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Emerging Leadership Models in Educational Setting in Promoting Organizational Success

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ABSTRACT

The study aimed to determine the relationship between emerging leadership models in educational setting in promoting organizational success in elementary schools within the Bay District. Specifically, the study attempted to identify the emerging leadership and organizational success. Furthermore, this also attempted to determine if there is a significant relationship between emerging leadership models to the organizational success.

Findings reveal that most of the respondents perceived the instructional leadership, transformational leadership, and distributed leadership of the school principal as practiced. Likewise, respondents reveal the level of organizational success as to learner's outcome, teacher's performance and school performance. Furthermore, emerging leadership models positively correlated to the organizational success.

The predictors of learner outcomes include framing and communicating school goals and school culture; the predictors of teacher performance consist of framing and communicating school goals; and the predictors of school performance involve both framing and communicating school goals and individualized consideration, all of which are statistically significant.

Keywords: *Emerging Leadership, Organizational Success*

INTRODUCTION

Leadership is crucial for enhancing organizational performance and achieving institutional objectives in the rapidly evolving educational context. New education leadership places a higher value on transformative and distributive strategies. They emphasize creating a culture of continuous improvement, empowering all staff, students, and teachers to contribute to the organization's success, and developing a common vision. Leaders assume the roles of motivators and facilitators, helping their teams navigate challenging transitions while aligning with broader educational objectives.

Leadership in elementary education has assumed a crucial role in expanding quality education into the twenty-first century's new landscape. Regarding educational leadership, the literature has primarily focused on exploring the outcomes and consequences of different leadership styles and techniques in educational organizations (Dela Rosa, 2021).

Leadership in educational settings has become a critical component of organizational success in an era of fast educational transformation and changing societal demands. These days, schools are dynamic institutions that must change to meet the demands of a diverse student body, advancing technology, and increased global competitiveness. They are no longer only places where academic teaching is provided. The leadership philosophies that steer educational establishments must also change with time. Due to this need, researchers are looking at new leadership models that are more Creative, flexible, and geared toward enhancing organizational success in educational settings.

In promoting organizational success, these leadership models align with strategic priorities such as enhancing teacher performance, improving student outcomes, and fostering innovation. To ensure that their institutions prosper in a world that is becoming increasingly competitive and interconnected, educational leaders can successfully navigate the complexities of modern education by adapting to new trends and addressing contextual challenges, such as those unique to areas like Luzon, Philippines.

Managing the day-to-day operations and spearheading the strategic vision for school achievement are now integral parts of the responsibilities of educational leaders, especially principals. Today, it is believed that improving the performance of educators and students alike requires a focus on emerging leadership models, including distributed leadership and transformational leadership. In an ever-changing educational landscape, these models prioritize fostering innovation, cultivating a strong organizational culture, and addressing the challenges that schools face.

Successful leadership is crucial for the success of any organization, including schools. Of the many leadership theories, one model has become a widely used approach with the potential to make a significant difference across sectors as diverse as education. School leaders recognize that they need to enhance the teaching and learning within their school; however, successful leadership cannot be implemented by an individual alone. The idea that one individual could meet the multifaceted demands of a leadership position was tested (Hallinger, Leithwood, & Heck, 2016). School leaders with a focus on school heads and teachers. These leaders must possess a strong foundation of core knowledge and identify effective strategies to positively impact the lives of students (Farr, 2021).

Statement of the Problem

The study aimed to determine the emerging leadership model in educational settings that promotes organizational success in elementary schools of the Bay District for the school year 2024-2025.

Specifically, it answered the following questions:

1. To what extent are emerging leadership models practiced as perceived by the respondents, as to:
 - 1.1 instructional leadership;
 - 1.2 transformational leadership; and
 - 1.3 distributed leadership?
2. What is the respondent's perception on the level of organizational success in school as to:
 - 2.1 learners outcome;
 - 2.2 teachers' performance; and
 - 2.3 school performance?
3. Is there a significant relationship between emerging leadership models and organizational success as to:
 - 3.1 learners' outcome;
 - 3.2 teachers' performance; and
 - 3.3 school performance?

METHODOLOGY

Research Design

The study examined the important association between instructional, transformational, and distributed leadership and organizational success, employing a descriptive design with a questionnaire as the primary data collection technique.

The term "descriptive survey" refers to a process for gathering precise and factual data to describe existing occurrences. It accurately or factually explains a subject or area of interest systematically (McCombes, 2019).

Specifically, the correlated approach is also utilized, wherein the measurement of two or more pertinent variables is presented together with an assessment of their correlation. The relationship between emerging leadership and organizational success in Bay District elementary schools is fully identified, determined, described, and analyzed (Calmorin et al., 2016).

Respondents of the Study

The respondents were the entire public elementary teachers from the upland schools of the Bay District, Division of Laguna namely Bitin Elementary School, Masaya Elementary School, Tranca Elementary School, Paciano Elementary School, Calo Elementary School, Puypuy Elementary School and Sta Cruz Elementary School. Bay District in Upland composed of one hundred thirty-six respondents and the total percentage enumeration respond is one hundred percent.

Research Instruments

The researcher utilized self-made research questionnaire to determine the emerging leadership models in educational setting in promoting organizational success.

The research instruments used are surveys, questionnaires, rating scales, or tools designed to measure the variable(s), characteristic(s), or information of interest, often behavioral or psychological characteristics.

The survey questionnaires are the primary instrument for gathering data. Researchers used questionnaires to describe the respondents' profiles and gather the necessary information for the study.

