

ATTRIBUTIONAL CHARISMATIC LEADERSHIP OF SCHOOL HEADS AND ORGANIZATIONAL ADAPTABILITY OF TEACHERS

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**Abstract:** This study aimed to determine which domain of attributional charismatic leadership of school heads best influences organizational adaptability of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on attributional charismatic leadership of school heads organizational adaptability of teachers were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of attributional charismatic leadership of school heads is high, the level of organizational adaptability of teachers is very high, there is a significance on the relationship between relationship between attributional charismatic leadership of school heads and organizational adaptability of teachers, the domain of attributional charismatic leadership of school heads best influences organizational adaptability of teachers is Vision and Articulation.

**Keywords:** Attributional Charismatic Leadership of School Heads, Organizational Adaptability of Teachers, Educational Management, Quantitative Research, Philippines

## 1. Introduction

The demands in the work of teachers today are seemingly increasing as the learning modalities shifted to remote learning from the usual face-to-face. As such, teachers do not only experience fatigue but are also in constant burnout due to the many complicated tasks they do in school. For these teachers to thrive in their challenging working environment, they need to heighten their organizational adaptability skills to stay focused and productive in their work (Collie, Granziera & Martin, 2018).

Teachers need to equip themselves with organizational adaptability skills to navigate their working conditions. In the constantly changing demands of teaching work, those teachers who lack the drive to adapt with their work will definitely feel stress with the overwhelming tasks. However, with a school head who exudes with attributional charismatic leadership, it would be easy for teachers to acquire the necessary adaptability to cope with their work (Bagwell, 2020).

In a common classroom, narratives of teachers who lack the skill of organizational adaptability abound. These teachers do not generate new and innovative ideas in complex tasks which oftentimes resulted to poor work quality. Also, there are teachers who fail to demonstrate enthusiasm for learning new approaches and technologies for conducting work (Collie, Granziera, Martin, Burns & Holliman, 2020).

In the local context, there are teachers who admit that they cannot quickly and proficiently learn new methods or how to perform previously unlearned tasks. Likewise, they do not take action to improve work performance deficiencies. As a result, these teachers are always under the mentoring practice and are guided to improve their work performance.

The problem-situations mentioned are the experiences of teachers on organizational adaptability. The need to address the problem will ensure greater learning opportunities for the students. Hence, the researcher is prompted

to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding attributional charismatic leadership of school heads and organizational adaptability of teachers as the researcher has rarely come across with the same study on the same topic in the local setting.

### Research Objectives

This study aims to find out which domain of attributional charismatic leadership of school heads best influences organizational adaptability of teachers. Specifically, this study sought to answer the following objectives:

1. To describe the level of attributional charismatic leadership of school heads learning in terms of:
  - 1.1 Environmental Sensitivity;
  - 1.2 Personal Risk;
  - 1.3 Sensitivity to Member Needs, and
  - 1.4 Vision and Articulation.
  
2. To ascertain the level of organizational adaptability of teachers in terms of:
  - 2.1 Creativity;
  - 2.2 Learning;
  - 2.3 Interpersonal, and
  - 2.4 Cultural.
  
3. To determine the significant relationship between attributional charismatic leadership of school heads and organizational adaptability of teachers.
  
4. To determine which domains of attributional charismatic leadership of school heads best influences organizational adaptability of teachers.

### Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

There is no significant relationship between attributional charismatic leadership of school heads and organizational adaptability of teachers.

No domains of attributional charismatic leadership of school heads best influences organizational adaptability of teachers.

## 2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

## 3. Results

### Level of Attributional Charismatic Leadership

Presented in Table 1 is the level of *Attributional Charismatic Leadership* with the overall mean of 4.15 with a descriptive equivalent of *high* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, *Personal Risk* obtained the highest mean score of 4.18 or high. As presented in the appended table, the mean ratings of the

following items under this indicator were as follows:

In pursuing organizational objectives engages in activities involving considerable self-sacrifice, Takes on high personal risks for the sake of the organization, and Often incurs high personal cost for the good of the organization.

The indicator *Environmental Sensitivity* obtained the highest mean of 4.16 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Readily recognizes barriers/forces within the organization that may block or hinder achievement of his/her goals, Entrepreneurial: seizes new opportunities in order to achieve goals, and Readily recognizes constraints in the physical environment (technological limitations, lack of resources, etc) that may stand in the way of achieving organizational objectives.

*Sensitivity to Member Needs* obtained a mean score of 4.15 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Influences others by developing mutual liking and respect, Shows sensitivity for the needs and feelings for the other members in the organization, and Often expresses personal concern for the needs and feelings for other members of the organization.

