



Public Elementary School Principals' Solution-Based and Ingenious Leadership on School Performance

Dan Carlo Reyes San Pedro ^a

Master Teacher I, Matias A. Fernando, Memorial School, San Roque, Angat, Bulacan, Philippines

ABSTRACT

This study determined the relationship between principals' solution-based and ingenious leadership and the performance of public elementary schools in Educational District VI (EDDIS VI) in the Schools Division of Bulacan during the School Year 2024–2025. With explanatory sequential mixed methods as research design and 39 school heads, 67 principals and 347 teachers as respondents of the study, findings revealed that most of the school heads are in the adult-age category, female, took graduate degree courses, occupied Principal positions, and spent longer years in the service. The teachers and principals stated that it is very true that they practiced solution-based leadership as to exemplifying and encouragement. In the same manner, the respondents stated that it is very true that the principals' practiced ingenious leadership as to sensitivity, originality, fluency, flexibility and perseverance. Meanwhile, most school respondents had below 100 percent enrollment, retention, transition, and graduation rates. On the other hand, majority of the school respondents registered 1 to 3 percent drop-out rates. Based on the findings of the study, these conclusions were drawn: Age, years in service, highest educational attainment and Plantilla position are significant predictors of principals' solution-based and ingenious leadership. Principals' solution-based and ingenious leadership positively influenced the school performance.

Keywords: Ingenious Leadership, Solution-Based Leadership, School Performance, Retention Rate, Transition Rate

INTRODUCTION

Public education in the Philippines has undergone significant reforms over the years, yet it faces persistent challenges that hinder progress and improvement. Despite the implementation of innovative national policies, the educational landscape remains characterized by uneven development, with successes in some areas overshadowed by systemic issues and entrenched problems. Principals, as key educational leaders, play a critical role in navigating these challenges and driving positive change within their schools and communities. Educational leadership, particularly that of principals, is crucial for initiating and sustaining meaningful change in schools. Principals are not only administrators but also change agents who mediate between policy implementation and practical realities. Their leadership is essential for creating conducive environments for teaching and learning.

Due to the increasingly interchanging organizational settings and complexities in this era of globalization, leadership is not solely about having a set of leadership qualities, knowledge and skills to keep the organization going, but a leader needs to keep abreast of global development, innovation, and to nurture and develop value creation in order for the organization to sustain and adapt in such complex environments, where change and uncertainty are paramount. The traditional focus on the qualities and personality traits of successful leaders based on the Great man and Trait theories of leadership is proven to be less effective and insufficient for organizations to identify and predict leader effectiveness in the 21st century (Hunt & Fedynich, 2019).

In the recent years, the roles of the school leaders are changing in accordance with the demands and changes of the world, much of which are due to the pressure of globalization and the rapid progress in the field of. In view of such rapid developments, school leaders must be willing to equip themselves by establishing their qualities in terms of skills that are appropriate to face the changes and challenges of an increasingly complex field of education in this digital age. Unfortunately, most of the school leaders placed more logical, systematic, consistency, analytic, precise and structured in their leadership but they did not focus on ingenious, innovation and idea generation. It is crucial for leaders to emphasize more on solution-based and ingenious in their leadership because an effective leader is open towards new approaches and people, always encourage divergent thinking within the organization and provides individual encouragement and support with individual consideration. (Cheah and Tee, 2021).

In the Philippines, there shall be a school head for all public elementary and secondary schools or as cluster thereof, pursuant to Section 6.1, Rule VI of the Implementing Rules and Regulations of the Republic Acts No. 9155 (Governance of Basic Education Act of 2001). A school head is a person responsible for the administrative and instructional supervision of the school or cluster of schools. As such, a school head is expected to possess the following leadership: educational leadership, people leadership, strategic leadership, solution-based leadership and ingenious leadership (Estacio & Estacio, 2022).

The focus of solution-based leadership is on the difference between problem and solution, and this difference conceivable keeps leaders and stakeholders equally busy. One of the most important core elements of the solution-based leadership is the focusing on "what is different when it is better". "Focusing

on positive differences" is at the center of this approach. The solution-based leadership is a conscious and deliberate to changing the way the staff views situations and circumstances. It is a simple practical approach to solve the problems. Just because it is so practical and simple, it is tempting to dismiss this type of thinking as vague or too soft but many organizations are beginning to realize that it is just this type of soft skills that are crucial to their success. In fact, the soft skills are often hardest to utilize (Guncavdi-Alabay, 2023).

