



Research Paper

Relationship of School Heads' Managerial Competencies for Promoting Positive Teacher's Resilience in the New Normal: A Descriptive - Correlational Approach

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Received: November 15, 2023 | Revised: February 10, 2023 | Accepted: April 14, 2023 | Online: April 30, 2023

Abstract

The Philippines' current disaster mitigation and adaptation landscape this school year has brought a significant challenge to the education system as a result of the COVID-19 pandemic. Adversity and the resilience of people to hazards were experienced while combating this pandemic. Crisis and risk management systems are required to help prevent disease outbreaks and pandemics from affecting education communities. This point of view guides teachers, institutional heads, and authorities on how to deal with the crisis. The previous year saw many people face unexpected stress and adversity as a result of the worldwide outbreak of the coronavirus disease (COVID-19). As the number of challenges in providing basic education to students grows, school leaders and teachers must develop resilience in surviving and overcoming adversity.

This study pursued to determine the relationship between school heads' managerial competencies to teachers' positive resilience in the new normal. A descriptive-correlational research design determined the relationship between the level of school heads' managerial competencies, and the level of teachers' positive resilience in the new normal within the four City Schools Divisions in Laguna for the school year 2021-2022. The study included 503 public school elementary teachers in the positions of teachers I-III and master teachers I-II as respondents. Using the Competency Framework for Southeast Asian School Heads (2014), and The Resilience Scale for Adults (2015), data gathering via an online platform was utilized. Frequency, percentage, mean, standard deviation, Pearson product-moment of correlation, and hierarchical linear regression were the statistical tools utilized to analyze and interpret the data gathered.

Findings revealed that the school heads were practicing well in each construct of managerial competencies and each construct of positive resilience. The level of teachers' positive resilience in the new normal resulted in a very high level in terms of establishing friendly relationships easily. The researcher, therefore, concluded that when school heads demonstrated a high level of managerial competencies in terms of strategic thinking and innovation, instructional leadership, personal excellence, stakeholders' engagement, and managerial competencies, a better positive resilience may be expected to all the teachers in the new normal.

Keywords managerial competencies; positive resilience, crisis and risk management

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INTRODUCTION

The COVID-19 pandemic has resulted in monumental changes to education around the world and it poses an unprecedented transformation to the workplace in all the education sectors. According to Beer (2010), including contemplative practices in administrative life improves faculty and staff members by allowing them to integrate their personal lives into the workplace in a secure and supportive environment, as well as a stronger dedication to the university's goal. On the other hand, adopting new (digital) technology can help a company gain a competitive advantage in the short and long term (Shet and Pereira, 2021). Due to the changes brought about by the pandemic, nearly 200 countries closed schools, with over 90 percent of these learners ranging from early childhood to higher education experiencing some type of disruption to their education (UNESCO,

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2020).

The Philippines is among the many nations in the world that have temporarily closed schools. School leaders have faced a wide range of challenges, from rebuilding following natural disasters to assist communities in the aftermath of economic, social, and emotional devastation. During difficult times, school leaders have provided clarity and direction, fostered resilience, and inspired hope while remaining focused on the best outcomes for their students and school communities. According to Alheet, Adwan, Areiqat, Zamil, and Saleh (2021), leadership style has a positive statistically significant impact on workers' innovative work behavior, whereas, it has a negative statistically significant impact on employees' innovative work behavior. The meaning in life is an important resource in the resilience presentence and it encourages the deployment of adaptive behaviors and improves one's sense of well-being (Platsidou and Daniliidou, 2021).

Landicho (2020) asserted that as national governments implement public health measures to decrease the risk of the virus spreading, educational institutions are grappling with the new educational norms. As academics navigate through the new normal in education, technology is rapidly transforming the entire landscape of education, and academics are being tasked with increasing duties. This subject focuses on the operational aspects of school management, specifically, the efficacy and efficiency with which school staff completes the tasks required of them. The crisis and its aftermath have exposed flaws in educational systems while also providing an opportunity to reform school education into a more resilient and stronger paradigm. To achieve collegiality in their key experiences in their separate school assignments, school administrators face the problem of sharing their experiences with their peers, (Francisco, Sagcal, Nuqui, 2020).

