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School's Organizational Agility: Strategies for Sustainable Development and Growth

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Abstract

This study examined the key factors affecting school wellness, communication effectiveness, organizational flexibility, collaboration, continuous improvement, and leadership in Tago District schools. Findings reveal a significant disparity in graduation rates between elementary and secondary students, indicating retention challenges that can be mitigated through enhanced language instruction and comprehensive wellness programs. The school's reliance on face-to-face communication highlights a digital literacy gap, hampering agility and growth, particularly during crises. The school demonstrates moderate flexibility and adaptability, suggesting the need for improved strategies to navigate educational complexities. Substantial collaboration and teamwork are crucial for success, enhancing problem-solving and creativity. The organization's commitment to continuous improvement is evident but requires a more systematic approach to remain dynamic and responsive. Effective leadership is deeply intertwined with adaptability, flexibility, and collaboration, setting the tone for school operations. Leaders who support change foster a culture of continuous improvement, promoting innovative solutions and a cohesive educational experience.

Recommendations include implementing comprehensive language and wellness programs, investing in digital literacy and communication tools, enhancing organizational flexibility, promoting structured collaboration, strengthening continuous improvement practices, developing strong leadership and clear vision, and supporting leadership in guiding change. These steps will address current challenges and improve overall educational outcomes in Tago District schools.

Chapter 1
THE PROBLEM AND ITS SETTING

Introduction

Schools that maintain good organizational set up and climate almost always are successful in its operations and positively attain goals and objectives. It is as important as this is to navigate organizational agility to find best founding take off to greater heights. This study established baselines of growth and development plans and exemplars. This will undertake inquiry and exploration regarding characteristics of a school's organization in terms of leadership, vision, communication, adaptability, flexibility, teamwork, and collaboration.

The well-being of a school organization encompasses aspects such as the overall health of the institution, the effectiveness of leadership, the culture and climate, and the satisfaction and engagement of both staff and students. (Fullan, 2020) It emphasizes the importance of effective leadership in promoting organizational well-being. According to Fullan, strong leadership involves creating a shared vision,

fostering a collaborative culture, and continuously learning and adapting to change. (Sheninger, 2019) Organizational learning highlights the significance of a learning culture within schools. It argues that schools must be learning organizations where all members are engaged in continuous learning and improvement.

There have been so many cases recently of teachers going out and resigning from teaching jobs, particularly in DepEd, and going abroad for reasons ranging from dissatisfaction added to physical and mental burnout triggers from the workplace. Many of these school personnel teaching and non-teaching were expressing desires of escaping from unhealthy working environment and financial deficiencies. There are however; quite a number who were asked of their main reason why they want to get out of DepEd and go abroad for another job or workplace, do not necessarily point out to matters of low salary but low morale. Truth hurts, but this the real scenario. There must be something in the schools' organizational well-being that need to be explored to find answers to the many questions of alarming turnout of teachers going abroad and escaping from being stuck like a person deprived of liberty to be happy and content at work.

Theoretical Framework

Theories on organization and developmental planning can have a major influence on the dynamics of modern workplaces. Fundamental concepts such as division of labor, time management, and performance measurement all stem from early studies on organizations and efficiency. Without them, managers can struggle to lead their organizations and maximize productivity. There isn't a single theory that is universally considered the best for organizational agility, as different organizations may find success with different approaches depending on their specific context, industry, and goals. However, several theories and frameworks have gained popularity in discussions about organizational agility.

One central theory that this study looks up is the Kotter's 8-Step Change Model: Developed by John P. Kotter(1995). This model outlines a series of steps to lead organizational change effectively. It emphasizes creating a sense of urgency, building a guiding coalition, and empowering employees to facilitate agile responses to change. In support of human Relations Theory, which originated from the Hawthorne (1932) studies, the human relations theory emphasizes the importance of social relationships and human needs in the workplace. In schools, this theory underscores the significance of positive teacher-student relationships, collaboration among staff, and a supportive school culture. Connecting to it is the Cultural Theory. School culture theories focus on the shared values, beliefs, and norms within an educational institution. Effective school leaders recognize the importance of shaping and maintaining a positive and inclusive school culture that fosters learning and collaboration.

It is also important to consider the unique context of the organization which speaks that of the Contingency Theory: Contingency theories posit that there is no one-size-fits-all approach to organizational management. Instead, the best approach depends on the specific context and circumstances. In schools, this theory suggests that effective leadership and organizational practices may vary based on the school's size, environment, and student population.

Systems theory views organizations, including schools, as interconnected and interdependent systems. Changes in one part of the system can have ripple effects throughout the organization. This theory helps educators understand the holistic nature of schools and the need to consider various factors when implementing changes.

Organizational learning theory focuses on how schools can adapt and improve through continuous learning and reflection. It encourages educators to foster a culture of learning, experimentation, and adaptation to enhance teaching and student outcomes. Resource Dependence Theory**:** Resource dependence theory suggests that organizations, including schools, are influenced by their external environment and their dependence on external resources. Schools need to manage relationships with stakeholders, such as parents, community members, and policymakers, to secure the necessary resources for success.

These theories provide different lenses through which educators and administrators can analyze and improve the functioning of schools. In practice, schools often draw on a combination of these theories to address the complex and multifaceted nature of the educational environment. Holacracy is an organizational system that distributes authority and decision-making throughout an organization. It aims to create a more agile and responsive structure by organizing work into self-managing teams or circles.

Ultimately, the effectiveness of a theory or framework for organizational agility depends on how well it aligns with an organization's culture, goals, and specific challenges. Many organizations also combine these theories or tailor them to suit their unique needs and circumstances.

School organizational theories provide frameworks for understanding and improving educational institutions. Several theories have been developed to address the complex dynamics within schools. The above stated theories guides thhe conceptualization of this study.

Conceptual Framework

Exploring the organizational dynamics of educational Institutions, particularly the DepEd schools of Tago Districts 1 and 2, SDS Division is the primary concern of the investigation of this study. The educational landscape is continuously evolving, and schools play a pivotal role in shaping the future of learners. This study aims to investigate the multifaceted aspects of school functioning, focusing on the general profile of the institution, leadership and vision effectiveness, communication strategies, adaptability, and collaboration. By delving into these dimensions, the research aims to provide valuable insights into the factors that contribute to the overall effectiveness of educational institutions' organizational agility.

The first box represents the data and information that will be collected for the study. It includes general school profile data, leadership and vision details, communication strategies, adaptability and flexibility components, and collaboration and teamwork elements.

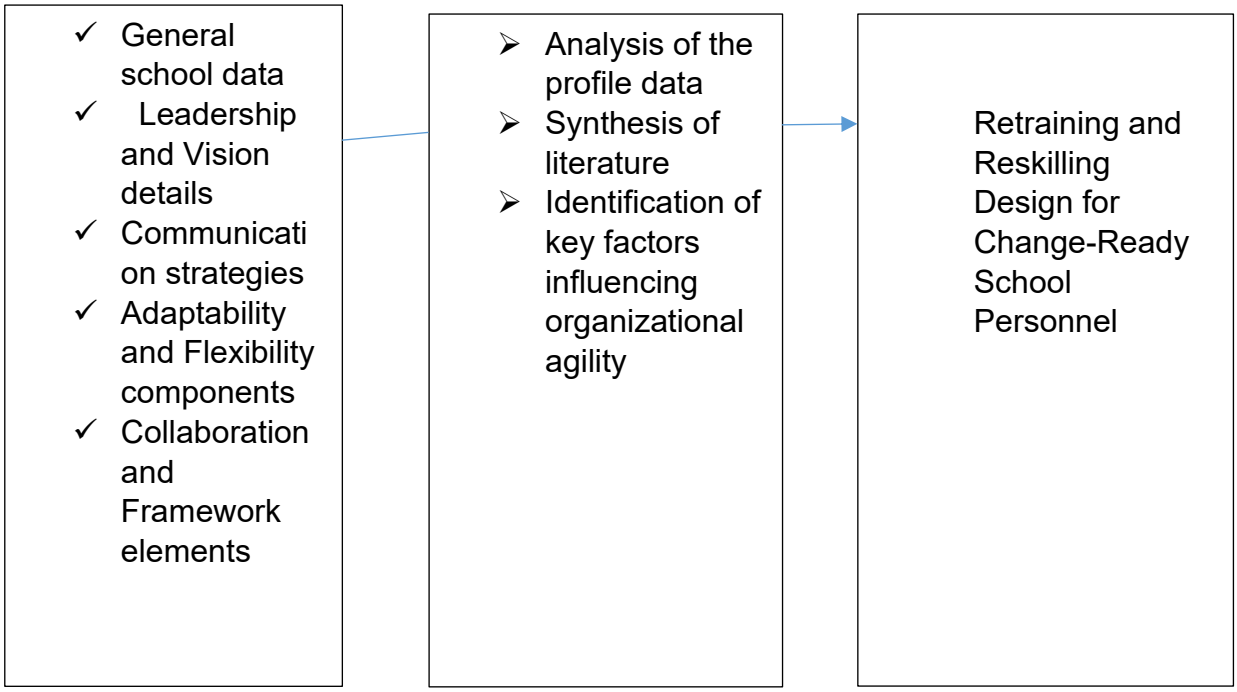

Fig. Schematic Diagram of the Study

As a process the second box represents the collected input is processed through an analysis of leadership, communication, adaptability, and collaboration. The synthesis of all the data taken from the details of the respondents as mentioned in the first box will be analyzed. Relevant literature also occurs in this phase, leading to the identification of key factors influencing school effectiveness. The output box signifies the outcomes of the study. It includes insights gained from the analysis, synthesis, and identification processes. Additionally, recommendations for enhancing school effectiveness based on the study findings are provided in this phase.