Solution-based approach is a paradigm that based on the exploring and amplifying strengths and successes, rather than focusing on problems. In other words, the solution-based approach offers a model which connects people in the process of the moving forward towards jointly identified goals through a range of solution techniques. Solution-based leadership techniques include complimenting as well as collaboration and teamwork as the positive leadership qualities. Appreciation is an important part of solution-based leadership. The solution-based leadership approach gives us a wonderful and effective tool to appreciate and develop existing resources in others, and primarily to help them to realize their own resources (Ozdem and Sezer, 2019).

On the other hand, ingenious leadership is the same as innovative leadership and thinking by responding to challenging opportunities and issues that prevent learning at all levels. It is about seeing, thinking and doing things differently in order to improve the organization's chances of growth and development. Ingenious leaders also provide the conditions, environment and opportunities for others to be creative (Hasan, 2022).

In this era, machines control a rapidly increasing number of organizational activities, but they are not able to substitute humans especially in the ingenious functions of leadership. Creativity is an important quality that is vital to leadership and organizational success, requiring the introduction of unique and effective ideas, thinking from different angles and the ability to switch between them. An excellent leader demonstrates ingenious to lead an organization effectively in order for learners to have access to invaluable and fulfilling learning experiences and able to adapt to changes and overcome the challenges in the digital era. It is the most essential and important leadership quality to ensure organizational success, stimulate educational processes and provide a conducive school environment. To put it simply, a leader directly influences teachers' and learners' achievements or learning. In response to these challenges, school leaders need to be creative and innovative (Epitropaki et al., 2019).

Therefore, it is important for principals to be solution-based oriented and ingenious to use them effectively in their school leadership. Hence, there is an urgent need to examine the influence of principals' solution-based and ingenious leadership on school performance.

Literature Review

The results of the study conducted by Guncavdi-Alabay (2023) revealed that there was a significant difference among groups of school administrators in terms of the variable of gender, age and seniority. The data relating to the solution-based approach and conflict management strategies were analyzed and presented separately in detail. In terms of examining the correlations between solution-based approach and conflict management strategies preferred by school administrators, Spearman's correlation analysis was conducted, and the results showed that there were both positive and negative relationships among those variables.

The results of the study of Ozdem and Sezer (2019) disclosed that the teachers perceive a high-level solution-based leadership in the schools. The results also show that teachers have low level organizational cynicism, but high-level organizational commitment and job satisfaction. It was found a high level statically significant negative correlation between the teachers' organizational cynicism and school principals' solution-based leadership according to multiple regression analysis results. In addition, a high level statically significant positive correlations were found between the teachers' organizational commitment and school principals' solution-based leadership. Moreover, a high level statically significant positive correlation was found between the teachers' job satisfaction and school principals' solution-based leadership. The results also show that solution-based leadership scores and organizational commitment scores differ statistically in favor of female teachers.

The findings of the study of Chesseret et al., (2024) revealed that school leadership is a predictor of students' achievement and that principals are highly visible in school and supportive of teacher's efforts. The study concludes that school leadership plays a significant role in students' academic achievement in public secondary schools in Kenya. The study recommendations are that school leadership abilities should be reinforced in order to boost learners' success and stimulate overall educational outcomes. The study findings are important for policy and practice and showcase the necessity of aiming at interventions that develop and strengthen school leadership capability in secondary schools.

Based on the study conducted by Saleem et al (2020), the leadership style that had the greatest impact on teachers' work performance was directive, followed by supportive and solution-based. Conversely, participatory leadership was identified as a strong predictor, although it was not perceived as a favorable predictor of school performance.

Meanwhile, the study of Sağlam and Uçar (2022) found a significant and positive correlation between the creative leadership qualities of school administrators and the organizational intelligence of schools. School administrators' ingenious leadership qualities and sub-dimensions are significant predictors of their institutions' organizational intelligence.

This study of Al-Zoubi et al., (2023) found that the degree of practicing ingenious leadership by the academic leaders at the faculties of Jordanian universities was high, and it also showed that there were no statistically significant differences in the degree of academic leaders' practice of ingenious leadership at the faculties of Jordanian public universities due to the variables of faculty and years of experience. The level of teaching performance of faculty members at the faculties of Jordanian universities was also high, and there were no statistically significant differences in the level of teaching performance of faculty members. There was a positive relationship between the degree of practicing ingenious leadership and the level of teaching performance of faculty members at Jordanian universities. According to the results of this study, the researchers recommended that universities should

adopt the concept of ingenious leadership because of its positive role in achieving the universities' mission, vision, and objectives, and in motivating employees.