On the other hand, one of the thrusts of the Department of Education's 10-point Agenda includes a focus on strengthening and enriching curriculum reforms in health and disaster preparedness. This is in line with Republic Act (RA) 10121 entitled An Act Strengthening the Philippines Disaster Risk Reduction and Management (DRRM) System which establishes national disaster mitigation and management plan. The capability of leading and managing the employee in communicating the plans has been put to the test by school leaders as they adjust to the new normal demands. In addition, educational institutions creation of a learning technology department to assist academics in their new duties, while also ensuring that appropriate infrastructure is critical to promote the transformation of the teaching and learning process.

More than 500 million children around the world now get their education outside of a traditional classroom setting, with their parents, siblings, and other family members filling the new position of learning facilitator (Cohen & Kupferschmidt, 2020). This brought some of the difficulties and challenges of increased community participation. They believed in the capability of school leaders greatly influenced the performance of the school in the new normal. Moreover, Republic Act (RA) 9155, or the Governance of Basic Education Act of 2001, delegated authority, accountability, and responsibility for guaranteeing basic education access to the Department of Education (DepEd). This IRR gave school leaders the authority to exercise overall authority and supervision over the department's operation, including formulating educational policies and basic education plans, as well as enhancing professional competence and working conditions for all personnel to broaden learners' knowledge and promote efficiency among students. Furthermore, different capacity buildings were given by the Department to school leaders to improve school performance. This will show how the school heads create a school climate and build resilience to face the new normal; resourcefulness in the face of a pandemic; innovating to provide interactive and effective instructions; goal-oriented; honing abilities in various teacher preparations that will demonstrate flexibility and authenticity; and technology-assisted (De Vera, 2020).

Moreover, the school leaders' new normal competencies in decision-making appeared to be the most important predictor of teachers' resiliency, followed by planning and management, implementation, and flexibility (Austria, Bautista, Brigino, 2021). According to them, a school leader's ability to manage crises and transition has become increasingly important. More than normal problem-solving and firefighting will be required to run an effective school during difficult times. Instead, all school leaders will need to be constantly involved in crisis and change management, which will necessitate the cooperation and assistance of all personnel.

The crisis is unavoidable because it impacts not only people's livelihoods but also their mental and emotional well-being, particularly that of decision-makers. In school management, the school

heads must have proper communication, good management models, management theories, and the most effective leadership style to implement effective change which all have an impact on employee morale and motivation levels (Lemmer, 2018).

The purpose of this research is to determine the level of school heads' managerial competencies during the pandemic to mold them into demonstrating positive resiliency during a crisis and ensuring the continuity of basic education in the new normal.

Research Objective

This study examined the relationship that exists between principals' instructional responsibilities and secondary schools' effectiveness.

Research Questions

Would principals' instructional responsibilities enhance secondary schools' effectiveness?

LITERATURE REVIEW

While there have been growing speculations about managerial competencies (MC) might not have influenced work characteristics and that managerial influence does not create a positive attitude at work, there has been opposition regarding these ideas.

According to Dzwigol, Barosz, Miskiewicz, and Kwilinski (2020), because the present global economy is characterized by increased competitiveness, severe economic crises, and the aging of technology and knowledge daily, success is attained by businesses in which the human aspect, particularly management professionals, is the most important resource among all (management). The model of a strategically oriented approach to the development of MC of the company "Industry 4.0" has been built. Thus, human resources play a critical role in encouraging efficient performance within organizations (Fanelli, Lanza, Enna, Zangrandi, 2020).