The questionnaire of the study were divided into three parts

Part 1. Personal Profile: Composed of the personal profile of the respondent, which includes their age, gender, years in service, designation, coordinatorship, training, seminars and educational attainment.

Part II. Emerging Leadership Models: It is a checklist composed of a questionnaire about the teacher respondent's perception of emerging leadership, consisting of three (3) sub-variables. These sub-variables consisted of 5 items each, and 5 Likert scales, ranging from 'not practiced' (1) to 'highly practiced' (5). These sub-variables are instructional leadership, transformational leadership and distributed leadership.

Part III. Organizational Success Checklist: It is a checklist composed of a questionnaire about the teacher respondent's perception of organizational success, consisting of three (3) sub-variables. These sub-variables are learners' outcomes, teachers' performance and school performance.

Research Procedure

In the construction and validation of the questionnaire, the researcher personally prepared it with the assistance of her adviser and subjected it to external and internal validation to determine the appropriateness of the data-gathering instrument needed for the analysis of the variables under study. After thorough evaluation and revision of the questionnaires, the final draft was prepared and administered to a group of teachers who were not included in the study for content validity. It was then distributed to the actual respondents through the survey questionnaire.

The researcher formally requested permission from the district supervisor to conduct the study. Upon approval, the researcher seeks permission from the respective school principals where the respondents are located.

Following the acquisition of necessary permissions and documents, the researcher personally distributed the questionnaires to the identified respondents and subsequently retrieved them. Face-to-face distribution and retrieval of questionnaires were conducted to ensure direct communication and clarity throughout the process.

To interpret and analyze the data, the collected data were tabulated, calculated, and analyzed using the relevant statistical methods.

Statistical Treatment of Data

Descriptive statistics, such as the mean and standard deviation, were used to describe the respondents' perceptions of the emerging leadership models. The same statistical procedures were used to determine the respondents' perceptions of organizational success.

Pearson product-moment Correlation (Pearson r) was used to determine the relationship between emerging leadership and organizational success.

A Paired T-test was used to determine if there is a significant relationship between emerging leadership models and organizational success.

Results and Discussion

Table 2. Instructional Leadership of the School Principal

Framing and Communicating School Goals.	Mean	SD	VI
1. ensures that curricular materials are consistent with the school goal.	4.28	0.74	<i>P</i>
2. develops school goals that are well established (e.g., responsibilities, time frames, and evaluation	4.32	0.71	<i>P</i>
3. uses data on pupils' achievement to guide faculty discussion regarding the instructional program.	4.32	0.73	<i>P</i>
4. sets high but achievable standards for pupils.	4.28	0.71	<i>P</i>
5. Uses school goals when making academic decisions.	4.32	0.69	<i>P</i>
	4.30	0.63	<i>P</i>

Supervising and evaluating on the Teaching and Learning Process

6. Observes the teacher to ensure classroom instruction aligns with learning competencies.	4.40	0.66	<i>P</i>
7. monitors teachers' best practices and strategies used to uplift student performance.	4.38	0.65	<i>P</i>
8. checks daily lesson log/lesson plan of teachers.	4.54	0.62	<i>HP</i>
	4.29	0.69	<i>P</i>

9. gives technical assistance to improve teaching strategies.	4.25	0.77	<i>P</i>
10. provides post conference for teachers teaching learning process.	4.37	0.59	<i>P</i>

Promoting School Climate Professional Development

11. encourage teachers to attend trainings/seminars for their professional development.	4.45	0.62	<i>P</i>
12. provide training for the development of an effective instructional material.	4.37	0.65	<i>P</i>
13. organize Learning Action Cell to identify best practices of a teacher.	4.33	0.67	<i>P</i>
14. support teachers' individual development plans.	4.29	0.67	<i>P</i>
15. crafts and plan the suited intervention for pupils.	4.24	0.73	<i>P</i>
	4.34	0.57	<i>P</i>
OVERALL	4.33	0.31	<i>P</i>

Legend: 1.0-1.49 Not Practiced (NP); 1.5-2.49 Slightly Practiced (SP); 2.5-3.49 Moderately Practiced (MP); 3.5-4.49 Practiced (P); 4.5-5.0 Highly Practiced (HP)

Table 2 shows that respondents perceived instructional leadership of the school principal in terms of framing and communicating school goals, supervising and evaluating the teaching process, and promoting school professional development as “practiced” with an overall mean of 4.33. This means that school principals in the Bay District communicate with school personnel through LAC sessions, meetings, and seminars to develop and establish school goals, guide faculty regarding the instructional program, and utilize these goals when making academic decisions. The school principal also demonstrates a strong level of engagement in instructional leadership.

Framing and communicating school goals has a total mean of 4.30 and is marked as practiced. This means that the school principal ensures that curricular materials are consistently aligned with the school goals. The school principal sets and conveys high, yet attainable, academic standards and uses data to inform decision-making. The school principal also promotes school professional development and evaluates the teaching and learning process to encourage teachers to attend training/seminars for their professional development.

Supervising and evaluating the teaching and learning process as practiced with a total mean of 4.37. Indicator 8 has the highest mean of 4.54 and is marked as highly practiced, indicating that instructional leaders are actively involved in ensuring that instructional practices are aligned with curriculum goals, such as activities in technical support and classroom monitoring.

Promoting school climate and professional development as practiced with a total mean of 4.34. This means that the school principal in the Bay District has an effort to nurture a positive learning environment and encourage and support the development of the teachers, such as attending training and seminars.