In the Philippines, the study conducted by Estacio and Estacio (2022) revealed that every school heads function as leaders resulted to improved learners' profound academic performance, brought by a strong leadership formulated an achievable vision, mission in accomplishing the goal. Further, it was found that ingenious and solution-based leadership were dominant as compared to other leadership styles. Best practices were clearly demonstrated as the indicators of better and improving school learning environment.

Meanwhile, results of the study of Mendoza et al., (2023) revealed that school heads always practiced innovative and ingenious leadership practices in terms of strategic thinking, innovative thinking, action patterns and interpersonal skills. Hence, school heads always practiced sound management styles which enabled them to create sound and efficient managerial and supervisory functions. Further, strategic thinking is negatively correlated with instructional leadership as implemented by the school heads.

In the study of Dacpano (2022), significantly, the high practice of ingenious leadership is translated in the school improvement and performance marked by the introduction and sustained process of stakeholders' participation and significant students' learning outcomes. Remarkably, higher practice of creative leadership among school heads yields higher school performance. Thus, ingenious leadership is an effective leadership approach in managing DepEd schools as it ushers significant changes in the development of schools and its stakeholders.

In the study conducted by Castro (2021) in Bulacan Agricultural State College it was found that there are significant differences among the perception of the three groups of respondents with regards to leadership style of school administrators on transformational, charismatic and servant. Further, it was determined that there is a significant relationship between school administrators' leadership styles and teachers' online teaching self-efficacy. There is a significant relationship between school administrators' management styles and teachers' online teaching self-efficacy.

On the same vein, the findings of the study conducted by Intervalo (2022) showed that the school heads management competencies were described as "excellent" and the research competencies were described as "very satisfactory". Furthermore, the school heads leadership behavior was described as "excellent". Moreover, the teachers work motivation were described as "excellent". On the other hand, the schools' research culture were described as "very satisfactory". There was no significant relationship between school heads' management competencies in terms of behavioral competencies and schools' research culture. There were no significant relationship between school heads' management competencies in terms of skills competencies and schools' research culture. There were highly positive to no significant relationship between school heads management competencies in terms of knowledge competencies and schools research culture. There were highly negative and inverse significant relationship between school heads' management competencies in terms of research competencies and schools' research culture. Moreover, there were no significant relationship between leadership behavior in terms of initiation and consideration, but highly positive significant relationship was found in management competencies as to cooperation and schools' research culture. Finally, there were highly positive to significant relationship between teachers work motivation as to intrinsic, extrinsic and workload and schools' research culture. The challenges and hindrances faced by the school heads and teachers that prevent them from engaging in research were time constraint, technical-know-how in conducting research and lack of funding source. Based on the findings of the study, no significant relationship was found between the management competencies and leadership behavior of school heads and school's research culture. There was significant relationship between work motivation of teachers and school's research culture.

Consequently, findings of the study conducted by Pulongbarit (2022) showed that the teachers and school heads themselves affirmed that their new normal leadership in terms of adaptability, decision-making, and planning and implementation is outstanding. Teachers and the school heads strongly agreed that they provided emotional, professional, instrumental, and appraisal support to teachers amidst pandemic. The public elementary school teachers' job satisfaction in the new normal in terms of work environment, job responsibilities, and community attachments/ linkages was described as very satisfied. On the other hand, they are satisfied in terms of security. Based on the findings of the study, the following conclusions were drawn: No significant difference found between the assessments of the teachers and the school heads themselves as regards their new normal leadership and support amidst pandemic. There is significant relationship reveal between the public elementary school heads' new normal leadership and teachers' job satisfaction. Also, a significant relationship between the public elementary school heads' new normal pandemic and teachers' job satisfaction.

Majority of studies are lack of essential theoretical depth to investigate solution-based and ingenious leadership thoroughly and therefore have failed to capture the dynamic nature of the intrapersonal and interpersonal processes associated with solution-based and creative insight and performance. Thus, solution-based and ingenious leadership has remained under researched and somewhat hidden among leaders in the educational arena. In fact, there is no single study wherein solution-based and ingenious leadership combined into one research. Following the highlighted gaps, this study conceptualizes solution-based and ingenious leadership from the synthesis of existing literature found in the context of education so that it will provide a rich description of what it means to be a ingenious leader and that such a description will provide direction for leaders to improve or adapt their leadership so that it will be more suitable and relevant to this globalized world.