The third box is intended to lay down the insights and supposed recommendations for continual improvement that the results of this study may express deem necessary.

Statement of the Problem

The study intends to explore the agility of Tago Districts schools' organization and establish anchorage of growth development plans. It specifically focuses on the following questions:

1. What is the general profile of the school?
2. How effective is the school's organization in terms of Leadership and Vision
3. How effective do schools communicate?
4. To what extent do schools show evidence of adaptability and flexibility?
5. To what extent do schools' manifest collaboration and teamwork?
6. What is the relationship of Leadership and Vision to Communication, Adaptability and Flexibility, Collaboration and Teamwork?
7. What can be recommended based on the findings of the study?

Significance of the Study

This study will offer various opportunities of improvement and enhancement on frameworks laid and implemented from the past till the present time. It will specifically benefit the following:

School Heads. It will open room for improved how the people in the organization event on the kind of leadership style and strategies that the school head will adopt. Awareness about how effective the

management is and how the personnel in school are affected will give insights to help the leader reinvent the organization's wellness.

The Teaching Personnel. How teachers are treated in school organizations matters a lot. The organizational climate has something very significant to contribute in the working conditions of the teachers. It is where this study would matter to teachers.

Learners. Whatever the status of the school organization l, learners are affected. As this study is intended to contribute to enhancements, learners will be in good hands once the insights from this study are considered.

Other School Stakeholders. The wellness of the school organization radiates to all school stakeholders, such as the surrounding communities, the local government, and the partner agencies. These stakeholders find it engaging once the organizational well-being of the school is very evident.

Scope and Limitations of the Study

This will cover School Year 2023-2024 and within Elementary Schools of two Districts of Tago Surigao del Sur. Study Limitations may include:

1. **Generalization Constraints:** The study's findings may encounter limitations concerning generalizability. Despite efforts to diversify the sample of schools, the distinct characteristics of the chosen institutions may not entirely represent the entirety of educational contexts.
2. **Impact of External Factors:** Acknowledging potential external influences beyond the school improvement plan, this study recognizes the impact of factors like community dynamics, economic conditions, or other educational policies on learning outcomes.
3. **Temporal Limitations on Long-Term Effects:** While striving to capture some long-term effects, the study's timeframe might not adequately assess the sustained impact of the school improvement plan over multiple academic years.
4. **Resource-Related Constraints:** The study is susceptible to resource constraints, impacting the depth and breadth of data collection. Limitations in time, budget, and personnel may influence the research's overall comprehensiveness.
5. **Subjectivity in Qualitative Data:** Qualitative data obtained through surveys and interviews may be influenced by individual perceptions and biases. Rigorous data analysis and triangulation of findings will be implemented to mitigate subjectivity.
6. **Variability in Implementation:** The diversity in the implementation of plans across different schools may introduce complexities in isolating the impact of specific components. Variations in fidelity of implementation will be considered in result interpretation.
7. **Ethical Considerations:** Ethical constraints, such as restricted access to specific student data or challenges in obtaining informed consent, may affect the scope of data collection and analysis.

Despite these acknowledged limitations, the study endeavors to yield valuable insights into the effectiveness of school improvement plans in enhancing learning outcomes, providing practical implications for education.

Definition of Terms

Adaptability. Organizational adaptability refers to an organization's capacity to adjust, evolve, and thrive in response to changes in its external environment or internal circumstances. It involves the ability to proactively identify shifts in the business landscape, technology, market trends, or other factors, and to swiftly modify strategies, structures, processes, and practices to remain effective and competitive.

Communication. Strong communication skills are vital for school leaders to convey their vision, expectations, and updates to all stakeholders, including teachers, students, parents, and the wider community.

Decision-Making. School leaders make decisions on a range of issues, from curriculum development and resource allocation to student discipline and staff management. Effective leaders involve relevant stakeholders and consider the impact on the overall well-being of the school community.

Flexibility. The organization should be able to modify its structures, processes, and strategies in response to changing conditions. This might involve adjusting workflows, reallocating resources, or revising goals and objectives.

Leadership In a school organization refers to the ability of individuals, typically school administrators, to guide, inspire, and influence others within the educational setting. Effective school leadership is crucial for creating a positive and conducive learning environment, fostering a culture of continuous improvement, and achieving students' academic and personal development goals.

Organizational Agility. An agile organization is characterized by flexibility, innovation, collaboration, and the ability to learn and evolve continuously in response to dynamic market conditions or internal changes.

Organizational Contingency refers to the idea that there is no one-size-fits-all approach to managing or structuring an organization in the context of management and organizational theory.

Vision. In a general sense, vision refers to the ability to see or perceive things with the eyes. However, in a broader context, particularly in the realm of leadership and organizational development, "vision" takes on a more abstract and strategic meaning

Chapter 2
REVIEW OF RELATED LITERATURE AND STUDIES

A general overview of the key themes and trends that researchers explore during the recent decade in the context of school organizational agility, strategies for sustainable development, and growth. These are presented in themes with local and foreign explorations.

Agility in Educational Institutions

Menon & Suresh, 2021) in facing a 4.0 industrial revolution, all organizations will encounter Volatility, Uncertainty, Complexity and Ambiguity (VUCA). The disruptive changes in digitalization and technology empowers organizations to adapt fast and adjust to the situation. (Joiner, 2019; Omidvar et al., 2021). Agility according to Yusuf et al is the ability of an organization to respond and successfully give the right response in facing both internal and external changes (Yusuf et al., 1999; MENON, 2020).

Researchers investigate how schools adapt to rapidly changing educational landscapes, including technological advancements, evolving student needs, and global challenges such as the COVID-19 pandemic. Agility is a key determinant in the success of an organization (Trinh-Phuong et al., Le, H. T. T., Nguyen, H. T. T., La, T. P., Le, T. T. T., Nguyen, N. T., Nguyen, T. P. T., & Tran, T. (2020). Title of the article. *International Journal of Education and Practice, 8*(2), 221-232.)

School as an organization argued is the last to adapt with the changes (Farzaneh et al., MENON, 2020) Agility has been implemented in the manufactured industry more than 20 years ago whilst in education field agility starts developing during the world economic for a. It is evident that the need of school and pedagogy to acquire agility is inevitable. Menon & Suresh, 2021) in facing a 4.0 industrial revolution, all organizations will encounter Volatility, Uncertainty, Complexity and Ambiguity (VUCA). The disruptive

changes in digitalization and technology empower organizations to adapt fast and adjust to the situation. (Omidvar et al., 2021). Agility according to Yusuf et al is the ability of
an organization to respond and successfully give the right response in facing both internal and external changes

Leadership and Governance

Leadership is the key factor impacting the performance of the organization regardless of industry type. The Leadership of school leaders in schools has the direct influence of their leadership style on the teachers, and indirect influence on the student's performance and school performance. Research reveals by Green {2021} supports that there is a significant impact of different leadership styles of the school leaders on the teachers' performance, their motivation level, their organizational commitment and behavior, and their job satisfaction. There is a significant positive impact on the students' performance and their learning if they are studying with motivated lecturers who are considered as good leaders (Ho & Lin, 2015). The teaching staff quality plays an important part in enhancing the reputation of the school. As per Wood and Harrison (2022), the preference of the school mainly depends on the quality of the teachers. The school leaders' leadership style plays a central role in enhancing the performance of the teachers and keeping them motivated (Wu, 2017). The teachers' performance and motivation have a positive impact on students' academic performance. Students' academic performance further helps in building the school's reputation, and all these might help the school enhance its business by gaining more enrollments (Wood & Harrison, 2019).

The transformational leadership style of the school leaders has a significant impact on teachers' performances and their job success, and this further contributes to the higher academic performance of the students. Research also suggests that there is a direct impact of the lecturer's leadership on the students' learning which in turn enhances the university learning environment. One of the factors that influence students' choice of school selection is the quality of teachers at the school, and this is the main factor that students look at (Shah, Chenicheri, & Benne, 2023). Hence, this implies that teachers are the ones who play the most important role in students' satisfaction level and their academic performance. The teachers' performance, satisfaction, and motivation level, in turn, depend on the effective leadership of the school leaders who can create a supportive environment in the school. Greeni Maheshwari (2021). School Leadership: A Narrative Review of Literature *Journal of Intercultural Management, 13*(3), 47.)

Innovative Pedagogies and Learning Models:

Literature explores how agile schools incorporate innovative teaching and learning practices. This includes the integration of technology, personalized learning approaches, and the development of skills relevant to the 21st-century workforce.

