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**Department of Education**  
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CITY SCHOOLS DIVISION OF BIÑAN CITY

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**A SYNERGISTIC LEADERSHIP THEORY: AN OPERATIONALIZATION FRAMEWORK  
TO REALIZE DIVISION LEARNING RECOVERY PLAN**



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### **ABSTRACT**

DepEd Order no. 24, s. 2022 otherwise known as the Adoption of Basic Education Plan mandated all DepEd offices and units in all governance levels shall align their policies, plans, and programs with the BEDP 2030 to understand learning gaps and address learning loss. From this mandate, all division offices issued a memorandum to craft the Division Learning Recovery Plan. Through these, the researchers became interested in finding out how Synergistic Leadership Theory operates in the implementation of the Division Learning Recovery and Continuity Plan. Specifically, it seeks to answer the following questions: 1. How can the cultural community/socio-economic status influence valuing members/ has consensually derived goals and openness to change and diversity? 2. Can the openness to change/ and valuing members influence relational/nurturing leadership behaviors? The participants were chosen using statistical power analysis and the methodology was statistical mediation analysis. The findings show the influence of the relational/nurturing leadership behaviors of the school heads and public school district supervisors on the cultural community/socio-economic status through the significant mediation played by openness to change/diversity and valuing members/has consensually derived goals in the realization of division learning recovery and a continuity plan in addressing learning loss. This study concluded that the school heads and public schools district supervisors' cultural community/socio-economic status can influence valuing members/has consensually derived goals and openness to change/diversity and the cultural community/socio-economic status, directly and indirectly, influence nurturer/relational leadership behavior.

**Keywords:** *Community of Culture/Socio-economic status, Nurturer/relational, Values members/Has consensually desired goals, and Openness to change/diversity.*

## INTRODUCTION

The Synergistic Leadership Theory (SLT) is a prominent framework for understanding leadership dynamics, emphasizing the interplay of attitudes, beliefs, and values; leadership behavior; external forces; and organizational structure. This essay explores the applications and validations of SLT in various contexts, drawing insights from studies conducted by researchers such as Holtkamp, Schlosberg, Hernandez, Yang, and Truslow. Additionally, it underscores SLT's unique feature as a gender-inclusive theory that recognizes the differences in leadership behaviors between men and women.

Holtkamp's study (2001) conducted an examination of the psychometric properties of the Organizational Leadership Efficacy Inventory (OLEI) to determine its validity as a measure of SLT. The study used data from 374 participants, including school leaders and superintendents. The results provided substantial support for the OLEI's construct validity as a tool for measuring SLT. This validation is crucial in establishing the foundation for further applications of SLT in leadership research.

Schlosberg's research (2003) ventured into a Mexican non-profit school setting, employing SLT as a theoretical framework. Through interviews and focus group discussions, the study examined the applicability of SLT to selected educational leaders in this specific cultural context. The findings revealed that SLT's four factors exhibited cross-cultural applicability, highlighting the theory's versatility and utility in diverse leadership settings.

Hernandez (2004) aimed to revalidate the revised OLEI as a measure of SLT and explore the perceptions of

superintendents and school boards regarding the four factors of SLT. The study involved a national sample of public school superintendents and their respective school board presidents. The results reaffirmed the OLEI's utility as a measure of SLT and demonstrated congruence in perceptions between superintendents and school boards. This study underscores SLT's practical relevance in educational leadership contexts.

Yang, Irby, and Brown's study (2008) explored the applicability and transcendence of SLT to leaders in East Asian cultures. By comparing SLT with East Asian cultural values, the research identified linkages between the theory and Confucian Asian values, particularly in the areas of ethics of care and transformational leadership. This suggests that SLT can bridge the gap between Western-developed theories and leadership practices in East Asian contexts, highlighting its potential for global applications.

Truslow (2004) conducted a mixed-method study to identify gender-based differences in the conflict management modes of male and female public school superintendents within the framework of SLT. The results indicated significant gender-based variations in conflict management styles. However, it is essential to note that there was no gender-based difference in adherence to SLT within each conflict management mode. This research underscores the importance of considering gender dynamics in leadership contexts while acknowledging the universality of SLT's four factors.

The Synergistic Leadership Theory (SLT) has demonstrated its versatility and applicability in various leadership contexts, both within and

outside the United States. Researchers have confirmed its cross-cultural adaptability and its usefulness as a theoretical framework for understanding leadership behaviors and perceptions. SLT's gender-inclusive nature distinguishes it from traditional leadership theories, recognizing the nuanced differences in leadership behaviors exhibited by men and women. As further research explores its applications and nuances, SLT continues to be a valuable tool for understanding leadership dynamics across diverse settings.

## METHODOLOGY

The researchers use the quantitative research design which involves many participants representative of the groups from which they were chosen using statistical power analysis numerical data collected at specific times from tests or surveys and analyzed statistically and seeks precise measurement & analysis.

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The instrument used in this study was the Organizational and Leadership Effectiveness Inventory, which was developed by Irby, Brown, and Duffy (2000).

The following are the procedures considered by the researchers in conducting this research:

### Phase I. Preparation Stage.

Preparation and consultative meetings of the research team on the agenda as

well as objectives of the study. Crafting of all different tools and instruments to be utilized in the study. Checking and validation of the instruments.

### Phase II. Data Gathering Stage.

Conducting a self-report scale study is a systematic process that involves several key steps. It begins with seeking permission from relevant authorities, such as the CALABARZON Director, to ensure compliance with institutional guidelines. The study can be efficiently administered through an online modality, making data collection more accessible and manageable.

### Phase III. Data Analysis Stage.

After gathering data from respondents, the next crucial step is to analyze and interpret this information using statistical design, allowing for the identification of patterns and meaningful insights. Based on the analysis, conclusions are drawn, which form the basis for crafting recommendations. Finally, it is essential to close the loop by informing the study's participants about the results, fostering transparency and trust in the research process.

### Phase IV. Summary and Interpretation Stage.

Crafting of research summary through major domains of the study.

### Phase V. Reporting.

Crafting the final paper including the results and recommendations of the study. Present the result of the study.

## RESULTS

Moreover, the research examined the current fundamental principles, ideas, and surroundings of the participants.

Question 1. How can the cultural community/socio-economic status influence valuing members/ has consensually derived goals and openness to change and diversity?

- There is a highly significant direct effect of the school heads and public schools district supervisors' community of culture on nurturer/relational as their leadership behavior.
- Accounts for 60.1% of the total effect of the community of culture.
- There is also a significant indirect effect of the community of culture on nurturer/relational in the presence of openness to change.
- And accounts for 39.9% of the total effect of the community of culture.

Question 2. Can the openness to change/ and valuing members influence relational/nurturing leadership behaviors?

- There is a very high correlation between the school heads and public schools district supervisors' community of culture and openness to change and nurturer/relational.

Question 3. Can cultural community/socio-economic status directly or indirectly influence nurturing/relational leadership behaviors?

- There is a highly significant direct effect of the school heads and public schools district supervisors' community of culture on nurturer/relational.
- There is also a significant indirect effect of the community of culture on nurturer/relational in the presence of valuing members.

## DISCUSSION

The findings show the influence of the relational/nurturing leadership behaviors of the school heads and public schools district supervisors on the cultural community/socio-economic status through the significant mediation played by openness to change/diversity and valuing members/has consensually derived goals in the realization of division learning recovery and a continuity plan in addressing learning loss.

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Additionally, the study's findings are presented to the Division with the intention of serving as a foundation for educational planning and enhancing the provision of quality education within the Division.

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