Theoretical Framework

The literature contains indications regarding the leadership and strategies utilized by various leaders to enhance school productivity. There exist numerous theories and ideologies on leadership, but, certain ones have greater consensus and acceptance than others. The behavioral theory of leadership posits that leader may emulate the behavior of effective leaders. According to the style idea, individuals can become good leaders through training rather than relying solely on intrinsic talent. This leadership strategy prioritizes the leader's actions (Phuc et al., 2021).

Contingency leadership, commonly referred to as situational theory, represents the second category of leadership theory. The objective of this theory is to examine how different elements contribute to either achieving or not achieving desired outcomes. The efficacy of a leader is significantly contingent upon the prevailing circumstances. The success of a leader is primarily determined by the circumstances in which they operate, rather than their personal qualities or abilities. According to this viewpoint, capable leaders possess the capacity to adjust their managerial approach based on certain circumstances. Fiedler's Contingency Theory, Evans and House's Path-Goal Theory, and Hershey and Blanchard's Situational Theory are all instances of contingency theories (Saleem et al., 2020).

The great man theory, also referred to as the trait theory, is a widely accepted perspective on leadership. The outstanding characteristics possessed by individuals are innate and cannot be acquired through teaching or learning. The characteristic theory of leadership posits that leaders attain their positions under their distinctive attributes (Lee et al., 2019).

Trait theories assume that people inherit certain qualities or traits that make them suited to be better leaders. Trait theories identify certain personality characteristics that are shared by leaders. Many early researchers have viewed leadership as a unidimensional personality trait that could be measured and distributed normally throughout the population. Most of the early empirical research focused on the difference between leaders and followers. Researchers discovered that only a few traits could distinguish between leaders and followers such as height, intelligence, extraversion, adjustment, dominance, and self-confidence. Many early trait researchers had assumed that, no matter what the situation, there was a set of characteristics that made a leader successful. However, the differences between leaders and followers were found to vary widely across different situations (Smith, 2019).

This study is anchored on the Leader-Member Innovation Theory. Thus, it says that the psychology of leadership and ways in which leaders can be most effective has historically been a topic of considerable interest but has attracted even greater attention over the past few decades. The manner which leaders incorporate humor into their organizations is an important area of this research because it often plays a key role in how leaders communicate with their employees. Leader-member exchange (LMX) theory suggests that leaders and followers develop unique relationships based on their social exchanges, and the quality of these exchanges within an organization can influence employee outcomes. The theory also suggested that efficient use of strategic thinking, innovative thinking, exposure and mastery of the skills, the actions being undertaken, and the communication skills should link with the prevailing standards of the organizations and the practices circulating the system to meet the total productivity and efficiency of the organization (Mendoza et al., 2023).

Conceptual Framework

The solution-based approach mentioned is an approach that is used in different sectors and that contributes to the success of the leaders' teams. Successful leaders are solution-oriented and overcome obstacles with a positive perspective. The solution-based educational leadership is a strength-based approach that offers all administrators the specific skills, fostering teachers' strengths in a solution building school. There are numerous ways to practice the solution-based school leadership, benefitting from the solutions which are already happening in the schools. The reason of the solution-based approach being so attractive for school administrators is that it emphasizes on the basic problems of the school and strong aspects of school management as well as the success of the school and its educational staff. Identifying teachers' strength aspects creates self-confidence, makes possible a solution and empowers teachers to improve their strengths. In addition, it creates positive changes for teachers and keep them away from the focusing on negative conditions (Akça, 2019).