Furthermore, Morhman and Worley (2009), divided MC into three categories: allocating resources, managing staff and contributing to the plan. In the same way, the use of available resources in one's business is optimized through resource management. Human and capital resources are both referred to as resources in the education system. The workforce, which includes school leaders, instructors, and other personnel, is referred to as human resources, thus to manage the human resources, to build professional development programs, it is categorized based on design aspects like time, intensity, or the employment of specific approaches like coaches or online lessons.

Consequently, structures, equipment, furnishings, and other capital resources are categorized as financial resources, which refers to funds from various sources, according to Cabigao (2019), thus in this time of uncertainty, all the given competencies in managing school operations and resources, such as financial management, school facilities, and equipment, staff management must be reinforced because those have a significant impact on the school's quality and efficiency, (Valenzuela, Buenvenida (2021). According to Amis and Janz (2020), the key to an organization's success is having a people-centered strategy built on trust and encouraging a culture where employees are eager to share ideas and information and swiftly adjust to changing conditions.

Moreover, the ability with people and teams, coordination and motivation, communication and knowledge about the management of people and plans, Paz and Odelius (2018) and strategic stakeholder engagement is one of the key dimensions that affect company performance, have a direct impact on decision-making, Hristov, and Appolloni (2021). Similarly, when comparing the realities of management of people and organizations' plans, the need to adapt to the context becomes even more apparent, as the presence of complex and often ambiguous public sector objectives may necessitate a differentiated logic of action from their managers (Ésther, 2011).

Because internal and external environments, as well as other factors, frequently change, Bouhali et al (2015), stated that leaders must be creative strategic thinkers as well as strategic planners. This is accomplished by focusing on the organization's Values, Vision, and Vectors (Mission) rather than lower-order objectives and actions. Brown asserts that since communities serve as the foundation of education, schools' vision, missions, and values are derived from broader societal as well as local concerns.

Accordingly, the school heads' management behaviors in ensuring that they effectively communicate the school's vision and mission to its stakeholders to maintain the school's smooth sailing flow, which leads to high-quality school performance and outcomes, Golden et al. (2016) is important.

Admittedly, the rising manager has linked to the school leader's personal and interpersonal skills, according to the study by Filimunau and Giudici (2019) stated that on a personal level, poor motivational and interpersonal skills detract from the team's effectiveness at the event, thus, insufficient appreciation of individual team members, as well as the entire team's contributions, acts as a barrier on an interpersonal level. Similarly, Cripe and Mansfield (2011) classified interpersonal skills into three categories: interpersonal connection skills, business-related skills, and self-management abilities, and Bedwell, Fiore, and Salas (2013) emphasized the importance of interpersonal skills in a successful workforce.

For a successful workforce, instructional leadership behaviors displayed by principals contribute positively to teachers' motivation and task focality, Ozdemir et.al. (2020), supported by the study of Habtamu (2013) discovered that school leaders with relatively low instructional leadership practices achieved the least amount of school improvement in his study. The study also confirmed that those rated moderate in instructional leadership practices were also rated moderate in school improvement ratings. His research also discovered that schools that were rated highest in instructional leadership practices were also rated highest in the school improvement effort. As a result, the direct and positive relationship between instructional leadership and school performance is confirmed.

Colleagues should approach the leadership to share their experiences, as advised in the study by Francisco, Sagcal, and Nuqui (2020), to achieve collegiality in their significant school roles. They may learn more about running their schools and find motivation and inspiration by comparing their best practices.

Researchers are faced with several difficulties when studying resilience due to various terminologies and definitions (Reicherzer & Spillman, 2011). According to Smith et al. (2008), resilience is defined as the "capacity to bounce back or recover from stress, to adapt to stressful situations, to avoid becoming ill despite considerable hardship, and to operate above the norm in the face of stress or adversity" (p. 194). According to Zolkoski and Bullock, "resilience is not a one-dimensional dichotomous trait that an individual has or does not have" (2012). (p. 2296).