Table 3. Transformational Leadership of the School Principal

Idealized Influence	Mean	SD	VI
1. excites the teachers of what they may be able to accomplish if they work together to change the practices for betterment	4.12	0.81	<i>P</i>
2. communicates school mission to staff, parents, and students.	4.21	0.76	<i>P</i>
3. helps the teachers and school personnel to deeply understand the relationship between the school's vision and school sponsoring body or education department	4.20	0.80	<i>P</i>
4. regularly encourages the school personnel to monitor, assess and evaluate the progress and performance towards achieving the goals.	4.32	0.73	<i>P</i>
5. works towards whole staff consensus in establishing priorities for the school goals	4.24	0.75	<i>P</i>
	4.22	0.70	<i>P</i>

Individualized Considerations			
6. ensures that all school personnel have their involvement and contribution in decision making related to the school projects and program.	4.13	0.78	<i>P</i>
7. provides moral supports by making the school personnel feel appreciated for their contribution to school.	4.27	0.74	<i>P</i>
8. provides support and encouragement to individual members.	4.07	0.84	<i>P</i>
9. fairly mediates between teachers who have disagreement.	4.23	0.80	<i>P</i>
10. displays energy and enthusiasm towards work.	4.13	0.81	<i>P</i>
	4.16	0.72	<i>P</i>
Inspirational Motivation			
11. shows respect to all school personnel and treat us as professional.	4.10	0.97	<i>P</i>
12. encourages the development of the school norms supporting openness to change.	4.16	0.81	<i>P</i>
13. makes efforts to know all the school personnel through casual conversation, instructional supervision, and conduct of school late afternoon class (LAC)	4.21	0.79	<i>P</i>
14. motivates teachers to attend seminars and trainings to enhance their skills.	4.32	0.68	<i>P</i>
15. encourages teachers to study and pursue graduate studies.	4.28	0.73	<i>P</i>
	4.21	0.70	<i>P</i>
Intellectual Simulation			
16. stimulates the school personnel to realize their purpose and what they are undertaking for the school.	4.21	0.72	<i>P</i>
17. heartens the teachers to pursue individual goals for their professional learning.	4.18	0.73	<i>P</i>
18. encourages the teachers to evaluate and plan their own personal and professional practices and refine as needed.	4.24	0.74	<i>P</i>
19. facilitates opportunities for the school personnel to learn from each other.	4.19	0.75	<i>P</i>
20. serves as a good role model from his/her teachers to follow.	4.09	0.90	<i>P</i>
	4.18	0.69	<i>P</i>
OVERALL	4.19	0.70	<i>P</i>

Legend: 1.0-1.49 Not Practiced (NP); 1.5-2.49 Slightly Practiced (SP); 2.5-3.49 Moderately Practiced (MP); 3.5-4.49 Practiced (P); 4.5-5.0 Highly Practiced (HP)

Table 3 shows that respondents perceived transformational leadership of school principal in terms of idealized influence, individualized considerations, inspirational motivation and intellectual simulation as “practiced with an overall mean of 4.19. The highest indicator that states “regularly encourages the school personnel to monitor, assess and evaluate the progress and performance towards achieving goals” and motivates teachers to attend seminars and trainings to enhance their skills has attained the highest assessment which is perceived on its weighted mean of 4.32 and interpreted as practiced While the indicator that states “provides support and encouragement to individual members attained the lowest assessment, which is perceived on its weighted mean of 4.07 and interpreted as practiced.

The results further reveal that the school principal in Bay District practiced transformational leadership by idealized influence. They regularly encourage school personnel to monitor, assess, and evaluate progress and performance towards achieving the goals. Classroom observations are conducted quarterly to monitor the teacher's progress, as per DepEd Order No. 2, s. 2015. This order formalizes the implementation of the Results-Based Performance Management System (RPMS) across all levels of the Department of Education (DepEd). It aims to establish a clear, fair, and objective performance management system that links individual and organizational performance to DepEd's vision, mission, and goals, ensuring timely recognition and reward for good performance. A quarterly assessment is conducted to monitor the student's progress every quarter. Weekly test or short quiz after the lesson to evaluate if the student understands the lesson. The school principal, with individualized considerations, provides moral support to school personnel,

making them feel more appreciated. This may involve giving them a reward or a simple message to boost their confidence as educators. The school principal motivates teachers to attend seminars and training to enhance their skills as an inspirational motivation.

Table 4. Distributed Leadership of the School Principal

School Culture	Mean	SD	VI
1. participates in their professional development activities to improve leadership in the school.	4.22	0.79	<i>P</i>
2. designates teachers' responsibility to make decisions to meet the school goal.	4.30	0.70	<i>P</i>
3. supports teachers in using new instructional ideas and innovations.	4.30	0.70	<i>P</i>
4. encourages teachers and other staff members to participate in instructional decision making.	4.24	0.79	<i>P</i>
5. provides school and classroom rules that are clear to all students.	4.26	0.70	<i>P</i>
	4.26	0.64	<i>P</i>
Shared Responsibility			
6. encourages collaboration and shared responsibility among teachers.	4.23	0.81	<i>P</i>
7. supports teamwork and collaborative problem-solving among staff.	4.18	0.85	<i>P</i>
8. promotes shared decision-making among all staff.	4.19	0.84	<i>P</i>
9. works with teachers in developing school programs and policies.	4.24	0.81	<i>P</i>
10. communicate teachers regarding students' performance.	4.24	0.76	<i>P</i>
	4.22	0.76	<i>P</i>
Leadership Practices			
11. involves teachers in decision-making processes related to curriculum and instruction.	4.28	0.66	<i>P</i>
12. encourages harmonious relationship among teachers.	4.26	0.73	<i>P</i>
13. fosters professional learning community among teachers	4.24	0.74	<i>P</i>
14. observes regularly classroom teaching, provides feedback and technical assistance	4.26	0.70	<i>P</i>
15. stimulates teachers to implement innovative teaching strategies.	4.35	0.66	<i>P</i>
	4.28	0.60	<i>P</i>
OVERALL	4.25	0.67	<i>P</i>