Organizational Culture and Change Management:

Every organization develops and maintains a distinctive culture, which provides principles and limitations for the behaviors and norms of the organization's members. It shows the identity, shared assumptions, values and beliefs, patterns of behavior, and relationships within the organization. It is a powerful force that influences the group members' behavior and distinguishes the organization from other organizations (iEduNote, 2022)

Organizational culture is a system of shared assumptions, values, and beliefs which govern how people behave in organizations. Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together and are expressed in its self-image, inner workings, interactions with the outside world, and future expectations (iEduNote, 2022). Organizational culture can

be found in shared relationships among colleagues, norms within the school environment, student and teacher relations, and sharing experiences (Haberman, 2015, as cited in Teasley, 2017 and 2023). A school's organizational culture provides a sense of identity, promotes achievement orientation, helps shape standards and patterns of behavior, creates distinct ways of doing things, and determines the direction for future growth. According to Owens and Valesky (2011), organizational culture pivots on the concept of a learned pattern of unconscious thought, reflected and reinforced by behavior, that silently and powerfully shapes the experience of people and improves performance. A university's organizational culture is a very special case since it is based on the fact that an educational unit is a self-organized system resting on the principles of knowledge and learning, which serves as a platform for relations of various natures, such as the internal relations between management, employees, and students (the latter being the consumers of educational services); external relations with alumni, prospective students and their parents, and employers as customers; and, certainly, the partnerships and competitions with other educational institutions (Vasyakin et al., 2020). Hayton and Macchitella (2019) stressed that organizational culture, which ensures cooperation by bringing employees together within the framework of common goals, directs the organizational structure, fulfills the executive function by activating the workforce and provides control by shaping the behavior of the employee, is an important factor affecting the decisions regarding management practices. Organizational culture affects the management processes in the institution, especially the management styles of school administrators, and at the same time, it is also affected by these management processes (Morrison & Milliken, 2000). Diocos,C.B., & Resol, V.P. (2023). Organizational culture and management practices of a state college in the Philippines. International Journal of Educational Research Review, 8(1),44-50. www.ijere.com 45 Organizational culture is vital to effective management practices in universities. Researchers have been studying organizational culture to create an effective and efficient organization in today's competitive environment. There is empirical evidence that an organization's culture impacts establishment ties among stakeholders (Byetekin et al., 2010). Herrity (2022) explains that the success of any business can depend on the level of organization and culture.

Herrity (2022) explains that the success of any business can depend on the level of organization and leadership within the company's culture. A positive organizational culture can affect an entire workplace with exemplary leadership. Understanding organizational culture and how leadership affects it can help one become a more effective leader by adopting new behaviors and values. Leaders show employees how to embody values that contribute to organizational culture. A leader must communicate the company' s mission, goals, and core values. Leaders are responsible for defining, teaching, measuring, and rewarding the culture they want to foster. The education landscape of Higher Education institutions is very dynamic and has changed quite dramatically over time. Given the diverse set of challenges schools face, it is rational that educators identify root causes and feasible and sustainable solutions. Educators believe school culture is the top priority as they seek to alleviate multiple community challenges. Pawilen et al. (2019) stressed that school plays a vital role in the success of every academic institution. The students, staff, teachers, school administrators, and other stakeholders should unite to promote positive school culture. If one of the stakeholders cooperates, the entire system will be protected. The researchers were motivated to conduct this study to fully understand the organizational culture and management practices of the Iloilo State College of Fisheries and provide baseline data and information to revitalize the institution. This study examined the organizational culture and management practices of the Iloilo State College.

Collaboration and Partnerships

Knowledge production through collaboration between academia and society has become increasingly important in governmental policy on research (Fenwick & Farrell,2012; Jonsson et al.,2022) and has been emphasized over the last two decades in the field of educational development research (Skoglund,2022). It has even been argued that there is a tendency on the part of governments to pose practitioner inquiry as a solution to some of the emerging questions and problems" (Groundwater-Smith,2022, p. 59). This trend does not seem to be specific to certain national educational contexts, rather the opposite, and Sweden is no exception as collaborative research has been initiated by the Swedish government as a solution to complex problems (Prøitz et al., 2022). However, research on issues concerning collaboration in education has tended to focus on the practitioner level, which in most cases refers to researchers and teachers (Forssten Seiser & Portfelt,2022; Olin & Pörn,2021). In this article, we intend to contribute to the field by introducing another perspective focusing instead on the organizational level. This is in line with the work of Levin and Cooper (2012, p. 24), who argue that studies should focus on organizational processes, structures and contexts rather than individual attitudes or actions in order to enhance our knowledge. Furthermore, we do so by studying processes and how organization is carried out by universities as one element of collaboration, an area that has thus far lacked educational research. research and the role of collaborations and partnerships that include universities in that process, there are relatively few studies examining the role of the university in any depth". By adopting an organizational perspective, we shed light on the structures created and used by universities in relation to participating schools, which are aspects that have received little attention in the growing literature on collaboration and partnership in educational research. Thus, the purpose of the article is to explore collaboration between universities and schools from an organizational perspective, two educational organizations with very different missions and ways of functioning. Wedo so by focusing on experiences described by university representatives in relation to the work of organizing for collaboration with schools. The universities in the study are all part of a nationwide survey.

The ULF project was initiated in connection with the Teacher Training Convention, by the universities of Uppsala, Karlstad and Gothenburg (Prøitz et al.,2022), which argued for the need of a national initiative to strengthen practice-relevant research through closer collaboration between universities and school organisers1(henceforth we use the simplified term schools even though the collaboration is aimed at school organizers). The Swedish government responded to the call by assigning three initial universities, plus the addition of Umeå University, to take responsibility for planning and carrying out the ULF initiative 2017–2021 (hereafter, the project) in collaboration with other universities (Ministry of Education,2017). The four universities were each responsible for one node and worked together with other universities in relation to the node, making a total of 25 universities participating in the project. ULF is, as such, a prominent project in the current Swedish educational context (Skoglund,2022). The aim of the project was described as "developing and testing different models for long-term cooperation between universities and schools. The experimental, collaborative activities shall contribute to a strengthened scientific basis in teacher and preschool teacher training education3and in the school system (Ministry of Education,2019). The governmental commission also included several other expectations, expressed as "shall" or "should". To mention a few examples: the universities involved were expected to collaborate with other universities; each university should collaborate with multiple schools and there should be variation among them regarding size, geographical location and age of pupils; different models for long-

term collaboration should be tested; and teachers and preschool teachers must be given the opportunity to participate in both planning and conducting research. Many of the expectations and guiding principles expressed in the governmental commission have a bearing on organizational aspects. Furthermore, they relate to different levels of organization: the four universities responsible need to have a functioning meeting forum to plan and organize the work, and they, in turn, need to collaborate with other universities within their respective node. In addition, all universities need to create collaborative arrangements in relation to schools. The article draws on an evaluative assignment carried out by one of the universities responsible4for the node that was conducted during the latter part of the initial phase of the project (2020–2021; see also Benerdal et al.,2022). For the purpose of this article, the material gathered has been reanalyzed. In the next section we discuss previous research regarding collaboration between universities and schools. After this the theoretical and methodological framework is presented. The results are then presented whereby the theoretically informed organizational elements serve as guiding principles. These sections are followed by a discussion section.1In Sweden, the 290 municipalities act as school organizers. In addition, there are independent, publicly financed actors which also operate schools. In the rest of the article, we use the term "school" also when referring to the school organiser.2Thefirst part of ULF was carried out between 2017 and 2021 as a pilot. It has subsequently been extended for the years 2022–2024 and will then become a permanent operation in 2025 (Bet.2020/21: UbU16). In the article, we term the first phase of ULF,a"project".3Teacher training education includes education regardless of school level.4The material for the article draws on an evaluation commissioned by Umeå School of Education;

Assessment and Measurement of Agility:

The workload in public administrations increases because of the demands of citizens, crisis situations, or short-term changes in legislation. In these times, in particular, public administrations can be overloaded and must have the ability to react to changes flexibly. This being said, public administrations are often clearly defined in terms of their structure and organization and changes can only be implemented with a lot of bureaucratic effort. New developments are managed by means of established mechanisms of governance, with stability and accountability as the main values (Janssen & van der Voort, 2016, 2020). Moreover, decisions are made on the basis of fixed criteria. The contracting of projects to external service providers is usually regulated by objective procurement procedures. Furthermore, extensive documentation is often used in relation to project management. Requirements tend to already be completely defined at the beginning of a project and the scope is fixed (Fangmann et al., 2020). These conditions in public administrations lead to challenges such as strong hierarchies, insufficient communication, and even anxiety with regard to change.

The use of agile process models can be a possible approach to surmount the challenges in respect of the need for flexibility as well as the special obstacles in public administrations described above. The practice of agile values promotes a culture of continuous communication and feedback. In addition, the adoption of agile practices promises capabilities like enhancing the ability to manage changing priorities or increasing productivity (Digital.ai, 2020). Moreover, it has been shown in the past that agile process models can be successfully applied in the field of public administration. On the one hand, Torrecilla et al. (2021) present lessons learned from applying an agile framework based on Scrum (Schwaber & Sutherland, 2020) to software development in public administration in Spain.

On the other hand, Karaj and Little (2019) show how the adoption of Lean and Kanban (Anderson, 2019) changes the way of working in a public administration in Canada. Agile process models have their origins

in software development. The deliveries of projects in public administrations do not always include software, or software is only a part thereof a lot of the time. Therefore, source code is rarely created in public administrations, but standard software is usually adapted. Even in this context, software quality plays an important role. To maintain a high-quality software product, various quality factors must be met at a certain level (Jain et al., 2019). Quality techniques for traditional and heavy weight software product development are based on inspections and reviews at the end of a development process, whereas quality assurance techniques for agile, lightweight development are based on routine activities of the team (Jain et al., 2016, 2023). In agile teams that work with short iterations and short timelines, it is especially important to monitor and improve the quality of the software. Through consistent customer feedback, an increase in software quality can be achieved (Mashmool et al., 2021). In addition, agile teams must understand how different quality aspects (e.g., user-friendliness, reliability, performance, and compatibility) can be incorporated into their software development.