The context and nature of one's response to diverse stressors can also affect resilience (Zolkoski & Bullock, 2012). Herrick, Stall, Goldhammer, Egan, and Mayer defined risk management as "the process of overcoming the negative impacts of risk exposure, dealing successfully with traumatic experiences, and avoiding the undesirable trajectories associated with risk" (2013). (p. 2). Herrick et al. also identified the development of protective features in response to adversity as a learning process that takes place over time and requires resilience. Risk must therefore be visible (Orbke & Smith, 2013; Zolkoski & Bullock, 2012).

Additionally, developing resilience requires adversity because it cannot occur without a major stressor or multiple major stressors. According to Jowkar et al. (2010), resiliency research is integrative and assesses vulnerabilities, pressures, and mental health concerns in addition to strengths and protective variables. It is also preventative. However, there is debate about whether resilience is a process (Jackson, Wolven, & Aguilara, 2013) or a characteristic (Jackson, Wolven, & Aguilara, 2013). According to Zolkoski and Bullock, resilience is a basic adaptation process that all humans have from birth.

Numerous research on resilience holds that personal characteristics or qualities, a loving and supportive home environment, and support from beyond the family of origin seem to be protective factors against stressors (Herrick, et.al 2013; Orbkes & Smith). It may be challenging to construct a list of universal protective variables due to the content and context specificity (Zolkoski & Bullock).

In the same way, Gu and Day (2007) found that the concept of teacher resilience is multifaceted, socially constructed, relative, dynamic, and developing in the discourse of teaching as an emotional profession. The article is based on research from a four-year study that examined career-long variations in teachers' commitment and efficacy. Through the use of portraits of three resilient teachers in their early, mid, and late careers, the interaction between teachers' sense of

efficacy, professional, and personal identities, and their management of the interaction between these and the professional, situated, and personal Scenarios that they experience in each professional life phase is explored. The complicated process of managing these encounters is a crucial factor in teachers' relative resilience.

Furthermore, quality teachers are crucial for quality teaching in schools and classrooms, and the quality of teacher education programs is largely responsible for high-quality teachers (Flores, 2016). Rethinking what constitutes good teaching, as well as how we enable it, is critical to ensure that students receive a high-quality education. Teachers and their behaviors in the classroom are thought to have a significant impact on pupils and what they learn.

On the other hand, according to the study by de Vera 2020, the reflections of the teacher respondents of the study describe teachers as Reflective (perception of self). For the teacher respondents, teaching under the 'New Normal' is a difficult task, especially for new teachers. However, it is their responsibility as a teacher to be effective and efficient educators educating themselves with new knowledge in computer manipulation and being a reflective thinker, adaptability to the environment, and flexibility are examples of reflective thinking that teachers can use to communicate to students the learning they want them to attain.

Moreover, De Vera's (2020) study finds teachers to be flexible (social competence). A teacher is seen as a child's second parent. He or she is the one who is responsible for instilling not just knowledge but also positive habits in the students at school. We are presently in a "New Epidemic" during this pandemic period. A teacher will be effective in a "New Normal" situation when he or she is still considering ways and activities that are more student-centered. Because not all kids are competent with all of the information that will be used in a "New Normal" setting, the teacher must modify their pacing to the child while keeping the lessons and conversations the same. The teacher must be adaptable at all times.

Therefore, compared to those in the pre-lockdown pre-pandemic group, those in the pandemic/lockdown group exhibited higher levels of patriotism, more faith in politicians and the police, and higher rates of mental anguish. The study, by Sibley, Greaves, and Satherley, highlights social connectivity, resilience, and vulnerability in the face of adversity, with practical implications for how nations handle this global crisis (2020). On the other hand, Cohen (2020) discovers that civics teachers play a crucial role in preserving classroom environments that promote debates on contentious public topics in these precarious times. It is essential to train new teachers to understand the significance of such dialogues.