Legend: 1.0-1.49 Not Practiced (NP); 1.5-2.49 Slightly Practiced (SP); 2.5-3.49 Moderately Practiced (MP); 3.5-4.49 Practiced (P); 4.5-5.0 Highly Practiced (HP)

Table 4 shows that the respondents' mean perception of distributed leadership of the school principal has the overall mean score of 4.25, indicating that distributed leadership practices are consistently "Practiced" by school principals. The high mean values across all components suggest that the principal demonstrates a strong commitment to collaborative and inclusive leadership. The school principal encourages teachers to implement innovative teaching strategies, which have a mean of 4.35. Meanwhile, supporting teamwork and collaborative problem-solving among staff has the lowest mean of 4.18.

This means that the school principal in Bay District practiced distributed leadership in supporting teachers in using new instructional ideas and innovation flipped classrooms (student learn new material outside through video lectures) project-based learning (student engage in hands on projects that address the real world situation), gamification (using game mechanics to motivate student, and personalized learning (students allow to learn their own pace and focus).

Barnette (2018) asserts that good culture has students who are motivated to learn and teachers who are motivated to teach. A positive culture fosters a community where colleagues share diverse strategies and approaches to focus on achieving success for every student.

The school principal works with and communicates to teachers regarding students' performance and the school's programs and policies, sharing responsibilities. The school principal in the Bay District also encourages teachers to implement innovative teaching strategies, such as peer teaching, gamification, project-based learning, and jigsaw, to make learning easier and more effective, while promoting learning to foster student growth. The school principal participates in, learns from, and applies new strategies and skills to enhance their leadership and foster a positive culture among their colleagues.

Table 5. Organizational Success in Terms of Learner Outcomes

Student Literacy and Numeracy Skills	Mean	SD	VI
1. read with comprehension, accuracy, and fluency	4.01	0.66	VS
2. write clear and coherent sentences, progressing to organize paragraphs by later elementary grades.	3.98	0.68	VS
3. apply grammar and vocabulary knowledge to express ideas effectively.	3.90	0.73	VS
4. have mastery of arithmetic operations, number sense, and basic problem-solving.	3.91	0.75	VS
5. interpret and analyze texts appropriate for their grade level and able to recognize and understand increasingly complex vocabulary	3.96	0.69	VS
	3.95	0.62	VS
Student 21st-Century Skills and Critical Thinking			
6. engage in critical thinking by analyzing problems, making predictions, and reasoning logically to find solutions.	3.94	0.65	VS
7. Use technology safely and responsibly.	4.07	0.68	VS
8. Express creativity, whether through projects, writing, or the arts, fostering innovative thinking and allowing students to explore new ideas	4.20	0.59	VS
9. Listen actively and ask questions to clarify when they do not understand something	4.18	0.65	VS
10. make simple choices, consider outcomes, and understanding the consequences of their actions foster responsible decision-making.	4.15	0.60	VS
	4.11	0.55	VS
OVERALL	4.03	0.60	VS

Legend: 1.0-1.49 Poor (P); 1.5-2.49 Fairly Satisfactory (FS) 2.5-3.49 Satisfactory (S) 3.5-4.49 Very Satisfactory (VS); 4.5-5.0 Outstanding (O)

Table 5 presents the respondents' perception of the level of organizational success in school in two areas: learner outcomes, including student literacy and numeracy, and 21st-century skills and critical thinking, with an overall mean score of 4.03, indicating that organizational success in terms of learner outcomes is consistently "Very Satisfactory". It indicates that the quality of educational output and reveals that students in the Bay District are well-equipped in academics as well as critical thinking. This indicates effective organizational processes and enhanced student performance. The students express creativity, whether through projects, writing, or the arts, fostering innovative thinking and allowing students to have the highest mean of 4.20. This shows that students in the Bay District consistently express creativity through projects, writing, and the arts, fostering innovative thinking and exploring new ideas. Students in the Bay District can express their ideas and appreciate the value of their ideas. The more they practice, the more secure they feel taking intellectual risks, which are the foundation of innovation, and the students are more interested and inquisitive. Their inquiry will be more likely to be, "What if? and explore ideas outside the assigned reading. Creative students express their feelings and ideas, making learning more meaningful to them. Students will be more likely to invest time and effort in exploring new ideas when learning has a meaningful purpose. Besides making learning fun, frequent creative expression promotes an attitude that appreciates creativity, discovery, and growth. Students of Bay District are ready to think creatively and shape the future they want to be.

As stated by Rohmah et al. (2022), multiple learning materials can help learners develop critical thinking skills, including literacy and numeracy. Learners can grasp other subject material more easily by building on the foundation of these skills. Numeracy refers to a student's knowledge, skills, and behaviors required to apply mathematics in various contexts, such as introducing and comprehending mathematical concepts. It may apply this knowledge and capabilities to its objectives.

