeks to assess the management practices of experienced school principals as perceived by principals themselves, School Governance Council (SGC) officers, and secondary teachers in Region 12. This assessment encompasses key domains, including setting clear directions, supporting personnel development, shaping workplace conditions, designing educational programs, allocating resources, and fostering partnerships. Table 2 summarizes the overall mean ratings across these core areas, offering insight into how management practices are viewed across stakeholder groups in the region.

Table 2. *Summary Level of Management Practices of the Seasoned Principals in Region 12*

Factors	Mean	Standard Deviation	Interpretation
Setting Directions	4.29	0.70	Excellent
Developing People	4.33	0.72	Excellent
Structuring Working Conditions	4.16	0.76	Above Average
Developing the School Education Programs	4.19	0.78	Above Average
Budgeting Resources	4.14	0.82	Above Average
Establishing Linkages	4.23	1.03	Excellent
Mean	4.22	0.80	Excellent

The data gathered revealed that seasoned principals in Region 12 obtained an overall mean rating of 4.22 ($SD = 0.80$) across all management practice dimensions, indicating that they manage their schools effectively and proactively. This high rating indicates a strong commitment to leadership roles and a consistent engagement in critical school management activities. The results support the growing understanding that school principals are essential agents of change and development within educational environments. For instance, Tan, Gao, and Shi (2022) found in a comprehensive meta-analysis that principal leadership is positively associated with enhanced student achievement, underscoring the significant influence of effective leadership on school performance. Likewise, Malik et al. (2019) emphasized the importance of leadership in guiding school change processes, demonstrating how principals influence decision-making, stakeholder involvement, and resource allocation to promote school improvement. Together, these studies reinforce the idea that seasoned principals' robust leadership skills are essential not only for sustaining efficient school operations but also for advancing educational success in evolving environments.

3.3 Level of Teachers' Competence in Region 12

The third research problem focused on evaluating the competence of teachers in Region 12. This assessment was based on the most recent IPCR ratings of the teacher respondents. Table 3 provides a detailed overview of teachers' competencies across various Key Result Areas (KRAs), including content knowledge and pedagogy, learning environment and learner diversity, curriculum planning, assessment, and reporting, as well as personal and professional growth. Each KRA is evaluated according to its objectives, with mean ratings, standard deviations (SD), and verbal interpretations ranging from poor to outstanding.

Table 3. *Level of Teachers' Competence in Region 12*

Key Results Areas (KRA)	Mean	Standard Deviation	Interpretation
KRA 1. Content knowledge and pedagogy	4.79	0.35	Outstanding
KRA 2. Learning environment and diversity of learners;	4.67	0.38	Outstanding
KRA 3. Curriculum and planning;	4.60	0.43	Outstanding
KRA 4. Assessment and reporting;	4.51	0.49	Outstanding
KRA 5. Personal growth and professional development;	4.33	0.55	Very Satisfactory
Mean	4.55	0.48	Outstanding

The results indicate that secondary teachers in Region 12 achieved an overall mean competence rating of 4.55 ($SD = 0.48$), which corresponds to an outstanding verbal description. This rating reflects a high level of professional excellence and commitment, characterized by strong technical knowledge, effective time management, creativity,

resourcefulness, and initiative. On average, teachers demonstrated exceptional performance across the Key Result Areas (KRAs), thereby making a positive contribution to the quality of education in the region. These findings are consistent with existing literature, which supports the link between teacher competence and student outcomes. The findings of this study underscore the importance of effective teaching in maintaining student engagement and satisfaction with their learning experiences. This supports the perspective of Paolini (2015), who noted that when teachers employ clear communication, meaningful assessments, and effective instructional methods, students are more likely to remain engaged and perform well. Likewise, Gray and DiLoreto (2016) observed that in online or tech-supported classrooms, a teacher's active presence and guidance play a significant role in boosting both student engagement and satisfaction. These findings are consistent with the professional standards emphasized in Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, which highlights the importance of maintaining high-quality teaching in the basic education system (Republic Act No. 10533, 2013).

3.4 Level of Teacher's Adaptability in Region 12

The fourth research problem focuses on evaluating the adaptability of teachers in Region 12 across several dimensions, including their ability to manage emergencies and crises, cope with work-related stress, apply creative problem-solving, navigate uncertain and unpredictable situations, and pursue continuous training and learning opportunities. Table 4 presents a detailed summary of teachers' adaptability levels in these areas, offering insights into how well educators respond to dynamic and challenging work environments (Charbonnier-Voirin & Roussel, 2012).

