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# School Heads' Leadership Styles: Impact on Organizational Innovativeness and Performance of Public Elementary Schools in the New Normal

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## ABSTRACT

This study determines the impact of school heads' leadership styles on organizational innovativeness and performance of public elementary schools in Cebu City Division in the new normal. Partial Least Squares Structural Equation Modeling (PLS-SEM) was utilized to investigate linear causal relationships among the variables. Moreover, the study found that transformational leadership of the school head is not related to the organizational innovativeness of the school. However, transactional, and instrumental leadership influence the organizational innovativeness of the schools. On one hand, participative leadership only promotes product innovation, while supportive leadership augments management innovation directly. Lastly, product innovation of the school impacts the school's performance.

## KEYWORDS

Leadership Styles; Organizational Innovativeness; Performance; Partial Least Squares Structural Equation Modeling (PLS-SEM).

## INTRODUCTION

The COVID-19 pandemic has caused the largest disruption to education systems in human history, affecting nearly 1.6 billion learners across more than 200 countries. The closures of schools, institutions, and other learning spaces have impacted over 94% of the world's student population (Pokhrel & Chhetri, 2021). Schools have no choice but to adapt to the new normal. The new normal in education involves several key shifts: from public to personal learning spaces, from uniform teaching methods to individualized and differentiated learning, from sole teacher responsibility to active participation of household members in the learning process, and changes in how learning is evaluated (Francisco & Nuqui, 2020). To support the new normal in education, the Department of Education (DepEd) issued DepEd Order No. 012, series 2020. This order provides clear guidance to all offices, units, schools, community learning centers (CLCs), learners, parents, partners, and stakeholders (Mactal, 2020). With this DO, the school heads are expected to play a major role in its implementation. Hence, the need to have a strong, committed, and willing to adjust school head is necessary to survive and continue the delivery of education in this pandemic situation.

School heads play a crucial role during this pandemic crisis. They are expected to be highly adaptable in managing school resources to keep pace with the constantly evolving guidelines and circumstances (OECD Education and Skills Today, 2021). Their responsibilities span several areas, including human resources, financial management, overseeing the educational activities of students and teachers, maintaining external relations, ensuring the well-being of students and teachers, and directly teaching students. Furthermore, the Australian Institute for Teaching and School Leadership Limited (2020)

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