Furthermore, according to the notion of social interdependence, regular cooperative actions with coworkers may encourage more support-giving and -receiving at the workplace. The research's conclusions indicate that peer support is a resource for instructors and improves their performance. However, little research has been done on the connection between teachers' reported stress, goal-oriented collaboration with colleagues, and mutual support (Wolgast, Fischer, 2017).

The study determined the relationship between school heads' managerial competencies and teachers' positive resilience to the new normal.

Specifically, it sought answers to the following questions:

1. What is the level of school heads' managerial competencies as assessed by the teachers in the new normal in terms of:
 - 1.1 strategic thinking and innovation;
 - 1.2 instructional leadership;
 - 1.3 personal excellence;
 - 1.4 stakeholders' engagement; and,
 - 1.5 managerial leadership
2. What is the level of teachers' positive resilience in the new normal in terms of social competence, social resource, family cohesion, personal competency, and structured style?
3. Is there a significant relationship between the level of school heads' managerial competencies and the level of teachers' positive resilience in the new normal?

The researcher was guided by this hypothesis:

1. There is no significant relationship between the level of school heads' managerial competencies and the level of teachers' positive resilience to the new normal.

RESEARCH METHOD

The descriptive-correlational survey research approach was used in this study. Quantitative research, according to Creswell (2018), verifies objective hypotheses by correlating variables that can be measured with instruments that provide numerical data that can be examined statistically. The descriptive technique provided a quantitative or numerical summary of trends, attitudes, or opinions of a population by evaluating a sample of that population. This entails questionnaire-based experiments. This design was thought to be appropriate for providing answers to the study questions.

The population of the study was the teachers from the public elementary schools in Laguna such as Biñan City, Cabuyao City, Calamba City, and Santa Rosa City. The teacher respondents included in the study are Teachers I-III and Master Teachers I-II of the said schools. According to Patterson, et. al. 2004 teacher demonstrates perseverance, takes the initiative to overcome obstacles, and seeks out opportunities that have made a significant contribution to the school, increasing student achievement, and school success. Furthermore, quality teachers are crucial for quality teaching in schools and classrooms, and the quality of teacher education programs is largely responsible for high-quality teachers (Flores, 2016).

The study employed the Proportional Random Sampling Technique. A population is divided into subpopulations by the researcher, who then applied each subpopulation and is sampled at random. A subset of participants was chosen at random by the researcher from a population. Everyone in the population has an equal chance of being selected.

Before the conduct of the study, the researcher sought permission from Schools Division Superintendent in the Schools Divisions of Binan City, Cabuyao City, Calamba City, and Santa Rosa City. The approval was attached to the letter of request which was intended for the School Heads of the four City Divisions of Laguna. With the permission that was given to the researcher, the link for the online survey questionnaire was distributed to the school heads to the teachers. It took two weeks for the researcher to collect the questionnaire from elementary schools in the four City Divisions of Laguna. Answers were reflected in the questionnaire and were tabulated, analyzed, and interpreted using appropriate statistical tests.

Table 1 shows the distribution of the number of respondents.

Table 1. Distribution of the Number of Respondents

City Schools Division	Total Number of Public Elementary Teachers	Actual Sample Population
Binan City	1136	94
Cabuyao City	952	63
Calamba City	1179	278
Santa Rosa City	1210	68
TOTAL	4477	503

It can be gleaned in Table 1 that the overall response is 503, with a sampling error of 2.96% at a 95% confidence level. The Division of Calamba City has a 100% response rate while the Division of Binan City has a response of 52%. The Division of Cabuyao City and Santa Rosa City were not able to reach at least a 50% response rate. Various reasons were given for low response rates among schools, with an emphasis on ongoing preparations and implementation of face-to-face classes and school-based management during the data collection period.

The study adopted and modified the survey questionnaire of Competency Framework for Southeast Asian School Heads, 2014 Edition formulated by the Southeast Asian Ministers of

Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), and The Resilience Scale for Adults (RSA). Some modifications will be by the suggestions of research instrument validators.