Table 4. *Summary Level of Teacher's Adaptability in Region 12*

	Factors	Mean	Standard Deviation	Interpretation
1	handling emergencies and crises;	4.16	0.67	Above Average
2	managing work stress;	4.16	0.70	Above Average
3	solving problems creatively;	4.11	0.69	Above Average
4	dealing with uncertain and unpredictable work situations, and	4.25	0.66	Very High
5	training and learning efforts;	4.15	0.68	Above Average
6	interpersonal adaptability;	4.33	0.63	Very High
7	cultural adaptability; and	4.30	0.64	Very High
8	physical adaptability	4.30	0.65	Very High
	Mean	4.20	0.67	Very High

The findings indicate that teachers in Region 12 exhibit a high level of proficiency in handling emergencies and crises, as reflected by an overall mean rating of 4.20 ($SD = 0.67$), verbally interpreted as "very high." This result suggests that educators consistently and proactively adapt to challenging situations, demonstrating resilience and effectiveness in dynamic school settings. Such adaptability signifies a strong capacity to manage unpredictable circumstances while maintaining instructional quality. According to Loughland and Alonzo (2019), teachers who employ adaptive strategies are better positioned to implement formative assessment practices, allowing them to respond to evolving curricula and diverse learner needs. Similarly, Collie and Martin (2018) found that teacher adaptability is positively linked to self-efficacy among both educators and students, particularly in science education across different national contexts. These studies highlight that adaptability not only enhances teacher performance but also contributes significantly to improved student outcomes and institutional resilience, reinforcing its critical role in contemporary education systems.

3.5 Correlation Analysis between the Principals' VUCA Leadership Skills and Teachers' Competence

The fifth research objective investigated the relationship between the seasoned principals' VUCA leadership skills and teachers' competence. Table 5 shows the correlation between the principals' VUCA leadership skills and teachers' competence.

Table 5. *Correlation Analysis between the Seasoned Principals' VUCA Leadership Skills and Teachers' Competence*

VUCA Leadership Skills	Content knowledge and pedagogy	Learning environment and diversity of learners	Curriculum and planning	Assessment and reporting	Personal growth and professional development	Plus Factors	Teachers' Competence
Vision	0.618	0.421	-0.250	-0.045	-0.273	0.117	0.208
Understanding	0.758*	0.585	-0.289	0.015	-0.157	0.236	0.390
Clarity	0.731*	0.062	-0.331	-0.133	-0.342	-0.302	-0.054
Actions	0.470	0.140	-0.142	-0.082	-0.381	-0.100	-0.018

Overall	0.675	0.288	-0.265	-0.073	-0.319	-0.042	0.112
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Note: Critical r ($df=6$, $\alpha=.05$) = 0.707; r^* - significant

The analysis reveals no statistically significant relationship between VUCA leadership skills among seasoned principals and the competence of teachers. With a computed correlation coefficient of $r = 0.112$, which is below the critical value of $r = 0.707$ at $df = 6$ and $\alpha = 0.05$, the null hypothesis is retained, indicating the absence of a significant correlation. The coefficient of determination ($r^2 = 0.0125$) reveals that only 1.25% of the variance in teachers' competence can be attributed to VUCA leadership skills, while the remaining 98.75% is due to other unexplored variables (Senthilnathan, 2017). Although components of VUCA leadership, such as understanding and clarity, appear to influence specific domains like content knowledge and pedagogy, their overall impact on teacher competence remains limited. These findings suggest that teachers' competence is primarily shaped by factors beyond the influence of school leaders' VUCA leadership traits. This conclusion contrasts with studies such as that of Imhangbe et al. (2018), which reported a strong positive correlation between principal leadership style and teacher performance. However, the study's results support the investigations conducted by Tang et al. (2015), which emphasized that teachers' professional competence is rooted in the integration of knowledge, skills, abilities, beliefs, and moral values. According to the OECD (2021), key elements like professional identity, career rewards, and continuous learning significantly contribute to the development of teacher skills.