Table 6. Organizational Success and to Teachers' Performance

Content Knowledge and Pedagogy	Mean	SD	VI
1. Apply knowledge of content within and across curriculum teaching areas.	4.40	0.60	VS
2. use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.43	0.60	VS
3. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills.	4.42	0.60	VS
	4.42	0.57	VS
Learning Environment and Diversity of Learners			
4. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	4.46	0.58	VS
5. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance.	4.45	0.59	VS
6. Utilize assessment data to inform the modification of teaching and learning practices and programs.	4.44	0.59	VS
	4.45	0.55	VS
Curriculum, Planning & and Assessment and Reporting			
7. select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning.	4.40	0.57	VS
8. Set achievable and appropriate learning outcomes that are align with learning competencies.	4.39	0.55	VS
	4.39	0.54	VS
Community linkages and Professional Engagement			
& Personal Growth and Professional Development			
9. Participate in professional networks to share knowledge and to enhance practice.	4.38	0.57	VS
10. develop a personal improvement plan based on reflection of one's practice and ongoing professional development learning.	4.40	0.61	VS
	4.39	0.57	VS
OVERALL	4.41	0.59	VS

Legend: 1.0-1.49 Poor (P); 1.5-2.49 Fairly Satisfactory (FS) 2.5-3.49 Satisfactory (S) 3.5-4.49 Very Satisfactory (VS); 4.5-5.0 Outstanding (O)

With the use of four large domains—content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment, reporting, and community linkages, professional engagement, and personal growth and professional development—the table reveals the success of the organizational aspect based on teachers' performance. Table 6 shows that respondents perceived the level of organizational success in school as “very satisfactory” with an overall mean of 4.41. All indicators in these domains received a "Very Satisfactory" rating. This implies that teachers' performance aligns with the established standards in DepEd Order No. 2, s. 2015, which states that to deliver quality education to Filipino learners, the Department of Education ensures a streamlined, improved, and simplified process and requirements for the performance management system. It aims to establish a clear, fair, and objective performance management system that links individual and organizational performance to DepEd's vision, mission, and goals. This system fosters a culture of performance and accountability, ensures timely recognition and rewards for excellent performance, and identifies development needs for career growth and capability building.

According to Turano (2015), teachers must learn to create an environment that enables their students to reach their full potential. According to the proposals, teachers should be aware of places in the classroom that may obstruct student development. They also point out that teaching is a lifelong process in which teachers can improve and become the best instrument for their students' educational progress.

Table 7. Organizational Success and School Performance

	Mean	SD	VI
Leadership and Governance			
1. development plan developed collaboratively by stakeholders of the school and community is in place.	4.36	0.60	VS
2. The school regularly reviews the development plan community to keep it responsive and relevant to emerging needs, challenges and opportunities.	4.27	0.66	VS
3. organized by a clear structure and work arrangements that promote shared leadership and governance and define roles and responsibilities of the stakeholders.	4.33	0.67	VS
4. communication between school and community leaders for informed decision-making and solving the school-community relationship.	4.35	0.67	VS
5. long-term program is in operation that addresses the training and the development needs of the school and community leaders.	4.29	0.61	VS
	4.32	0.57	VS
Curriculum and Learning			
6. curriculum provides for the development needs of all types of learners in the school community.	4.32	0.65	VS
7. implemented curriculum is localized to make it more meaningful to learners and applicable to life in the community.	4.41	0.60	VS
8. representative group of school and community stakeholders develop the methods and materials for developing creative thinking.	4.34	0.65	VS
9. learning managers and facilitators nurture values and environments that are protective to all children and demonstrate behaviors in the organizations.	4.40	0.64	VS
10. methods and resources used are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.	4.32	0.60	VS
	4.36	0.56	VS
Accountability and Continuous Improvement			
11. roles and responsibilities of accountable people are clearly defined and agreed upon by community stakeholders	4.32	0.59	VS
12. achievement and goals are recognized based on collaboratively developed performance accountability system.	4.31	0.59	VS
13. the community owns an accountability system and continuously enhanced to ensure that management structures and mechanism is responsive to the emerging learning needs.	4.34	0.60	VS
14. accountability assessment criteria tools, feedback mechanisms and information collection, validation techniques and process they are inclusive and developed collaboratively.	4.35	0.60	VS

15. participatory assessment of performance is done regularly with the community involvement.	4.33	0.64	VS
	4.33	0.55	VS
Management of Resources			
1. regular resource and inventory is collaboratively undertaken by learning manager, learning facilitators and community stakeholders.	4.28	0.65	VS
2. Stakeholders are engaged in a regular dialogue for planning and resources programming.	4.31	0.69	VS
3. Effective use of the resource management system drives appropriate behavior of the stakeholders	4.25	0.67	VS
4. learning facilitators and community stakeholders collaborate developed and implemented regular monitoring, evaluation, and reporting process of resource management.	4.24	0.66	VS
5. has a system that manages network and linkages, strengthens and sustains partnership for improving resource management.	4.26	0.69	VS
	4.27	0.63	VS
OVERALL	4.32	0.54	VS

Legend: 1.0-1.49 Poor (P); 1.5-2.49 Fairly Satisfactory (FS) 2.5-3.49 Satisfactory (S) 3.5-4.49 Very Satisfactory (VS); 4.5-5.0 Outstanding (O)

Table 7 shows that the respondents' mean perception by school performance, "The school implemented curriculum is localized to make it more meaningful to the learners in the school community has the highest mean of 4.41. Though still great, the lowest rated indication is "The school learning facilitators and community stakeholders collaboratively developed and implemented regular monitoring, evaluation, and reporting of resource management, with a rated mean of 4.24. This means that, although monitoring and evaluation work well, they may still be improved.