The indicator *Vision and Articulation* obtained a mean score of 4.12 or high. As presented in the appended table, the mean ratings of the following items under

**Table 1. Level of Attributional Charismatic Leadership**

Indicator	SD	Mean	Descriptive Level
Environmental Sensitivity	0.58	4.16	High
Personal Risk	0.60	4.18	High
Sensitivity to Member Needs	0.51	4.15	High
Vision and Articulation	0.63	4.12	High
<b>Overall</b>	<b>0.72</b>	<b>4.15</b>	<b>High</b>

this indicator were as follows: Provides inspiring strategic and organizational goals, Inspirational, able to motivate by articulating effectively the importance of what organizational members are doing, and consistently generates new ideas for the future of the organization.

**Level of Organizational Adaptability**

Presented in Table 2 is the level of *Organizational Adaptability*. Computations revealed an overall mean score of 4.35 or *very high*, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *Creativity* obtained a mean score of 4.53 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Employing unique

types of analyses and generating new, innovative ideas in complex areas, turning problems upside-down and inside-out to find fresh, new approaches, and integrating seemingly unrelated information and developing creative solutions.

*Learning* obtained a mean score of 4.46 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Demonstrating enthusiasm for learning new approaches and technologies for conducting work, doing what is necessary to keep knowledge and skills current, and quickly and proficiently learning new methods or how to perform previously unlearned tasks.

**Table 2. Level of Organizational Adaptability**

Indicator	SD	Mean	Descriptive Level
Creativity	0.80	4.53	Very High
Learning	0.83	4.46	Very High
Interpersonal	1.10	4.24	Very High
Cultural	0.90	4.18	High
<b>Overall</b>	<b>0.74</b>	<b>4.35</b>	<b>Very High</b>

*Interpersonal* obtained a mean score of 4.24 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Being flexible and open-minded when dealing with others, listening to and considering others' viewpoints and opinions and altering own opinion when it is appropriate to do so, and being open and accepting of negative or developmental feedback regarding work. the indicator *cultural* obtained a mean score of 4.18 or high. as presented in the appended table, the mean ratings of the following items under this indicator were as follows: taking action to learn about and understand the climate, orientation, needs, and values of other groups, organizations, or cultures, integrating well into and being comfortable with different values, customs, and cultures, and willingly adjusting behavior or appearance as necessary to comply with or show respect for others' values and customs.

**Correlations between Measures**

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.261 with a probability value of 0.001 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of *Attributional Charismatic Leadership* and *Organizational Adaptability* revealed a computed r-values ranging from .168 to .288 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Attributional Charismatic Leadership* led to the increase in *Organizational Adaptability*.

**Table 3. Significance of the Relationship between Attributional Charismatic Leadership and Organizational Adaptability**

Attitudes Towards the Use of Multimedia	Organizational Adaptability		
	R	p-value	Remarks
Environmental Sensitivity	.168	.001	Significant
Personal Risk	.235	.015	Significant
Sensitivity to Member Needs	.288	.001	Significant
Vision and Articulation	.209	.000	Significant
<b>Overall</b>	<b>.261</b>	<b>.001</b>	<b>Significant</b>

\*Significant at 0.05 significance level.

**Significance of the Influence of the Domain of Attributional Charismatic Leadership on Organizational Adaptability**

Presented in Table 4 is the regression analysis showing the predictive ability of Attributional Charismatic Leadership on Organizational Adaptability. The analysis shows that when Attributional Charismatic Leadership was regressed on Organizational Adaptability, it generated an F-value of 28.73 with 0.01. The value of this regression is 28.73 with 0.01. It can be stated that Attributional Charismatic Leadership influenced Organizational Adaptability. Among the indicators of Attributional Charismatic Leadership only one gave significant influence on Organizational Adaptability, which is Vision and Articulation,  $t=1.25$ ,  $P=0.001$ .

**Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Organizational Adaptability**

<i>Organizational Adaptability</i>					
Attributional Leadership	Charismatic	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
<b>Constant</b>		1.7295	0.8266	1.78	0.000
Environmental Sensitivity		-0.07283	0.06392	-0.1	0.823
Personal Risk		0.82674	0.06285	0.01	0.001
Sensitivity to Member Needs		0.07128	0.06271	0.08	0.216
Vision and Articulation		0.05283	0.02832	1.25	0.425
<b>R</b>		0.529			
<b>R<sup>2</sup></b>		0.146			
<b>F</b>		28.73			
<b>p</b>		0.000			

## Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The level of attributional charismatic leadership of school heads is high, the level of organizational adaptability of teachers is very high, there is a significance on the relationship between relationship between attributional charismatic leadership of school heads and organizational adaptability of teachers, the domain of attributional charismatic leadership of school heads best influences organizational adaptability of teachers is Vision and Articulation.

## Recommendations

The results of this study revealed that the level of attributional charismatic leadership of school heads is high. The researcher recommends that the District where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Vision and Articulation.

Meanwhile, the study revealed a very high level of organizational adaptability of teachers. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Cultural.

The study found a significant relationship between attributional charismatic leadership of school heads and organizational adaptability of teachers. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that the domain of attributional charismatic leadership of school heads best influences organizational adaptability of teachers is Vision and Articulation. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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