3.6 Correlation Analysis between the Seasoned Principals' VUCA Leadership Skills and Teachers' Adaptability

The six problems investigated the relationship between seasoned principals' VUCA leadership skills and teachers' adaptability. Table 6 illustrates the correlation analysis between principals' VUCA leadership skills and teachers' adaptability.

Table 6. Correlation Analysis between the Seasoned Principals' VUCA Leadership Skills and Teachers' Adaptability

VUCA Leadership Skills	Handling emergencies and crises	Managing work stress	Solving problems creatively	Dealing with uncertain and unpredictable work situations	Training and learning efforts	Interpersonal Adaptability	Cultural Adaptability	Physical Adaptability	Teachers' Adaptability
Vision	0.375	0.690	0.816*	0.682	0.624	0.774*	0.671	0.661	0.705
Understanding	0.323	0.771*	0.855*	0.691	0.691	0.794*	0.602	0.663	0.719*
Clarity	0.118	0.465	0.567	0.455	0.512	0.450	0.508	0.518	0.476
Actions	0.235	0.460	0.599	0.462	0.428	0.506	0.556	0.487	0.494
Overall	0.268	0.612	0.734*	0.591	0.583	0.648	0.614	0.607	0.619

Note: Critical r ($df=6$, $\alpha=.05$) = 0.707; r^* - significant

The analysis revealed no statistically significant relationship between the VUCA leadership skills of experienced principals and the adaptability of teachers. Although the Pearson correlation coefficient ($r = 0.619$) indicates a strong positive association, it falls short of the critical value ($r = 0.707$) at a 0.05 significance level with 6 degrees of freedom, suggesting that the correlation might be due to chance. Moreover, the coefficient of determination ($r^2 = 0.3832$) indicates that approximately 38.32% of the variance in teachers' adaptability is explained by VUCA leadership skills, leaving over 61.68% influenced by other factors not covered in this study (Senthilnathan, 2017). This outcome highlights the multifaceted nature of adaptability, suggesting that while leadership may play a notable role, it is not the sole contributing factor. This interpretation aligns with the findings of Collie and Martin (2017), who noted that supportive leadership enhances both teacher adaptability and psychological well-being. Similarly, Day, Gu, and Sammons (2016) emphasized that effective school leadership fosters teacher resilience and adaptability, particularly in demanding and constantly changing educational settings.

3.7 Correlation Analysis Between the Seasoned Principals' Management Practices and Teachers' Competence

The seventh research question focuses on the relationship between the management practices of seasoned principals and the competence of teachers. Table 7 presents the results of the correlation analysis examining the relationship between principals' management practices and various aspects of teacher competence. The results show no statistically significant link between seasoned principals' management practices and teachers' competence. The alternative hypothesis is therefore not supported. With a Pearson correlation coefficient of -0.023, the relationship is extremely weak and negative, indicating virtually no meaningful connection between these

variables. Since this value is much lower than the critical threshold of 0.707 at the 0.05 significance level, the correlation is not statistically significant and could be due to chance. Additionally, the coefficient of determination ($r^2 = 0.0005$) suggests that principals' management practices explain only 0.05% of the variance in teachers' competence, implying that most of the variation (99.95%) stems from factors outside the scope of this study (Senthilnathan, 2017). Although specific management practices such as setting clear directions and effectively allocating resources may contribute to certain aspects of teacher competence, including content knowledge and pedagogy, the overall correlation between these practices and teacher competence remains negligible. This suggests that other elements, external or individual, are more influential in shaping teachers' competence. These findings align with the conclusions drawn by Fontillas et al. (2023), who noted that the implementation of interschool head management practices showed limited influence on enhancing teachers' job performance.

Table 7. Correlation Analysis between the Principals' Management Practices and Teachers' Competence

Management Practices	Content knowledge and pedagogy	Learning environment and diversity of learners	Curriculum and planning	Assessment and reporting	Personal growth and professional development	Plus factor	Teachers' Competence
Setting directions	0.770*	0.415	-0.437	-0.093	-0.202	0.068	0.219
Developing people	0.673	0.236	-0.497	-0.194	-0.301	0.016	0.046
Structuring workplace	0.632	0.123	-0.432	-0.195	-0.364	-0.041	-0.027
Developing the school education program	0.658	0.083	-0.468	-0.297	-0.508	-0.085	-0.129
Budgeting resources	0.783*	0.178	-0.675	-0.462	-0.594	0.014	-0.142
Establishing linkages	0.671	0.301	-0.622	-0.492	-0.653	0.133	-0.126
Overall	0.731*	0.238	-0.544	-0.299	-0.455	0.019	-0.023