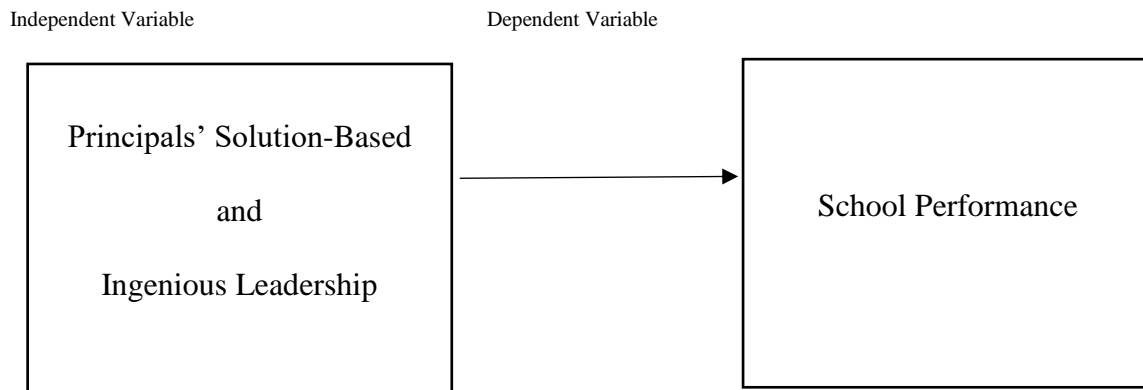
There are numerous definitions of ingenious, including discovery and innovation, which takes on different meanings depending on its form, the set of responses created for the situations encountered, the development and communication of new ideas that are expected to be useful, and the preparation of the new by arranging the old. Ingenious leadership, on the other hand, is defined as a leadership approach that can be used for innovation and change, where imagination is used, an effective communication network is created, risks are effectively managed, and problem solving is carried out effectively. Creative leadership requires the ability to communicate with different people, to effectively fill the gaps where time, resources, opportunities, and shared learning takes place, and to find innovative solutions by combining different perspectives and ways of thinking with their self-awareness. In this context, it is stated that the creative leader should have entrepreneurial and effective communication skills, be open to innovation and change, and have the characteristics of a structure that will break the mold by making a difference and move away from the determined forms (Uçar & Sağlam, 2019).

Leaders with an ingenious leadership understanding have developed and renewed themselves by gaining many new leadership characteristics. Ingenious leaders are expected to respect developments and changes, tolerate differences, are innovative, have high imagination and advanced communication skills, can quickly understand the problems they face, produce solutions, and can manage risk. The new era, in which problem-solving skills were seen as the key point, brought with it the necessity of features such as perception, comprehension, and synthesis, and this revealed the understanding that the leaders of the new era should have certain expertise. Leaders who are experts in their fields and can use their intelligence effectively in problem solving have come out of the old leadership understanding and have entered a tendency based on creativity in their management understanding (Sağlam & Uçar, 2022).

Upon reviewing many literature, concepts and theories, the researcher came-up with a paradigm (see Figure 1) which served as guide of the conduct of the present study.

Figure 1.

Paradigm of the Study



It can be noticed from Figure 1 that the independent variables are the: (a) solution-based leadership of the public elementary principals' which assessed in terms of exemplifying and encouragement; and (b) the ingenious leadership of the public elementary principals' which measured in terms of sensitivity, originality, fluency, flexibility and perseverance. Meanwhile, the dependent variable of the study is the performance of the public elementary schools were gauged in terms of completion, retention, transition, drop-out and graduation rates. The arrowhead between the two boxes signifies the possible influence of the independent variables to the dependent variable.

Statement of the Problem

This study determined the relationship between principals' solution-based and ingenious leadership and the performance of public elementary schools in Educational District VI (EDDIS VI) in the Schools Division of Bulacan during the School Year 2024–2025.

Specifically, it will seek answers to the following questions:

1. How may the demographic profile of the public elementary school principals be described as to:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment;
 - 1.4 plantilla position; and
 - 1.5 years of experience as school head?
2. How may the principals' solution-based leadership be described, as assessed by themselves and teachers as to:
 - 2.1 exemplifying; and
 - 2.2 encouragement?
3. How may the principals' ingenious leadership be described, as assessed by the number of respondents as to:
 - 3.1 sensitivity;
 - 3.2 originality;
 - 3.3 fluency;
 - 3.4 flexibility; and
 - 3.5 perseverance?
4. How may the performance of the public elementary schools be described as to:
 - 4.1 enrollment rate;
 - 4.2 retention rate;
 - 4.3 transition rate;
 - 4.4 drop-out rate; and
 - 4.5 graduation rate?
5. Is there a significant difference between the principals' solution-based and ingenious leadership when they are classified according to their demographic profile?

6. Is there a significant difference between the principals' solution-based and ingenious leadership as assessed by the number of respondents?
7. Is there a significant relationship between the principals' solution-based and ingenious leadership and school performance?
8. What are the views and insights of the respondents with regards to principals' solution-based and ingenious leadership on school performance?
9. What program of activities can be crafted from the results of the study?

Hypotheses

The following hypotheses were tested in the study:

1. There is no significant difference between the principals' solution-based and ingenious leadership when they are classified according to their demographic profile.
2. There is no significant difference between the principals' solution-based and ingenious leadership as assessed by the number of respondents.
3. There is no significant relationship between the principals' solution-based and ingenious leadership and school performance.

METHODOLOGY

The information about the research and sampling procedures that will be utilized by the researcher are provided in this chapter. The research design that will be employed, as well as the data gathering techniques, and data analysis scheme are also discussed in this chapter.