The result also shows that the respondents perceived school performance as "very satisfactory" with an overall mean of 4.32. This demonstrates that schools in the District of Bay have implemented a localized curriculum, making it more meaningful to learners. The lessons are connected to the students' environment, language, and daily experiences, allowing them to understand concepts better and find learning more engaging.

The results also suggest that Bay District teachers involved in curriculum creation and development make perfect sense to ensure successful implementation. Their participation ensures that the curriculum is relevant, current, and aligned with the needs of students and the realities of the classroom. Teachers determine the needs of the community, including student interests in hands-on activities such as projects, experiments, and fieldwork, as well as career-oriented learning, including interests in subjects related to future careers. The students lack the fundamental information or abilities required to excel in a subject. Missed classes, poor instruction, or variations in learning speed are just a few of the causes of learning gaps.

Teachers possess firsthand knowledge of classroom teaching and learning, and their feedback and insights contribute significantly to effective curriculum decisions. Teachers have professional development opportunities to improve decision-making skills with SBM. More teachers should take a proactive role in policy decisions that impact education (World Bank, 2017).

According to Toker (2022), an organization's success is based on its leadership, and the individual who starts and steers the course to success is vital in developing their team's ability to guarantee the organization's profitability despite obstacles. A leader must be an authentic collaborator who shares the aims to achieve by giving followers a sense of purpose and vision, as it is a function rather than only a role of providing guidance and influence.

Table 8. Correlation between Emerging Leadership and Organizational Success as to Learner Outcomes

	Literacy and Numeracy	21st Century Skills
Instructional Leadership		
Framing and Communicating School Goals	0.454***	0.511***
Supervising and Evaluating on the Teaching and Learning Process	0.404***	0.476***
Promoting School Professional Development	0.448***	0.482***
Transformational Leadership		
Idealized Influence	0.440***	0.476***
Individualized Consideration	0.484***	0.503***
Inspirational Motivation	0.427***	0.491***
Intellectual Stimulation	0.470***	0.508***
Distributed Leadership		
School Culture	0.383***	0.449***
Shared responsibility	0.534***	0.416***
Leadership Practices	0.494***	0.485***

Legend: ***Correlation is significant at 0.001 level

The data in Table 8 examined the relationship between emerging leadership models and learners' outcomes related to organizational success. This table illustrates that the variables of emerging leadership, instructional, transformational, and distributed leadership are directly related to the variable of organizational success, as measured by learners' outcomes, teachers' performance, and school performance. This reveals a positive and significant relationship between emerging leadership models and organizational success in terms of learners' outcomes. This implies that emerging leadership models are essential to the success of a student organization. The result reveals that "Individualized Considerations" in transformational leadership show a "moderate correlation". However, the test of relationships between school culture in "distributed leadership" and organizational success in terms of learners' outcomes, as "weak correlation," also reveals a positive and significant relationship.

The table reveals a significant positive relationship between emerging leadership models and learners' outcomes in terms of organizational success. This implies that emerging leadership models are essential in promoting organizational success in a school setting. The results reveal that "emerging leadership models" show a weak to moderate correlation, also indicating a positive and significant relationship.

The table illustrates how learners' results regarding literacy, numeracy, and 21st-century skills relate to new paradigms of leadership. The findings indicate that learners' results are positively correlated with all three dimensions of leadership—instructional leadership, transformational leadership, and distributed leadership—emphasizing their contribution to academic achievement.

Having a clear vision positively impacts learning, as indicated by the high correlations between "Framing and Communicating School Goals" in Instructional Leadership and reading, numeracy and 21st-century skills. Similarly, "Promoting School Climate and Professional Development" and "Supervising and Evaluating the Teaching and Learning Process" both indicate contributions to learner outcomes, confirming the importance of structured supervision and continuous professional development.

In comparison to the other leadership styles, distributed leadership has lower values but also exhibits a positive correlation. With the highest association in this group (0.534 for reading and numeracy), "Shared Responsibility" suggests that collective leadership is crucial to core learning. Yet, the influence on 21st-century skills is slightly lower (0.416), indicating that other styles of leadership may have a more significant impact on the acquisition of higher-order capabilities, whereas shared leadership develops fundamental academic skills.

Table 9. Correlation between Emerging Leadership Models and Organizational Success as to Teachers' Performance

	CKP	LEDL	CPAR	PGPD
Instructional Leadership				
Framing and Communicating School Goal	0.666***	0.562***	0.581***	0.601***
Supervising and Evaluating on The Teaching and Learning Process	0.698***	0.531***	0.596***	0.604***
Promoting School Climate Professional Development	0.615***	0.498***	0.579***	0.633***
Transformational Leadership				
Idealized Influence	0.544***	0.461***	0.476***	0.489***
Individualized Consideration	0.495***	0.467***	0.480***	0.510***
Inspirational Motivation	0.523***	0.476***	0.491***	0.512***
Intellectual Stimulation	0.570***	0.531***	0.538***	0.569***
Distributed Leadership				
School Culture	0.577***	0.533***	0.523***	0.540***
Shared responsibility	0.518***	0.494***	0.588***	0.591***
Leadership Practices	0.554***	0.480***	0.583***	0.558***

Legend: ***Correlation is significant at 0.001 level

The table presented in Table 9 was a test of the relationship between emerging leadership models and organizational success, specifically in terms of teacher performance. This table illustrates that the sub-variable of emerging leadership models is directly related to the sub-variable of organizational success, as to teacher performance. This reveals a positive and significant relationship between emerging leadership models and organizational success, as measured by teacher performance. This implies that emerging leadership is essential in creating a successful organization for teachers. The results reveal that "instructional leadership" and "transformational leadership" show a "moderate correlation". However, the test of the relationship between "distributed leadership and organizational success reveals a weak correlation and a positive and significant relationship.