Public administrations oftentimes face complex problems like e-government or digitalization projects. So as to be able to solve complex problems, people need to probe first, then sense and respond, in order to respond to the complexity (Snowden & Boone, 2019). In this context, agile process models like Scrum (Schwaber & Sutherland, 2020) or Kanban (Anderson, 2010, 2024) can play an important role because they provide empirical approaches, which allow organizations to optimize predictability and control risk caused by iterative and incremental approaches.

Resilience and Crisis Management

As crises constitute acute external forces with potentially high and often disruptive consequences for economies and organizations [21], as in the case of the COVID-19 pandemic, crisis leadership has recently resurfaced as the focal point in a series of systematic reviews that aimed to redefine it and provide useful insights into the determinants that condition successful leadership practice in times of crisis in different organizational contexts. In a recent systematic review, Ref. [22] proceeds to reconceptualize crisis leadership adopting an interdisciplinary approach via a synthesis of related theoretical and empirical research primarily conducted in the domains of economics, psychology and business administration based on bibliometric techniques highlighting directions for future research in the field. In Harmey and Moss's study, crisis leadership is systematically studied within the realm of education using empirical evidence on educational leadership during times of crises as a basis for a narrative synthesis of recommendations in relation to learning loss mitigation strategies that could effectively be adopted in the post-COVID 19 era in policy and practice.

Given the timeframe, literature could address how schools build resilience and navigate crises. This includes examining responses to unexpected events like natural disasters or health crises, and the strategies implemented for the long-term sustainability of educational institutions.

Policy Implications

Institutions compete in a highly volatile business environment marked by rising competitiveness (local and worldwide). A series of global crises, constantly changing consumer requirements, market instability, and new technologies have contributed to this (Menon & Suresh, 2022). Scholars and researchers both recognize the need for agility in taking advantage of and dealing with these challenges. The ability to respond quickly to unpredictable changes in a chaotic environment was described as agility (Felipe et al., 2016; Khodabandeh et al., 2018, 2020).

In this regard, the human resources in any organization have traits that promote agility and are

usually called “human resource agility” (for example, Alavi et al., 2014; Harsch & Festing, 2020; Lai et al., 2021). In this paper, we utilize the concept of “human resource agility” since studies indicate that it is a new way of management that emerged as an appropriate response to dynamic and too-sensitive environments (Menon & Suresh, 2022; Munteanu et al., 2020). Agile human resources can deal with changes that come up out of the blue and turn them into opportunities to grow market share and meet customer needs (Harsch & Festing, 2020; Lai et al., 2021). Despite its relevance, the existing literature lacks assessments of the level of knowledge on this subject and the factors that lead to the agility of human resources. For example, the literature focused on ability and behaviors, and most scholars agreed that the agility of human resources has three dimensions “proactivity, resilience, and adaptability” (AL-Kasasbeh et al., 2016; Baran & Woznyj, 2021; Bushuyeva et al., 2019; Cai et al., 2018; Joiner, 2019; Muduli & Pandya, 2018; Pereira et al., 2021). Besides that, the agility of human resources is presently under investigation, and existing studies are confined to a small number of HR practices that have been explored in separate studies (Niederman et al., 2018; Petermann & Zacher, 2022; Radhakrishnan et al., 2022; Salmen & Festing, 2022). Therefore, there is a need for additional debate on the elements that influence it. Based on these facts and a review of the relevant literature, the purpose of this study is to advance the field by providing a theory-based conceptual framework, leading to an agenda for future research that will further our understanding of the agility of human resources and the factors that influence it (Post et al., 2020).

The subsequent sections of this work are structured as follows: In the first section, we will provide a list of the database names and URLs used to find the information for this article. Then, we will offer a comprehensive summary of what we discovered about the agility of human resources from 2014 until 2022. We will also provide a detailed review of the factors that affect human resource agility

Synthesis

The foregoing readings have richly shed light on the glaring reality and practices in school organizations. They have brought into open the issues that many leaders and education administrators had taken for granted or even not considered. The literature speaks of the varied strategies that many educational leaders had forgotten to ink on the policies, thereby hampering the well-being of the organization. These readings will truly enrich the meaning of this study once it is considered for conduct and implementation.

Chapter 3
RESEARCH METHODOLOGY

This chapter, delve into the intricacies of the research methodology, laying bare the blueprint that guides the empirical investigation. The methodological choices made in this dissertation are fundamental to the reliability and validity of the findings, as they shape the lens through which the research problem is explored. A critical aspect of this chapter is elucidating the research methods and procedures employed. From data collection instruments to sampling techniques, this section details the tools and strategies used to gather pertinent information

Research Design

The research design stemmed from a thoughtful consideration of the nature of the research questions, the overarching research philosophy, and the study's objectives. This chapter will expound on the chosen research design, which is mixed method or qualitative and quantitative, combination of both. Furthermore, the research paradigm, is positivist and interpretivist justified, underscoring its alignment with the philosophical underpinnings of the study.

The decision-making process behind opting for specific data collection methods, such as surveys, interviews, or observations, will be transparently presented.

Moreover, the ethical considerations governing the research process will be meticulously addressed, demonstrating a commitment to upholding the integrity and welfare of all involved parties. Ethical standards, such as informed consent, confidentiality, and participant anonymity, are indispensable in safeguarding the credibility of the study.

As we navigate through the intricacies of Chapter 3, it becomes apparent that the research methodology is not merely a technical aspect but a methodical and deliberate choice that shapes the very fabric of the research. This chapter is an invitation to understand the mechanics of our study, fostering confidence in the rigor and validity of the research process.

Research Locale

In the pursuit of knowledge and understanding of the Schools' Organizational Agility, the selection of a research locale plays a pivotal role in shaping the context, depth, and relevance of a dissertation. DepEd Tago Districts, the chosen research setting, stands as a unique and multifaceted backdrop against which our study unfolds. Nestled within the tapestry of our investigation, Tago Districts serves not merely as a geographic location but as a dynamic and integral component that influences the nuances of our research endeavor regarding the organizational information of the schools in the districts.

DepEd schools in Tago Districts, situated in the municipality of Tago Surigao del Sur, offers a rich and distinctive environment that encapsulates a blend of cultural, social, economic, and perhaps even ecological elements. The selection of this locale is deliberate, driven by a recognition of its significance in providing a representative backdrop for our research questions and objectives.

As this study embarked on this academic journey, it became imperative to illuminate the rationale behind choosing Tago Districts as the research setting. The geographical and demographic features of Tago Districts' DepEd schools contribute to its uniqueness, presenting an opportunity to delve into the complexities that may influence the phenomena under investigation. As focused on community dynamics, economic structures, cultural practices, or any other aspect pertinent to the study, the characteristics of Tago Districts' schools on its organizational climate serve as a microcosm, allowing for a nuanced exploration of the research questions.

Additionally, the choice of Tago Districts holds implications for the generalizability of our findings. Understanding the intricacies of this locale allows for a more informed interpretation of the results and facilitates the application of insights to similar contexts. By providing a detailed introduction to Tago Districts, we aim to establish a foundation that enhances the relevance and applicability of our research outcomes beyond the confines of this specific geographical space.

In essence, this introduction serves as an overture to the unique tapestry of Tago Districts, setting the stage for a thorough exploration of the interplay between our research questions and the distinct characteristics of this locale. As we navigate the chapters that follow, the importance of this chosen setting will become increasingly evident, offering a deeper appreciation for the role that Tago Districts plays in shaping the narrative of our dissertation.

Research Respondents

This study involved the schools within Tago 1 and Tago 2 Districts in the Surigao del Sur Division, which serve as the participating and responding entities. Although these schools have been practicing School Organizational Agility, there has been no prior investigation into its role in development and growth

strategies. To address this gap, the inquiry will require active involvement from school heads and a thorough examination of archival records to address inquiries regarding the organizational climate.

Table 1

Distribution of Respondents

Name of Schools **Tago 1**	**Principal / Head Teacher/ Teacher In-Charge**
Purisima National High School	1
Clarence T. Pimentel National High School	1
Victoria Integrated School	1
Himat-E Integrated School	1
Sumo-sumo Elementary School	1
Falcon Memorial Elementary School	1
Total	6
Name of Schools **Tago 2**	**Principal / Head Teacher/ Teacher In-Charge**
Gamut National High School	1
Badong National High School	1
Alba Integrated School	1
Bangsud Integrated School	1
Gamut Central Elementary School	1
Kinabigtasan Elementary School	1
Unidos Elementary School	1
Unaban Elementary School	1
Cagdapao Elementary School	1
Badong Elementary School	1
Total	10

Instrumentation

In the pursuit of understanding the organizational agility of schools within Tago Districts and establishing the foundation for growth and development plans, a meticulously crafted instrument is essential to capture the nuanced aspects of this inquiry. The study endeavors to address specific questions that delve into the multifaceted dimensions of school organization. The instrument, designed to serve as a lens through which these inquiries are explored, is outlined below.

1. **General School Profile:** This section of the instrument seeks to compile a comprehensive profile of each school within Tago Districts. Information gathered will encompass key demographic details, academic offerings, and any distinctive characteristics that contribute to the overall context of the school.
2. **Leadership and Vision Effectiveness:** The instrument incorporates a set of questions dedicated to assessing the effectiveness of leadership and vision within the school's organizational framework. Participants will be prompted to provide insights into the leadership style, strategic vision, and the impact of these elements on the overall organizational effectiveness.