Note: Critical r ($df=6$, $\alpha=0.05$) =0.707; r^* - significant

3.8 Correlation Analysis Between Seasoned Principals' Management Practices and Teachers' Adaptability

The study's final objective was to explore whether there is a connection between the management practices employed by experienced principals and the adaptability of teachers in their roles. To investigate this, a correlation analysis was performed, as shown in Table 8, to assess the relationship between principals' leadership and management methods and the adaptability of their teaching staff (Senthilnathan, 2017).

Table 8. Correlation Analysis between the Principals' Management Practices and Teachers' Adaptability

Management Practices	Handling emergencies and crises	Managing work stress	Solving problems creatively	Dealing with uncertain and unpredictable work situations	Training and learning efforts	Interpersonal Adaptability	Cultural Adaptability	Physical Adaptability	Teachers' Adaptability
Setting directions	0.359	0.795*	0.794*	0.746*	0.729*	0.760*	0.605	0.683	0.733*
Developing people	0.432	0.730*	0.722*	0.766*	0.701	0.752*	0.653	0.668	0.732*
Structuring workplace	0.347	0.620	0.715*	0.664	0.614	0.655	0.616	0.586	0.643
Developing the school education program	0.368	0.651	0.720*	0.647	0.658	0.565	0.651	0.614	0.651
Budgeting resources	0.511	0.778*	0.853*	0.773*	0.848*	0.636	0.780*	0.770*	0.797*
Establishing linkages	0.660	0.841*	0.933*	0.841*	0.885*	0.717*	0.899*	0.862*	0.890*
Overall	0.464	0.772*	0.835*	0.773*	0.774*	0.712*	0.732*	0.730*	0.775*

Note: Critical r ($df=6$, $\alpha=0.05$) =0.707; r^* - significant

The findings reveal a significant relationship between principals' management practices and teachers' adaptability, leading to the acceptance of the alternative hypothesis. The correlation analysis shows a strong, positive correlation coefficient (r) of 0.775, indicating a significant association between these variables. The correlation coefficient exceeds the critical value of 0.707 at a 0.05 significance level, indicating that the observed

relationship is unlikely to be due to chance. Additionally, the coefficient of determination ($r^2 = 0.6006$) indicates that approximately 60.06% of the variance in teachers' adaptability can be attributed to principals' management practices, highlighting the significant role of effective school leadership in influencing teachers' ability to adapt. Nevertheless, 39.94% of the variability in adaptability remains unexplained, implying that other factors beyond management practices also contribute to teachers' adaptability (Senthilnathan, 2017). These results underscore the significant impact of principals' management on fostering adaptability among teachers, yet further investigation is needed to identify additional influences. This relationship is supported by recent research, such as Collie and Martin (2018), who found that Australian secondary teachers with higher adaptability reported improved well-being and more substantial organizational commitment. Likewise, it also demonstrated that adaptability is inversely related to teacher disengagement, highlighting its crucial role in maintaining teacher motivation and retention.

4.0 Conclusion

The findings of this study highlight the crucial role that seasoned principals in DepEd Region 12 play in creating supportive and effective school environments through their VUCA leadership skills and sound management practices. While the analysis revealed subtle and varied relationships between leadership traits and teacher outcomes, what stands out is the need to develop school leaders who can adapt and respond strategically to the growing complexity of today's educational landscape. The demonstrated competence and adaptability of teachers across the region reflect a strong and resilient education system with the potential for continuous growth and innovation. More importantly, the insights from this research can help inform leadership training programs by offering practical strategies that school heads can use when faced with volatile, uncertain, complex, and ambiguous situations. In addition, education policy reforms may consider giving more attention to enhancing managerial skills that support teacher adaptability and long-term professional development. This study also highlights that numerous interconnected factors, including motivation, access to learning opportunities, and the overall school culture, shape teacher performance. Future studies may continue to explore these areas to develop a more comprehensive understanding of how leadership and school practices can collaborate to support improved teaching and learning outcomes.

5.0 Contribution of Authors

The authors indicate equal contribution to each section. The authors reviewed and approved the final work.

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