Research Design

In order to answer the problems presented in the preceding chapter, the researcher employed the explanatory sequential mixed methods research design. According to Creswell and Plano Clark (2017), explanatory sequential design is a type of mixed methods research in which researchers first collect and analyze quantitative data and then follow the results up with a qualitative phase. In this approach, researchers implement the qualitative phase to explain initial quantitative results in more depth.

In the conduct of the study, the researcher collected first the quantitative data using questionnaire. The gathered data were subjected to statistical analysis and interpretation. Followed by the formulation of guide questions in consonance with the quantitative findings. These questions were used in the collection of qualitative data. The qualitative data were analyzed, and the results were integrated to quantitative findings for a more comprehensive and in-depth explanations of these results.

Sampling and Respondents

To select the principal respondents who will be the source of quantitative data, universal sampling or total enumeration was utilized. All or 68 principals in Educational District VI (EDDIS VI), Bulacan were considered and requested to answer the survey questionnaire. Meanwhile, only 20 percent or 347 out of 1736 teachers were selected through lottery method to participate in the quantitative data collection.

Table 1.

Respondents of the Study

No.	District	Principal	Teacher	
			N	n
1	Angat District	13	253	52
2	Norzagaray West District	11	305	60
3	Norzagaray East District	12	226	45
4	Sta. Maria Central District	13	387	76
5	Sta. Maria East District	10	266	54
6	Sta. Maria West District	8	299	60
Total		67	1,736	347

For the qualitative data collection, 2 principals and 2 teachers per district were selected at random to participate in the interview. They were selected using the lottery method. In this method all principals' and teachers' names were numbered on separate slips of paper of same size, shape and color. These papers were folded and mixed up in a box. A blindfold selection was made to select the 12 principals and 12 teachers as respondents for the interview.

Locale of the Study

This study was conducted in Educational District VI (EDDIS VI), Bulacan.

Instruments

Two types of data were gathered to answer the problems of the study, the quantitative and qualitative data.

For the quantitative data collection, the researcher prepared a three-part questionnaire. Part I of the questionnaire was made to obtain the profile characteristics of the principal respondents. Meanwhile, Part II of the questionnaire is the Principals' Solution-Based Leadership Scale which was adapted from Sezer (2017). On the other hand, Part III is the Principals' Ingenious Leadership Scale which was adapted from Fendi and Abdullah (2022)). These adapted questionnaires were modified in order to fit the current settings of education in the country. Moreover, some items were deleted/added for uniformity purposes.

For the qualitative data, the researcher formulated open-ended questions in accordance to the quantitative results of the study. These questions were the guide in the semi-structured interviews with the selected teacher and principal respondents.

Data Gathering Procedure

Before sending a request letter to the Schools Superintendent of Bulacan, the researcher accomplished first all the documents required by the DepEd-Bulacan and by the Faculty of the Graduate Study of Education-BASC. After completing these documents, permission from the superintendent of Bulacan was secured. Upon receiving the approved permit, the researcher coordinated with the district supervisors and principals of the school respondents for the schedule of quantitative and qualitative data collection. The researcher personally administered the questionnaires and conduct the semi-structured interview with the teachers and principals.

In the administration of questionnaires, respondents were given ample time to answer the said questionnaire. Additionally, in the conduct of interview, they were given the rights of not answering the questions if they feel uncomfortable giving their insights about the topic.

Data Analysis

The gathered quantitative data were subjected to statistical analysis for interpretation. Mean was computed to describe the principals' profile, solution-based and ingenious leadership as well as the school performance.

Meanwhile, t-test analysis was performed to determine if significant difference existed between the principals' solution-based and ingenious leadership as assessed by themselves and teachers. Additionally, F/t-test analysis was done to determine if significant difference existed between the principals' solution-based and ingenious leadership when they are classified according to their demographic profile. Finally, correlation analysis was performed to determine if significant relationship existed between the principals' solution-based and ingenious leadership and school performance.

For the collected qualitative data, thematic analysis was done.

Ethical Considerations

The study strictly considered ethical provisions of the College and by the DepEd-Bulacan. The research participants were asked to sign an Informed Consent Form which stipulated that their participation was voluntary and were given the freedom to withdraw their participation at any time they wanted and without any legal obligation. Also, the researcher will protect the dignity and anonymity of the participants and the institutions that they represented. The participants were assured of the confidentiality of their responses.

The respondents were given the assurance that all data gathered from them will be used solely for the completion of this study. After passing the final defense which may happen in March 2025 all data stored in the researcher's laptop will be permanently deleted while hard copy of the questionnaire will be destroyed though shredding.