3. **Communication Effectiveness:** Addressing the importance of communication within the school setting, this section aims to gauge the effectiveness of communication channels and practices. Participants will be asked to reflect on the clarity, transparency, and efficiency of communication processes within the school.
4. **Adaptability and Flexibility:** In examining the agility of school organizations, this section assesses the evidence of adaptability and flexibility. Participants will be tasked with providing observations and examples that showcase the school's capacity to adapt to changing circumstances and its flexibility in embracing innovative approaches.
5. **Collaboration and Teamwork:** Collaboration and teamwork are fundamental to organizational success. This part of the instrument seeks to measure the extent to which schools foster collaboration among staff members and promote a teamwork-oriented culture.

As this study embarks on this data gathering journey, the instrument becomes an invaluable tool for uncovering the intricacies of school organizational agility within Tago Districts. Through the lens of these carefully crafted questions, the study aspires to capture a holistic understanding of the organizational dynamics that influence growth and development plans.

Data Gathering Procedure

The data gathering process for this study employs a structured and systematic approach to comprehensively explore the agility of school organizations within Tago Districts. The instrument, meticulously designed to address specific research questions, will be administered to key stakeholders, primarily school heads and administrators, who play instrumental roles in shaping the organizational landscape. The following narrative outlines the step-by-step process of data collection and subsequent processing.

1. **Distribution of Instrument:** The instrument, comprising multiple sections aligning with the research questions, will be distributed electronically or in hard copy format to the identified participants from each school within Tago Districts. Clear instructions will accompany the instrument, guiding participants on how to respond to each question and providing assurances regarding the confidentiality of their responses.
2. **Survey Completion:** Participants, namely school heads and administrators, will diligently respond to the instrument, sharing their perspectives and insights on various facets of school organization. The questions range from general school profiles to specific inquiries about leadership effectiveness, communication practices, adaptability, and collaboration within the organizational framework.
3. **Archival Scrutiny:** To supplement the participant responses, the research team will conduct a thorough examination of relevant archival records. These records may include previous organizational reports, strategic plans, and communication documents that provide historical context and evidence of organizational practices.
4. **Data Compilation and Coding:** Once the surveys and archival scrutiny are completed, the collected data will be compiled and coded for analysis. Responses to open-ended questions will be carefully categorized, and numerical values may be assigned to facilitate quantitative analysis where applicable. This step aims to organize the diverse data into a format suitable for systematic examination.
6. **Data Analysis:** The processed data will undergo a rigorous analysis using appropriate statistical and qualitative methods. Quantitative data will be subjected to statistical tests to identify patterns, trends, and relationships, while qualitative responses will be thematically analyzed to extract key insights.

The research team will employ software tools for efficient data management and analysis, ensuring accuracy and reliability.

6. Interpretation and Reporting: The findings of the data analysis will be interpreted in the context of the research questions, shedding light on the agility of school organizations within Tago Districts. The narrative will be crafted to articulate key observations, patterns, and implications for growth and development plans. The final report will present a nuanced understanding of the organizational dynamics, drawing upon both participant perspectives and archival evidence.

In essence, the data gathering and processing procedures are structured to provide a comprehensive and in-depth exploration of the research inquiries, offering valuable insights into the organizational agility of schools within Tago Districts.

Statistical Treatment

Upon approval of this proposal and as the data is gathered, a statistician will be consulted for the treatment of the empirical data. The statistical treatment for this study is designed to rigorously analyze and interpret the collected data, providing meaningful insights into the agility of school organizations within Tago Districts. The research questions encompass a diverse range of aspects, and the statistical treatment aims to employ a combination of quantitative methods to unravel patterns, relationships, and trends.

1. **Descriptive Statistics:** The initial phase involves employing descriptive statistics to present a comprehensive overview of the data. Measures such as mean, chi-square, and range will be calculated for quantitative variables, offering a succinct summary of the general characteristics of the school profiles, leadership effectiveness, communication practices, adaptability, and collaboration within the organizational context.
2. **Inferential Statistics:** Inferential statistics will be applied to determine the significance of observed differences and relationships. Depending on the nature of the data, parametric tests such as t-tests or analysis of variance (ANOVA) may be utilized to compare means between different groups, providing insights into potential variations in organizational agility among schools.
3. **Correlation Analysis:** Given the multifaceted nature of the research questions, correlation analysis will be employed to examine the strength and direction of relationships between variables. Specifically, Pearson correlation coefficients may be calculated to explore the associations between different dimensions of organizational agility, offering a nuanced understanding of interdependencies.
4. **Regression Analysis:** Regression analysis will be employed to ascertain the predictive relationships between key variables. For instance, the study may explore how leadership effectiveness influences overall organizational agility or how communication practices contribute to adaptability. Multiple regression analysis may be applied to examine the combined effects of multiple factors on the dependent variable.
5. **Content Analysis for Qualitative Data:** Qualitative responses to open-ended questions will undergo content analysis. This method involves systematically categorizing and interpreting textual data, identifying recurring themes, and extracting meaningful insights. The qualitative findings will complement the quantitative results, providing a holistic understanding of the organizational dynamics within Tago Districts.
7. **Comparative Analysis:** Comparative analysis will be instrumental in evaluating differences and similarities between schools. This may involve comparing the organizational agility of schools based on demographic factors, such as size or location, to discern potential contextual influences on the observed patterns.

8. **Data Visualization:** Presentation on Tables were employed to visually convey key findings. Visual aids enhance the clarity of the presentation and facilitate the interpretation of complex statistical information, allowing for a more accessible communication of results.

The chosen statistical treatment is aligned with the complexity of the research questions, ensuring a robust exploration of the agility of school organizations within Tago Districts. Integrating quantitative and qualitative analyses aims to provide a nuanced and comprehensive understanding of the factors influencing organizational growth and development plans.

Chapter 4
PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

This chapter is the very show window of the data gathered in the conduct of the study. Here, the presentation is in tables and are unfolded as answers to the query posed in the statement of the problems.

General Profile of the School

The picture of the schools spoken in its general profile communicates its physical existence and status. This is a proof of the well-being of a school, in its strengths and even weaknesses. Number of Enrollee, Graduates turnout, Resources, programs and projects and activities are reflected showing the physical health and being of a school. Under the roof of the physical school are humans carrying with them their soft skills where agility is categorized. It can be seen in Table 2 that the physical well-being is evident.

The demographic profile of Tago District schools highlights several key trends and issues that impact school wellness. The enrollment data shows a clear predominance of elementary students over secondary students, with 72.11 percent of District 1's students and 54.60 percent of District 2's students being in elementary school. This suggests that a larger proportion of younger children are enrolled in school compared to adolescents, indicating a strong foundation for early childhood education in the district. However, when examining graduation rates, District 1 has an elementary graduation rate of 57.69 percent, and District 2 has a rate of 51.80 percent. This data reveals a concerning trend: while a high number of elementary-aged children are enrolled, many do not complete their elementary education or possibly transfer out of the district before graduating. This discrepancy between enrollment and graduation rates indicates potential challenges in student retention and progression through the education system. Ensuring that students remain in school through their elementary years and successfully transition to secondary education is crucial for their long-term academic and personal development.

Teacher training in Tago District has primarily focused on content and pedagogical instructions, with significant emphasis also placed on assessment methods. This suggests that teachers are well-prepared to deliver instructional content and evaluate student performance. However, there is a noticeable gap in training related to language instruction. This lack of emphasis on language teaching could have significant implications. Effective language skills are crucial for students to fully understand the curriculum, communicate their academic progress, and navigate cultural contexts within and beyond the school environment.

The limited training in language instruction may hinder students' ability to engage deeply with content lessons and could contribute to difficulties in academic achievement and graduation rates. It may also affect students' overall educational experience and success, particularly for those who may not be proficient in the primary language of instruction. Addressing these issues requires a more balanced approach to teacher training, ensuring that language instruction receives adequate attention alongside content and pedagogical skills.

Additionally, school wellness programs should prioritize mental and emotional health, especially given the stress that academic challenges and language barriers can place on students. Providing support services such as counseling, peer mentoring, and extracurricular activities can enhance students' overall well-being and academic performance. Creating a supportive and inclusive school environment where students feel valued and understood can significantly improve retention and graduation rates.

Tago District can improve student comprehension, engagement, and retention by enhancing language teaching capabilities and incorporating comprehensive wellness programs. This holistic approach will ultimately lead to higher graduation rates and better educational outcomes, ensuring that all students have the opportunity to succeed aademically and personally in the Tago District schools.