The 2014 Edition Competency Framework for Southeast Asian School Heads by SEAMEO INNOTECH was used in the study to measure the level of competency of elementary school heads in the City Divisions of Laguna. The competency framework was created to provide a standard framework for articulating the abilities and qualities school leaders require to effectively carry out their jobs and lead their schools to excellence and success. There were five general competency domains and particular indicators in the framework. The five general competencies were assessed by the teacher-respondents as follows:(1) Strategic Thinking and Innovation Competency; (2) Instructional Leadership Competency; (3) Personal Excellence Competency; (4) Stakeholder Engagement Competency and (5) Managerial Leadership Competency. The adopted survey questionnaire contains 35 key items/indicators. The answers of the respondents are within a point scale of -Always (A), ten (O), 3-Sometimes (S), 2-Seldom (Sel), and 1- Never (N).

Teachers' Positive Resilience was described using the Resiliency Scale for Adults (RSA). This 33-item, 5-point Likert scale, with response options ranging from 1 = strongly disagree to 5 = strongly agree, was comprised of three intrapersonal factors: Social Competence, Personal Competence, Structured Style, and two interpersonal factors, Social Resource and Family Cohesion are all evaluated.

Because the instrument was modified before being utilized, it was validated well. The questionnaire was evaluated by the researcher's mentor for comments and additional recommendations. For face and content confirmation, the instrument was also shown to five specialists in the field including those with doctoral degrees who served as the validators.

The rating sheet includes the criteria such as (1) clarity; (2) wordiness; (3) balance; (4) use of jargon; (5) appropriateness of responses; (6) relationship to the research problem.

Table 2 presents the validators' rating of the research instrument.

Table 2. Validators' Rating of Research Instrument

Indicator	Mean	SD	Verbal Interpretation
<i>1. Clarity</i>			
The questions are direct and specific.	4.60	0.55	Excellent
The participants can understand what is being asked.	4.60	0.55	Excellent
<i>2. Wordiness</i>			
The questions are concise.	4.60	0.55	Excellent
There are no unnecessary words.	4.60	0.55	Excellent
There are no ambiguous questions.	4.60	0.55	Excellent
<i>3. Balance</i>			
The questions are unbiased and do not lead the participants to a response.	4.40	0.55	Very Good
<i>4. Use of Jargon</i>			
The terms used are understandable by the target population.	4.60	0.55	Excellent
There are no clichés or hyperbole in the wording of the questions.	4.40	0.55	Very Good
<i>5. Appropriateness of Responses Listed</i>			
The choices listed allow participants to respond appropriately.	4.60	0.55	Excellent
The responses apply to all situations or offer a way for those to respond to unique situations.	4.40	0.55	Very Good
<i>6. Relationship to the Research Problem</i>			
The questions are sufficient to resolve the problem in the study.	4.20	0.84	Very Good
The questions are sufficient to answer the research questions.	4.20	0.84	Very Good
The questions are sufficient to obtain the purpose of the study.	4.20	0.84	Very Good
Composite Mean	4.46	0.59	Very Good

Legend: 4.51 – 5.00 Excellent 3.51 – 4.50 Very Good 2.51 – 3.50 Good 1.51 – 2.50 Fair 1.00 – 1.50 Poor

The following were the statistical treatments applied in the study:
Concerning the level of managerial competencies and positive resilience, the mean and standard

deviation was used following the Likert scale:

Table 3. Likert's Scale for Managerial Competencies

Scale	Range	Scaled Response	Level
5	4.20 to 5.00	Always	Very High
4	3.40 to 4.19	Often	High
3	2.60 to 3.39	Sometimes	Moderately High
2	1.80 to 2.59	Seldom	Moderately Low
1	1.00 to 1.79	Never	Low

Concerning the level of teacher's positive resilience, the mean and standard deviation was used following the Likert scale:

Table 4. Likert's Scale for Positive Resilience

Scale	Range	Scaled Response	Level
5	4.20 to 5.00	Strongly Agree	Very High
4	3.40 to 4.19	Agree	High
3	2.60 to 3.39	Somewhat Agree	Moderately High
2	1.80 to 2.59	Disagree	Moderately Low
1	1.00 to 1.79	Very Rarely	Low

Pearson Product Moment of Correlation was used to determine the significant relationship between Managerial Competencies and Positive Resilience.