RESULTS AND DISCUSSION

This study determined the relationship between principals' solution-based and ingenious leadership and the performance of public elementary schools in Educational District VI (EDDIS VI) in the Schools Division of Bulacan during the School Year 2024–2025.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that most of the school heads are in the adult-age category, female, took graduate degree courses, occupied Principal positions, and spent longer years in the service.

Meanwhile, the teachers and principals stated that it is very true that they practiced solution-based leadership as to exemplifying and encouragement.

In the same manner, the respondents stated that it is very that the principals' practiced ingenious leadership as to sensitivity, originality, fluency, flexibility and perseverance.

Meanwhile, most school respondents had below 100 percent enrolment, retention, transition, and graduation rates. On the other hand, majority of the school respondents registered 1 to 3 percent drop-out rates.

Highly significant differences were found between the principals' solution-based and ingenious leadership when they are classified according to age, highest educational attainment, Plantilla position and years of experience. Principals who are 55 to 60 years old, had been in the service from 30 to 36 years, doctorate degree holders and occupied Principal positions practiced outstanding solution-based and ingenious leadership.

Likewise, highly significant difference was found between the assessments of the two groups of respondents with regard to solution-based leadership in terms of exemplifying and encouragement. Similarly, highly significant difference was found between the assessments of the two groups of respondents as regards ingenious leadership in terms of sensitivity, fluency, flexibility, and perseverance. Principal respondents are consistent of giving higher assessments as compared to the teachers under their supervision.

Highly significant relationship was found between the principals' solution-based and ingenious leadership and school performance as to enrollment, retention, transition, drop-out and graduation rates.

The Difference between Principals' Solution-Based and Ingenious Leadership when they are Classified According to their Demographic Profile

In Table 1, the results of the t-test (for sex only) and F-test analyses which were performed to determine if significant difference existed between the principals' solution-based and ingenious leadership when they are classified according to their demographic profile.

Table 1.

Results of the F/t-test Analysis on the Difference between Principals' Solution-Based and Ingenious Leadership when they are Classified According to their Demographic Profile

Demographic Profile	Solution-Based Leadership	Ingenious Leadership
Age	8.554** (0.000)	11.988** (0.000)
Sex	3.506ns (0.147)	2.637 (0.367)
Educational Attainment	12.956** (0.000)	11.457** (0.000)
Plantilla Position	10.987** (0.000)	12.357** (0.000)
Years of Experience	11.521** (0.000)	14.483** (0.000)

*Legend: ** = highly significant ($p \leq 0.01$) ns = not significant ($p > 0.05$)*

Numbers in the upper entry are t/F-values

Numbers in the lower entry (enclosed in parentheses) are probability values

It can be observed from the table that highly significant differences were found between the principals' solution-based and ingenious leadership when they are classified according to age, highest educational attainment, Plantilla position and years of experience. This highly significant difference was brought about by the fact that the computed probability value of 0.000 for these variables is smaller than the 0.01 significance level. Results of the analyses also showed that principals who are 55 to 60 years old, had been in the service from 30 to 36 years, doctorate degree holders and occupied Principal positions practiced outstanding solution-based and ingenious leadership.

These results disclose that principals, like teachers, tend to become more effective with experience. This is likely because they gain valuable insights into managing challenging schools and building relationships with staff and learners. Further, Principals are expected to lead in instructional areas, setting high expectations for teachers and learners, supervising classroom practices, and coordinating the curriculum. Moreover, result of the study suggests that principals with doctorates, particularly in education leadership, tend to demonstrate stronger leadership skills. Doctorate programs in education often equip individuals with advanced knowledge of leadership theories, research methodologies, and educational policy, all of which can enhance their ability to lead effectively.

The Difference between Principals' Solution-Based and Ingenious Leadership when Assessed by themselves and Teachers

Table 2 reveals the results of the t-test analysis which was done to determine if significant difference existed between the assessments of the two groups of respondents as regards solution-based and ingenious leadership.

Table 2.