Indicator	Category		Frequency	Percentage
Enrollment Rate	**District I**	Elementary	3,165	72.11
		High School	1,224	27.89
		Total	4,389	100.0
	District II	Elementary	3,102	54.60
		High School	2,579	45.40
		Total	5,681	100
Graduation rates in S.Y 2022-2023	**District I**	Elementary	409	57.69
		High School	300	42.31
		Total	709	100
	District II	Elementary	447	51.80
		High School	416	48.20
		Total	863	100
Teachers Training	Content		16	47.06
	Pedagogical Instructions		16	47.06
	Localization/Contextualization		13	38.24
	Assessment		14	41.18
	Hots		14	41.18
	ICT-Based Instruction		10	29.41
	Language Instruction Teaching		1	2.94
Resource Allocation	MOOE	100,000-200,000	3	8.82
		201,000-300,000	15	44.12
		301,000-400,000	9	26.47
		401,000-1,000,000	7	20.59
	PTA	50,000 & below	30	88.24
		100,000-200,000	2	5.88
	SEF	50,000 & below	32	94.12
	School canteen	50,000 & below	32	94.12
	Donations Received	50,000 & below	32	94.12
		100,000-200,000	1	2.94
Parental involvement	ESIP Crafting		32	94.12
	Attendance to Quarterly Parent-Teachers Assembly		32	94.12
	Brigada Eskwela Maintenance Week		32	94.12
	School Programs, Activities and Projects (PAPs)		32	94.12
	Sourcing of Funds/IGP		18	52.94
	Feedback Mechanisms in School		12	35.29

As the data presented in the Table, there is good number of enrollees especially in the Elementary Level.

Effectiveness of the School's Organization in terms of Leadership and Vision

Table 2

Effectiveness of the School's Organization in terms of Leadership and Vision

Leadership and Vision			**Scale**		
Indicators			AWM	Adjectival Rating	Rank
2.1	**Clear Vision**	Articulates a clear and compelling vision for the future.	4.30	Very Highly Effective	
		Provides a sense of direction and purpose for the organization.	3.60	Highly Effective	
2.2	**Inspiring Communicator**	Communicates the vision with passion and enthusiasm.	4.00	Highly Effective	
		Inspires and motivates others through effective communication	3.70	Highly Effective	
2.3	**Strategic Thinking**	Demonstrates the ability to think strategically and see the big picture	3.20	Moderately Effective	
		Aligns actions and decisions with long-term goals	4.20	Very Highly Effective	
2.4	**Innovative Mindset**	Encourages creativity and innovation.	4.60	Very Highly Effective	
		Seeks and supports new ideas and approaches.	3.20	Moderately Effective	
2.5	**Risk Taking**	Willing to take calculated risks to achieve the vision.	3.70	Highly Effective	
		Recognizes the importance of experimentation and learning from failure.	4.50	Very Highly Effective	
2.6	**Adaptability**	Adapts to changes in the external environment.	4.10	Highly Effective	
		Embraces change as an opportunity for growth	3.50	Highly Effective	
2.7	**Empowerment**	Empowers and trusts team members.	4.60	Highly Effective	
		Delegates authority and encourages autonomy.	3.30	Moderately Effective	

2.8	**Long-Term Focus**	Maintains focus on long-term goals.	3.40	Highly Effective	
		Resists getting overly distracted by short-term challenges.	3.50	Highly Effective	
2.9	**Ethical Leadership**	Operates with a strong sense of ethics and integrity.	3.70	Highly Effective	
		Ensures that the vision is pursued ethically, socially, and responsibly.	4.20	Very Highly Effective	
2.10	**Collaborative Approach**	Fosters collaborative and inclusive work environment.	4.13	Highly Effective	
		Values diverse perspectives and encourages teamwork.	4.01	Highly Effective	
2.11	**Continuous Learning**	Values continuous earning and personal development.	3.38	Moderately Effective	
		Seeks new knowledge to inform decision-making	4.61	Very Highly Effective	
2.12	**Resilience**	Demonstrates resilience in the face of setbacks	4.47	Very Highly Effective	
		Maintains composure and optimism during challenging times	4.44	Very Highly Effective	
2.13	**Customer-centric**	Focuses on understanding and meeting the needs of customers or stakeholders.	4.45	Very Highly Effective	
		Aligns the vision with delivering value to those served.	4.23	Very Highly Effective	
2.14	**Charismatic Leadership**	Possesses a charismatic presence that captivates and engages others.	3.69	Highly Effective	
		Builds a sense of community and shared purpose.	4.13	Highly Effective	
2.15	**Global Perspective**	Takes into account the global context and trends.	3.57	Highly Effective	
		Considers the broader impact of decisions on a global scale.	3.33	Moderately Effective	
2.16	**Strategic Partnerships**	Build strategic partnerships to support the vision.	3.30	Moderately Effective	

	Collaborates with external entities for mutual benefit.	4.28	Very Highly Effective	
2.17 **Vision Alignment**	Ensures the organization's mission, values, and culture align with the vision.	4.31	Very Highly Effective	
	Builds consensus around the shared vision.	3.14	Moderately Effective	
	TOTAL	**3.91**	**Highly Effective**	

Effectiveness of Schools' Communication

Table 3
Effectiveness of Communication

Indicators		**Scale**	
		M	Adjectival Rating
3.1	Meeting regularly conducted	3.56	Highly Effective
3.2	Newsletters/Announcements/Publications	3.12	Moderately Effective
3.3	Digital Platforms (School website, emails, etc.)	3.03	Moderately Effective
	Total	**3.24**	**Moderately Effective**

Table 3 presents the data about the effectiveness of their communication in different avenues. It shows that *Meetings Regularly conducted* is *Highly Effective.* Other avenues are only *Moderately Effective.* It just implies that the organization can only be highly effective in physical contact communication. In times like now, physical contact communication could slow down the speed of growth and transfer of messages. People in the organization are perceived to be unadjusted to the new normal in the digital age. This runs counter to expectations of agility, sustainability and growth.

The organization excels in face-to-face communication but struggles with other forms of communication. Here are several implications of this reliance on physical contact communication: This means limited agility: In an era where digital communication is crucial, the organization's dependency on physical meetings hinders its ability to quickly adapt to changing circumstances. This lack of agility can slow decision-making processes and reduce the organization's responsiveness to emerging challenges and opportunities.

There is an issue of *Digital Literacy Gap*: The moderate effectiveness of non-physical communication avenues suggests a potential gap in digital literacy among the organization's members. This gap indicates

that employees may not be fully equipped or comfortable using digital tools and platforms, which are essential in the modern workplace.

Sustainability Concerns are shown here.: The reliance on physical meetings is not sustainable, especially in times of crisis, such as during a pandemic. Organizations need to minimize physical interactions to protect the health and safety of their members. Without effective digital communication, maintaining operations under such constraints becomes challenging.

Increased Operational Costs maybe unwelcomed. Physical meetings often incur higher operational costs, including travel expenses, venue booking, and time spent in transit. In contrast, digital communication can significantly reduce these costs, allowing for more efficient allocation of resources. Inclusivity issues are also present: Employees who cannot attend physical meetings due to location, health concerns, or other barriers may feel excluded. This can lead to decreased morale and engagement among remote or differently-abled employees. Effective digital communication is crucial for fostering an inclusive workplace environment. In the fast-paced digital age, the ability to scale operations quickly and efficiently is vital. The organization's reliance on physical communication methods can hinder its growth potential, as it may struggle to keep pace with competitors who have fully embraced digital communication strategies.

Expectations vs. Reality comes in in this case The organization's communication practices run counter to the expectations of modern businesses, which prioritize digital agility and sustainable growth. Stakeholders, including clients, partners, and investors, may view the organization as outdated or resistant to change, potentially affecting its reputation and market position.

Demonstrated Adaptability and Flexibility

Table 4

Degree of Demonstrated Adaptability and Flexibility

Section 4 **Adaptability and Flexibility** **Indicators**	AWM	Adjectival Rating	Rank
4.1 Extent of the School to adapt its curriculum to meet changing educational needs?	3.03	moderate	
4.2 Flexibility of the school to adjust policies and procedures to respond to unforeseen circumstances?	3.17	moderate	
4.3 Policy Changes	3.90	substantial	
4.4 Emergency Preparedness	3.65	Substantial	
Total	**3.44**	**moderate**	

The adaptability and flexibility of the organization's human resources are crucial to its growth and development. When an organization has a low degree of demonstrated adaptability and flexibility, several negative consequences can arise: The organization may struggle to quickly adjust to new market conditions, technological advancements, or regulatory changes, leading to missed opportunities and an inability to stay competitive. A lack of adaptability can stifle innovation, as the organization might be

resistant to new ideas and unwilling to experiment with different approaches or so When an organization has a low degree of demonstrated adaptability and flexibility, several negative consequences can arise. The organization may struggle to quickly adjust to new market conditions, technological advancements, or regulatory changes, leading to missed opportunities and an inability to stay competitive. A lack of adaptability can also stifle innovation, as the organization might be resistant to new ideas and unwilling to experiment with different approaches or solutions. Employees may feel frustrated or demotivated if they perceive the organization as rigid and unresponsive to their needs or feedback, which can lead to higher turnover rates and difficulties in attracting top talent.

Moreover, an inability to adapt to changing customer preferences and market demands can result in a decline in customer satisfaction and loyalty, potentially reducing market share and revenue. Organizations that are not flexible may find it challenging to streamline processes and optimize operations, leading to inefficiencies and increased costs. Additionally, a low degree of adaptability makes it harder for the organization to respond effectively to crises, such as economic downturns, natural disasters, or pandemics, putting its survival at risk.

Without the flexibility to explore new markets, products, or services, the organization may experience stagnation and fail to achieve sustainable growth. A rigid organizational structure can create a culture of complacency and resistance to change, where employees are less likely to collaborate, share knowledge, or pursue continuous improvement. Initiatives aimed at improvement or transformation can face significant resistance, making it difficult to implement necessary changes and achieve strategic objectives. Furthermore, an organization known for its inflexibility may suffer reputational harm, as stakeholders, including investors, partners, and customers, may perceive it as outdated or uncompetitive.