The table also reveals a positive and significant relationship between emerging leadership models and organizational success. This implies that emerging leadership models are essential in promoting the success of an organization. The result, which reveals that emerging leadership models correlate with organizational success and teacher performance, reveals a positive and significant relationship.

Among transformational leadership factors, "Intellectual Stimulation" has the strongest correlation. This implies that the school head is encouraging teachers to evaluate and plan their practices, refining them as needed, as well as their professional development. The school principal in a transformational leadership style inspires teachers about what they can accomplish, communicates the school's mission to parents, teachers, and learners, ensures that all personnel have a voice in decision-making, and displays energy and enthusiasm towards their work.

Content knowledge and pedagogy, as well as Personal Growth and Professional Development, and distributed leadership constructs, reveal that "School Culture" exhibits the highest correlation among them, thereby confirming that positive teaching effectiveness is enhanced through enhanced collaboration and a collective value culture. "Shared Responsibility" was most strongly correlated with curriculum and planning, assessment, and reporting, as well as Personal Growth and Professional Development, indicating that sharing leadership activities promotes professional growth and effective curriculum planning. "Leadership Practices" exhibits the highest correlations throughout, notably with curriculum and planning, assessment and reporting, and Personal Growth and Professional Development, substantiating that sound leadership practices directly contribute to improving instructional planning and professional development of teachers. School principals use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

Table 10. Correlation between Emerging Leadership Models and Organizational Success as to School Performance

	LG	CL	ACI	MR
Instructional Leadership				
Framing and Communicating School Goal	0.679***	0.651***	0.659***	0.589***
Supervising and Evaluating on The Teaching and Learning Process	0.600***	0.611***	0.656***	0.573***
Promoting School Climate	0.597***	0.624***	0.682***	0.530***
Professional Development				
Transformational Leadership				
Idealized Influence	0.570***	0.613***	0.616***	0.538***
Individualized Consideration	0.581***	0.639***	0.638***	0.554***
Inspirational Motivation	0.552***	0.569***	0.607***	0.516***
Intellectual Stimulation	0.591***	0.604***	0.598***	0.518***
Distributed Leadership				
School Culture	0.514***	0.585***	0.573***	0.476***
Shared responsibility	0.531***	0.573***	0.608***	0.427***
Leadership Practices	0.524***	0.538***	0.570***	0.451***

*Legend: ***Correlation is significant at 0.001 level*

The data presented in Table 10 tested the relationship between emerging leadership models and organizational success. The table illustrates that the sub-variable of emerging leadership is directly related to the sub-variable of organizational success. This reveals a positive and significant relationship between emerging leadership models and organizational success, particularly in terms of school performance. This implies that emerging leadership models are crucial in fostering effective leadership within an organization for teachers and students.

The results reveal that "Framing and Communicating School Goal" positively correlates with pupil achievement, guiding teachers' discussions regarding the instructional program. This suggests that well-defined academic goals have a significant impact on performance. Furthermore, "Supervising and Evaluating on the Teaching and Learning Process" demonstrates considerable correlations, emphasizing the importance of assessment, reviewing daily lesson logs and lesson plans of teachers, and monitoring to improve academic results. Although the correlations for "Promoting School Climate and Professional Development" are marginally lower, they remain significant, indicating that both ongoing teacher development and a supportive school climate are important performance factors, including organizing a learning action cell to identify best practices among teachers.

There are significant positive correlations between the four elements of transformational leadership: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. The strongest association, "Individualized Consideration," suggests that school performance is significantly impacted by leaders who provide teachers with individualized support. The school ensures that all personnel are involved and contribute to decision-making related to the school project and program.

Attributes of distributed leadership, such as "School Culture," "Shared Responsibility," and "Leadership Practices," exhibit lesser correlations with other leadership frameworks, but are still notable. The relatively low figures suggest that while distributed leadership has its benefits, it may not have had as significant an impact on academic attainment as transformational or instructional leadership.

Since all the variables are significantly related, instructional leadership and transformational leadership appear to have the most influence on academic outcomes. Although there may be a larger direct influence on other philosophies of leadership, the benefits of distributed leadership have a comparatively lower correlation value. A school principal who stimulates Teachers who implement innovative teaching strategies, along with professional growth and individual support, is likely to observe improved performance results. Professional Development (Instructional Leadership) and Individualized Consideration (Transformational Leadership) share two of the highest correlations across the leadership factors.

Regression Analysis

Table 11. Predicting the learner's outcome based on Emerging Leadership Models Practices

Predictor	Estimate	SE	t	p
Intercept	1.7684	0.314	5.637	<.001
Framing and communicating	0.2601	0.126	2.0708	0.040
School Culture	-0.2839	0.142	-2.002	0.047

$$R = .626, Rsquared = .392, F(10,125) = 8.04, p < .001$$

The data presented in Table 11 are the results of a regression analysis in predicting the learner's outcome in the predictors of "Framing and Communicating School Goals" and "School Culture." Framing and communicating school goals and school culture are the predictors of learners' outcomes. This implies that both predictors are statistically significant.