Results of the t-test Analysis on the Difference between Principals' Solution-Based and Ingenious Leadership when Assessed by themselves and Teachers

Leadership	Mean		Mean	t-value	p-value
	Principal	Teacher	Diff.		
<i>Solution-Based</i>					
exemplifying	4.89	4.68	0.21	6.470**	0.000
encouragement	4.82	4.69	0.13	3.332**	0.007
<i>Ingenious</i>					
sensitivity	4.72	4.63	0.09	2.963**	0.009
originality	4.73	4.70	0.03	0.998ns	0.347
Fluency	4.80	4.62	0.18	4.994**	0.000
flexibility	4.79	4.67	0.12	3.910**	0.002
perseverance	4.87	4.71	0.16	4.592**	0.000

Legend: ns = not significant ($p > 0.05$) ** = highly significant ($p \leq 0.01$)

It can be observed from the table that highly significant difference was found between the assessments of the two groups of respondents with regard to solution-based leadership in terms of exemplifying ($p=0.000$) and encouragement ($p=0.007$). Likewise, highly significant difference was found between the assessments of the two groups of respondents as regards ingenious leadership in terms of sensitivity ($p=0.009$), fluency ($p=0.007$), flexibility ($p=0.002$), and perseverance ($p=0.000$). Results also revealed that principal respondents are consistent of giving higher assessments as compared to the teachers under their supervision. This may due to the fact that these principals strongly believed that they gave their best in so far as solution-based and ingenious leadership are concerned. However, though the assessments of the teachers are also high, they believed that some improvement must be done to meet their expectations.

The Relationship between Principals' Solution-Based and Ingenious Leadership and School Performance

Table 21 exhibits the results of the correlation analysis which was performed to determine if significant relationship existed between the principals' solution-based and ingenious leadership and school performance.

Table 3.*Results of the Correlation Analysis on the Relationship between Principals' Solution-Based and Ingenious Leadership and School Performance*

School Performance	Solution-Based Leadership	Ingenious Leadership
enrollment rate	0.855**	0.813**
	(0.000)	(0.000)
retention rate	0.787**	0.697**
	(0.000)	(0.000)
transition rate	0.881**	0.821**
	(0.000)	(0.000)
drop-out rate	-0.529**	-0.601**
	(0.006)	(0.009)
graduation rate	0.697**	0.688**
	(0.000)	(0.000)

Legend: ** = highly significant ($p \leq 0.01$)

Numbers in the upper entry are t/F-values

Numbers in the lower entry (enclosed in parentheses) are probability values

It can be examined from the table that highly significant relationship was found between the principals' solution-based and ingenious leadership and school performance as to enrollment, retention, transition, drop-out and graduation rates. This highly significant relationship is manifested by the computed probability values tant ranged from 0.009 to 0.000 which are smaller than the 0.01 level of significance. Further examination of the tabulated results shows that moderate to high positive correlation existed between the aforementioned variables except on school performance in terms of drop-out rate where moderate negative correlation was found. The positive correlation indicates that as the level of principals' solution-based and ingenious leadership increases, the level of school performance as to enrollment, retention, transition and graduation rates also increases. Meanwhile, the negative correlation means that as the level of principals' solution-based and ingenious leadership increases, the level of school performance as to drop-out rate decreases.

This suggests that principals who are solution-oriented, use innovative leadership strategies, and foster a positive school climate contribute significantly to higher learner achievement, improved teacher work motivation, and overall school effectiveness and performance.

In consonance to the results of the present study, the findings of the research conducted by Sarwar et al., (2022) revealed that principals' solution-based and ingenious leadership styles had a positive impact on the performance of teachers and the school as a whole. The study exposed a strong statistically positive relationship between principals' solution-based and ingenious leadership styles and teacher and school performance. Thus, the results of this study suggest that principals should adapt the leadership style according to the need of the teachers and school. The leadership style should be changed with specific situations in the schools.

Program of Activities Crafted from the Results of the Study

Since most school respondents had some problems on enrollment, retention, transition, graduation and drop-out rates, the researcher offers the program of activities which is presented in Table 4.

Table 4.

Proposed Program of Activities

Objectives	Action	Timeline	Persons Involved	Expected Outcome
To address the low performance on enrollment, retention, transition, graduation and drop-out rates.	Constant meeting with the teachers and parents. Home visitation	1 st Quarter of S.Y. 2025-2026	Researcher, School Head Teachers	Better performance in enrollment, retention, transition, graduation and drop-out rates.

Conclusions

Based on the findings of the study, the following conclusions were drawn: Age, years in service, highest educational attainment and Plantilla position are significant predictors of principals' solution-based and ingenious leadership. Principals' solution-based and ingenious leadership positively influenced the school performance.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

1. The school may implement the program of activities offered by the researcher.
2. Benchmarking to other school may be done to solve problems on performance indicators.
3. For future researchers, research along this line could be conducted. Focusing on problems on performance indicators could be done using pure qualitative research design.

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