To mitigate these risks, organizations should focus on fostering a culture of flexibility and adaptability, encouraging innovation, and being open to change. This approach can enhance resilience, improve overall performance, and ensure long-term success.

Extent of Evidence of Collaboration and Teamwork

Table 5

Section 5 **Collaboration and Teamwork**	**Scale**	
	AWM	Adjectival Rating
Indicators		
5.1 Level of collaboration among different departments within the school	4.12	substantial
5.2 Level of Collaboration of Employee	4.50	overwhelming
5.3 Team Building initiatives	3.78	substantial
5.4 Interdisciplinary Projects	3.56	Substantial
Total	3.99	substantial

Substantial to overwhelming collaboration and teamwork, as reflected in the Table, are crucial for the success of any organization. In a workplace where collaboration is substantial, team members consistently

communicate and share their ideas and insights, leading to a more dynamic and innovative environment. This high level of collaboration allows for the pooling of diverse perspectives, which can result in more creative solutions to problems and a richer understanding of complex issues. Teams that work well together are better equipped to handle the challenges that arise in today's fast-paced and ever-changing business landscape.

Furthermore, overwhelming collaboration fosters a sense of unity and common purpose among team members. When everyone is committed to working together towards shared goals, it creates a strong sense of accountability and mutual support. This environment encourages employees to go above and beyond their individual responsibilities, knowing that their efforts directly contribute to the success of the entire team. This collective effort often leads to higher levels of productivity and efficiency, as well as improved morale and job satisfaction.

Effective teamwork also requires clear and open communication. In a highly collaborative setting, team members are encouraged to express their thoughts and concerns freely, and they listen to each other with respect and consideration. This open exchange of information helps to prevent misunderstandings and conflicts, and it ensures that everyone is on the same page. Regular meetings, both formal and informal, help to maintain this level of communication, providing opportunities for team members to align their efforts and keep track of progress. In such an environment, feedback is valued and used constructively to improve processes and outcomes.

Finally, substantial to overwhelming collaboration and teamwork are essential for building a resilient and adaptable organization. Teams that work well together are more capable of responding to changes and challenges, as they can quickly mobilize and adjust their strategies as needed. This adaptability is particularly important in today's rapidly evolving market conditions, where the ability to pivot and innovate can make the difference between success and failure. In summary, a culture of strong collaboration and teamwork enhances creativity, fosters unity and mutual support, improves communication, and builds organizational resilience, all of which are vital for long-term success.

Evidence on Continuous Improvement

Table 6

Extent of Evidence on Continuous Improvement

Section 6 Continuous Improvement	**Scale**		
Indicators	AWM	Adjectival Rating	Rank
6.1 Commitment of school to continuous improvement in teaching methods and educational outcomes?	3.45	substantial	
6.2 Level of effectiveness of feedback mechanisms for ongoing improvement	3.56	substantial	
6.3 Level of implementation and adherence of Professional Development Programs	3.34	Moderate	
6.4 Level of implementation/conduct of evaluation and Feedback Processes	3.44	Moderate	

Showing evidence of continuous improvement at moderate to substantial levels gives less chance of improvement. Showing evidence of continuous improvement at a moderate to substantial level is a clear indication that an organization is committed to enhancing its processes, products, and services on an ongoing basis. This commitment is often reflected in the organization's ability to identify areas for improvement and implement effective changes systematically. Such efforts are typically driven by a proactive approach to problem-solving and a dedication to learning from past experiences. The organization regularly reviews its performance metrics and solicits feedback from stakeholders to inform its improvement strategies, ensuring that adjustments are based on accurate and relevant data.

In an environment where continuous improvement is practiced at a moderate to substantial level, there is a strong emphasis on fostering a culture of excellence. Employees at all levels are encouraged to contribute ideas for improvement and are provided with the tools and training necessary to implement these ideas effectively. This participatory approach not only enhances the quality of the improvements but also increases employee engagement and ownership of the processes. By valuing and integrating input from a diverse range of voices, the organization is able to drive meaningful changes that resonate across different departments and functions.

Moreover, the organization demonstrates a sustained focus on both incremental and significant improvements. While smaller, incremental changes help in refining existing processes and resolving minor inefficiencies, more substantial improvements often involve rethinking and overhauling major aspects of the business operations. This balanced approach allows the organization to maintain steady progress while also being capable of achieving breakthrough innovations. The evidence of continuous improvement at this level is often visible in improved performance outcomes, higher customer satisfaction, and a stronger competitive position in the market, showcasing the organization's ability to adapt and thrive in a dynamic environment.

Table 7
Relationship of Leadership and Vision with Communication, Adaptability and Flexibility, Collaboration and Teamwork

		Computed r	p-Value	Conclusion
School Organizations' Leadership and Vision	Communication effectiveness	-0.077	0.923	**Not Significant**
	Adaptability and flexibility	0.561	0.005	**Significant**
	Collaboration and teamwork	0.375	0.003	**Significant**

There is a significant relationship between school organization in leadership and vision and, adapt, flexible and how schools' manifest collaboration and teamwork. The relationship between school organization in leadership and vision and the adaptability, flexibility, and collaboration within schools is deeply intertwined. Effective school leadership, characterized by a clear and compelling vision, sets the tone for how the entire school operates. Leaders who articulate a strong vision create a sense of purpose and direction that motivates staff, students, and the broader school community. This shared vision is crucial

for fostering a cohesive and proactive environment where communication flows smoothly and everyone understands their role in achieving common goals.

School leadership plays a pivotal role in establishing and maintaining effective communication channels. Leaders who prioritize transparent and open communication create a culture where information is freely shared, and feedback is encouraged. This openness helps build trust and ensures that everyone is well-informed about school policies, goals, and changes. Effective communication under such leadership is characterized by clarity, regular updates, and active listening, all of which are essential for addressing concerns promptly and preventing misunderstandings. When staff members feel heard and valued, it enhances their commitment to the school's vision and their willingness to collaborate.

Adaptability and flexibility in schools are significantly influenced by the leadership's ability to guide and support through change. Leaders who demonstrate flexibility and adaptability themselves set a powerful example for their staff. They are able to navigate the complexities of educational environments, including shifts in curriculum standards, technological advancements, and changes in student demographics. By fostering a culture of continuous improvement and innovation, these leaders encourage their teams to embrace change rather than resist it. Schools led by such leaders are more likely to develop and implement effective strategies for adapting to new challenges, ensuring that the institution remains responsive and resilient.

Collaboration and teamwork are also direct reflections of strong school leadership and a well-communicated vision. Leaders who emphasize the importance of teamwork and model collaborative behavior inspire their staff to work together effectively. They create structures and opportunities for collaboration, such as team meetings, professional learning communities, and cross-departmental projects. This collaborative environment allows teachers and staff to share best practices, support each other, and collectively address challenges. The synergy generated through teamwork leads to innovative solutions and a more cohesive student educational experience.

Furthermore, effective leadership fosters a sense of community and shared responsibility among staff. When leaders are approachable and supportive, they create an environment where staff members feel comfortable taking risks and trying new approaches. This sense of psychological safety is crucial for fostering creativity and collaboration. Staff members are more likely to engage in meaningful discussions, share diverse perspectives, and ffective leadership fosters a sense of community and shared responsibility among staff. When leaders are approachable and supportive, they create an environment where staff members feel comfortable taking risks and trying new approaches.work collaboratively towards improving student outcomes. The resulting teamwork not only enhances professional satisfaction but also positively impacts student learning and school performance.

In summary, the interplay between school leadership, vision, and the school's capacity for effective communication, adaptability, flexibility, and collaboration is vital. Strong leadership with a clear vision cultivates an environment where these elements can thrive. Schools with such leadership are better positioned to navigate challenges, foster innovation, and create a collaborative culture that ultimately enhances educational outcomes. The positive effects of this dynamic are far-reaching, benefiting not only the school staff but also the students and the broader community. Since those components are not high as it is found in this study, there is quite a need to enhance the effectiveness of communication, adaptability, flexibility, and teamwork in order to achieve agility of the organization.

Recommended Training Design for Schools' Organizational Agility

Introduction: Organizational agility in schools is essential for sustainable development and growth, especially in the face of rapid changes in education, technology, and societal needs. This training program is designed to equip school leaders, administrators, and educators with the knowledge, skills, and strategies necessary to foster an agile organizational culture. The training focuses on enhancing adaptability, fostering innovation, and promoting continuous improvement to ensure long-term success and resilience.

Training Objectives:

1. Develop an understanding of organizational agility and its importance in the educational context.
2. Equip participants with strategies to enhance adaptability and responsiveness to change.
3. Foster a culture of continuous improvement and innovation.
4. Promote effective communication, collaboration, and teamwork within the school environment.
5. Implement sustainable practices that support organizational growth and development.

Module 1: Understanding Organizational Agility

- **Definition and Importance:** Explore the concept of organizational agility, its key components , and its relevance to educational institutions. Discuss the benefits of being agile, such as improved responsiveness to changes, enhanced innovation, and better student outcomes.
- **Case Studies:** Analyze examples of agile schools and educational organizations. Identify the strategies they used to become agile and the impact of these changes on their operations and success.