Framing and communicating are positively related in supporting the value of clear leadership communication. The school principal develops well-established school goals, such as monitoring student improvement through quarterly assessments. A report card is another way to monitor student improvement. The school principal uses data on pupils' achievement to guide faculty discussions on student learning and performance, including grades, test scores, and various assessments (such as summative tests, formative assessments, and other evaluations), which help educators identify the strengths and weaknesses of each student. This data can be used to assess student progress, track trends in achievement, and make informed decisions to improve learning. The school principal uses the school goal when making academic decisions by supporting students in achieving their full potential and becoming successful members of society. They encourage students to set clear, achievable, and relevant academic goals and to track their progress toward those goals.

School culture exhibits a negative relationship, suggesting a complexity in how school norms and values affect learners and may signal the need for a deeper evaluation of the aspects of culture at play. This implies that the school principal can designate teachers to make decisions to meet the school goal, including academic performance, student engagement, teacher development, and community involvement that are measurable and with the overall vision of the school, provide support and training for the teachers by offering appropriate training and resource to prepare teachers for their new roles include mentorship, coaching and opportunities for ongoing professional development of the teachers. Monitor and evaluate the progress of the teachers (class observation), collaboration, and clear communication for the teachers about the improvement of the school goals. School principals support teachers in using new instructional ideas and innovations by fostering a culture of experimentation, providing access to resources and training, and offering opportunities for collaboration and reflection. This includes encouraging teachers to try new strategies, providing opportunities to learn from one another, and allocating time for planning and implementation.

Table 12. Predicting the teacher's performance based on Emerging Leadership Models Practices

Predictor	Estimate	SE	t	p
Intercept	1.7066	0.2579	6.618	<.001
Framing and communicating school goals	0.2319	0.1032	2.246	.026

$$R = .727, Rsquared = .529, F(10,125) = 14.000, p < .001$$

The results presented in Table 12 are the findings from a regression analysis of emerging leadership practices, specifically framing and communicating school goals, which are predictors of teacher performance. The regression analysis indicates that this practice has a statistically significant positive effect on teacher performance.

The predictor "Framing and Communicating school goal" has a positive value, implying that improvement in this category positively influences academic achievement. The results highlight the importance of effective communication and framing as key leadership practices that enhance teacher performance. This study can use data on pupils' achievement like academic performance (scores, grades and overall achievement in all subjects), assessment results (data from projects, exams, tests and other assessment), behavioral records (attendance, student behavior) to provides insights into how well students are learning, what factors contribute to their performance, and which groups may be struggling. School principals use school goals when making academic decisions, such as students' achievement in their academic goals and improving grades, to support student learning and success. This includes fostering critical thinking and problem-solving skills, particularly in analyzing information and making informed decisions. The correlation coefficient has a positive influence on teacher performance. When school leaders set directions, align goals, and communicate expectations, it supports teachers in performing better.

Table 13. Predicting the school's performance based on Emerging Leadership Models Practices

Predictor	Estimate	SE	t	p
Intercept	1.43597	0.2612	5.4975	<.001
Framing and Communicating School Goals	0.36569	0.1046	3.4969	<.001
Individualized consideration	0.36637	0.1276	2.8703	0.005

$R = .756$, $R^2 = .571$, $F(10,125) = 16.60$, $p < .001$

The table presents the results of a regression analysis examining how emerging leadership practices, specifically framing and communicating school goals and individualized considerations, predict school performance. These practices are statistically significant predictors of school performance.

The predictor of framing and communicating school goals is statistically significant. This means that framing and communicating school goals ensures that everyone in the school — teachers, staff, and students — understands the direction and purpose of their efforts in guiding students' learning and development. Meanwhile, students' efforts are directed towards achieving academic goals and personal growth. When goals are clear, aligned, and consistently communicated, it leads to better coordination, motivation, and focus.

Individualized consideration also has a positive effect on school performance, and its statistical significance reflects a transformational leadership approach, where leaders recognize and respond to the unique strengths and needs of individuals, including strong communication, empathy, critical thinking, and diverse academic abilities. This fosters trust, morale, and professional growth among staff, all of which are essential for improving school-wide performance.

These results suggest that when school principals communicate school goals and provide personalized support and attention to staff, school performance improves.

CONCLUSION

Based on the findings of the study, the following conclusion was formulated:

The hypothesis stating that the emerging leadership model is significantly related to the organizational success of the school as to learners' outcomes, teachers' performance and school performance therefore the null hypothesis stating that there is no significant relationship in the above mentioned is not supported by evidence and therefore not sustained in the findings of the study.

RECOMMENDATIONS

The study recommended the following:

1. The school principal is encouraged to establish instructional supervision by actively guiding and supporting teaching practices to improve the quality of teaching and learning, inspire teachers by building a shared vision and fostering a strong sense of purpose, motivate teachers toward growth and innovation and empower teachers to take leadership roles in decision-making and professional learning to build teachers leadership and collaboration on the emerging leadership perspective.
2. The school principal may create collaborative opportunities for teachers to develop and strengthen emerging leadership practices by engaging them in the systematic examination of learners' outcomes, teacher performance, and overall school performance.
3. School principals may use this study to examine and apply emerging leadership models, such as instructional, transformational, and distributed leadership, to maximize learners' outcomes, enhance teacher performance, and improve overall school performance.
4. Future researchers may conduct parallel studies with a larger and more diverse sample size and explore additional dimensions of leadership factors that were not addressed in this study. Such research may contribute to the continued validation and refinement of the relevance and applicability of emerging leadership models in educational settings in promoting organizational success.

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