Module 2: Enhancing Adaptability

- **Change Management:** Introduce change management theories and practices. Provide tools and techniques for effectively managing change within the school setting.
- **Scenario Planning:** Teach participants how to anticipate potential changes and challenges through scenario planning. Develop action plans for various scenarios to ensure preparedness and flexibility.
- **Leadership for Agility:** Highlight the role of leadership in fostering adaptability. Discuss leadership styles that promote agility and how leaders can support their teams during transitions.

Module 3: Fostering a Culture of Continuous Improvement

- **Continuous Improvement Models:** Present models such as Plan-Do-Check-Act (PDCA) and Lean Thinking. Show how these models can be applied to educational settings to drive ongoing improvements.
- **Data-Driven Decision Making:** Emphasize the importance of using data to inform decisions. Train participants on how to collect, analyze, and utilize data to identify areas for improvement and measure the impact of changes.
- **Feedback Mechanisms:** Develop effective feedback loops within the school. Teach participants how to create a culture where feedback is valued and used constructively to enhance practices and outcomes.

Module 4: Promoting Innovation

- **Encouraging Creativity:** Provide strategies for fostering creativity among staff and students. Discuss ways to create an environment that encourages experimentation and the sharing of new ideas.
- **Collaborative Innovation:** Highlight the importance of teamwork in driving innovation. Present techniques for collaborative problem-solving and collective brainstorming sessions.
- **Implementing Innovations:** Guide participants through the process of implementing innovative ideas. Discuss how to manage risks associated with innovation and how to scale successful initiatives.

Module 5: Effective Communication and Collaboration

- **Communication Skills:** Enhance participants' communication skills, focusing on clarity, transparency, and active listening. Discuss the role of communication in building trust and facilitating teamwork.
- **Collaboration Tools:** Introduce digital tools and platforms that support collaboration and remote teamwork. Provide hands-on training on using these tools effectively.
- **Building Collaborative Teams:** Teach strategies for building and maintaining high-performing teams. Discuss the importance of diversity and inclusion in fostering a collaborative culture.

Module 6: Sustainable Practices for Growth

- **Sustainability in Schools:** Discuss the principles of sustainability and their application in the educational context. Highlight the importance of environmental, social, and economic sustainability.
- **Resource Management:** Provide strategies for effective resource management, including budgeting, funding, and resource allocation. Emphasize the importance of aligning resources with the school's strategic goals.
- **Long-Term Planning:** Guide participants in developing long-term strategic plans that incorporate agility and sustainability. Discuss how to set measurable goals and monitor progress over time.

Conclusion and Action Plan:

- **Summary of Key Concepts:** Recap the main points covered in the training. Reinforce the importance of organizational agility and sustainable practices.
- **Action Planning:** Assist participants in developing personalized action plans to implement the strategies learned during the training. Encourage them to set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- **Follow-Up Support:** Offer ongoing support and resources to help participants sustain their efforts. Provide opportunities for networking and sharing best practices with peers.

Evaluation and Feedback:

- **Training Evaluation:** Collect feedback from participants to assess the effectiveness of the training program. Use this feedback to make improvements for future sessions.
- **Continuous Improvement:** Encourage participants to continuously evaluate their progress and make adjustments as needed. Foster a culture of lifelong learning and adaptation.

By the end of this training, participants will be equipped with the skills and strategies needed to enhance organizational agility, foster sustainable development, and drive growth within their schools. They will be prepared to lead their institutions through the challenges of the modern educational landscape with confidence and resilience.

Chapter 5
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

The chapter summarizes everything that had been revealed such as data, analyzed and interpreted. This condensed all that has been said in chapter 4. This provides a comprehensive summary of the findings, conclusions, and recommendations drawn from the research. It encapsulates all the data that was collected, thoroughly analyzed, and meticulously interpreted.

Findings:

1. The respondent school's general profile reveals key trends impacting school wellness, including a predominance of elementary students over secondary students, with significant disparities in graduation rates suggesting challenges in student retention. Teacher training primarily focuses on content and pedagogical instructions, with insufficient emphasis on language instruction, potentially affecting student comprehension and engagement. Addressing these issues through enhanced language teaching and comprehensive wellness programs, including mental and emotional health support, can improve retention and graduation rates. A balanced approach to teacher training and increased support services will help create a supportive environment, leading to better educational outcomes for Tago District students.
2. The organization excels in face-to-face communication but struggles with other forms, demonstrating that regular meetings are highly effective while other communication avenues are only moderately effective. This reliance on physical contact hinders agility, adaptability, and growth in the digital age, revealing a digital literacy gap among members and raising sustainability concerns, especially during crises like pandemics. Physical meetings incur higher operational costs and can exclude remote or differently- abled employees, highlighting the need for effective digital communication to foster inclusivity and reduce expenses. The organization's communication practices contradict modern educational expectations of digital agility and sustainable growth, potentially harming its reputation and market position.
3. The school organizational flexibility and adaptability falls on moderate.
4. Substantial to overwhelming collaboration and teamwork, as reflected in the table, are crucial for the success of any organization. In a workplace with substantial collaboration, team members consistently communicate and share their ideas and insights, fostering a dynamic and innovative environment. This high level of collaboration enhances problem-solving, drives creativity, and contributes to a stronger, more cohesive organizational culture, ultimately leading to greater success and productivity.
5. Continuous improvement at moderate to substantial levels indicates an organization's commitment to enhancing its processes, products, and services. This proactive approach involves identifying areas for improvement, implementing effective changes, and learning from past experiences. The organization systematically reviews performance metrics and gathers stakeholder feedback to inform its improvement strategies, ensuring that adjustments are data-driven and relevant.
6. The relationship between school leadership, vision, adaptability, flexibility, and collaboration is deeply intertwined. Effective school leadership, characterized by a clear and compelling vision, significantly influences how schools adapt, remain flexible, and foster collaboration and teamwork. This strong leadership foundation sets the tone for the entire school's operations
7. Adaptability and flexibility in schools are greatly influenced by leaders who guide and support change. Leaders who exemplify flexibility and adaptability inspire their staff by navigating educational complexities, such as curriculum changes, technological advancements, and shifting student demographics. They foster a culture of continuous improvement and innovation, encouraging teams to embrace change. Additionally, strong school leadership and a clear vision enhance collaboration and teamwork, with leaders creating opportunities for collective efforts. This collaborative environment promotes sharing best practices, mutual support, and innovative solutions, leading to a more cohesive and effective educational experience for students.

Conclusion

1. **Student Retention Challenges**: The respondent-school's general profile highlights significant disparities in graduation rates between elementary and secondary students, indicating challenges in student retention that need addressing through improved language instruction and comprehensive wellness programs.
2. **Digital Communication Gap**: The organization's effectiveness in face-to-face communication contrasts with its struggles in other forms, revealing a digital literacy gap that hampers agility and growth, especially in times of crisis, necessitating a shift towards more effective digital communication methods.
3. **Moderate Organizational Flexibility**: The school demonstrates moderate flexibility and adaptability, suggesting that while there are efforts to respond to changes, there is room for improvement in how the school navigates educational complexities and shifts.
4. **Importance of Collaboration**: Substantial collaboration and teamwork are crucial for organizational success, fostering a dynamic environment where consistent communication and idea-sharing lead to enhanced problem-solving, creativity, and a cohesive culture.
6. **Commitment to Continuous Improvement**: The organization's moderate to substantial levels of continuous improvement reflect a commitment to enhancing processes, products, and services, driven by systematic performance reviews and stakeholder feedback to ensure data-driven and relevant adjustments.
7. **Interconnected Leadership and Collaboration**: **The** relationship between school leadership, vision, adaptability, flexibility, and collaboration is deeply intertwined. Effective leadership sets the tone for how schools operate and influences these critical aspects.
8. **Leadership Influence on Adaptability**: School leaders who guide and support change significantly influence adaptability and flexibility, fostering a culture of continuous improvement and innovation, which enhances collaboration, mutual support, and innovative solutions for a more effective educational experience.

Recommendation

1. **Enhance Language Instruction and Wellness Programs:** To address student retention challenges, the school should implement comprehensive language instruction programs and wellness initiatives focusing on mental and emotional health, ensuring students receive the support they need to complete their education successfully.
2. **Improve Digital Literacy and Communication Tools**: The organization should invest in training programs to enhance digital literacy among staff and adopt effective digital communication tools and platforms. This will ensure seamless communication, especially during crises, and reduce dependency on face-to-face interactions.
3. **Increase Organizational Flexibility**: The school should develop strategies to improve its adaptability, such as flexible curriculum designs, professional development focused on change management, and adopting agile methodologies to respond quickly to educational shifts and emerging challenges.
4. **Promote and Structure Collaboration**: To enhance collaboration, the school should establish formal structures for teamwork, such as regular team meetings, cross-departmental projects, and

professional learning communities. Providing opportunities for staff to collaborate will drive innovation and problem-solving.

5. **Strengthen Continuous Improvement Practices**:** The school should reinforce its commitment to continuous improvement by regularly reviewing performance metrics, gathering stakeholder feedback, and implementing systematic changes. This proactive approach will ensure the organization remains dynamic and responsive to needs.
6. **Develop Strong Leadership and Clear Vision:** The school should invest in leadership development programs that emphasize vision-setting, adaptability, and collaboration. Strong leaders will set the tone for the school's operations and inspire staff to embrace these critical aspects.
7. **Support Leadership in Guiding Change:** School leaders should be supported in their roles to guide and support change by providing them with resources, training, and autonomy. Encouraging a culture of continuous improvement and innovation will enhance the overall educational experience for students and staff alike.

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