FINDINGS AND DISCUSSION

Based on the conduct of the study, the following results have been revealed.

Table 5. Level Strategic Thinking and Innovation of School Heads

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal, my school head...				
1.1 works with the school and community stakeholders in developing the strategic plan.	4.65	0.55	Always	Very High
1.2 demonstrates the vision and models the values in everyday work and practice.	4.69	0.51	Always	Very High
1.3 practices regular review of plan/program implementation.	4.63	0.57	Always	Very High
1.4 leads the change process toward the implementation of new approaches, systems, and structures.	4.62	0.58	Always	Very High
1.5 maintains an open mind towards ideas to reach solutions.	4.68	0.55	Always	Very High
1.6 recognizes and rewards those who initiate and sustain change and innovation.	4.64	0.56	Always	Very High
1.7 promotes creativity, innovation, and the use of technology in the implementation of the plan.	4.63	0.55	Always	Very High
Composite Mean	4.65	0.55	Always	Very High

Legend: 4.20-5.00 Always; 3.40 -4.19 Often; 2.60 -3.39 Sometimes; 1.80 -2.59 Seldom; 1.00-1.79 Never

It can be gleaned in Table 5 that all the indicators have been always assessed as a very high level of school head's managerial competencies in terms of strategic thinking and innovation with a composite mean of 4.65. The highest indicator among the competencies is demonstrating the vision and modeling the values in everyday work and practice (\bar{x} =4.69, SD=.51). The lowest indicator among the competencies is leading the change process toward the implementation of new approaches, systems, and structures (\bar{x} =4.62, SD=.58).

This implies that because internal and external environments, as well as other factors, frequently change, Bouhali et.al (2015), leaders must be creative strategic thinkers as well as strategic planners. This is accomplished by focusing on the organization's Values, Vision, and Vectors (Mission) rather than lower-order objectives and actions.

According to Gibson (2019), educational transformation and innovation are now a top priority in educational institutions all around the world. The success of the organizations is to have a people-centered approach that is based on trust and fosters an environment in which people are willing to share ideas and information and quickly adapt to new requirements, Amis, Janz (2020).

Table 6. Level of Instructional Leadership Competence of School Heads

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal, my school head...				
2.1 manages curriculum implementation.	4.71	0.51	Always	Very High
2.2 promotes learner-centered activities.	4.75	0.48	Always	Very High
2.3 promotes a healthy, safe, and inclusive learning environment.	4.80	0.43	Always	Very High
2.4 nurtures teacher leaders.	4.68	0.53	Always	Very High
2.5 manages assessments to improve teaching and learning.	4.72	0.48	Always	Very High
2.6 organize regular learning sessions on curriculum implementation and improvement.	4.66	0.55	Always	Very High
2.7 ensures that teachers consider diversity in planning and delivering differentiated instruction.	4.69	0.51	Always	Very High
Composite Mean	4.72	0.50	Always	Very High

Legend: 4.20-5.00 Always; 3.40 -4.19 Often; 2.60 -3.39 Sometimes; 1.80 -2.59 Seldom; 1.00-1.79 Never

As reflected in table 6, all the indicators have been always assessed by the respondents as a very high level of instructional leadership that could be used in the learning process in the school having a composite mean of 4.72. The highest indicator among the competencies is promoting a healthy, safe, and inclusive learning environment ($\bar{x}=4.80$, $SD=.43$). The lowest indicator among the competencies is organizing regular learning sessions on curriculum implementation and improvement ($\bar{x}=4.66$, $SD=.55$).

According to Dzwigol, Barosz, Miskiewicz, and Kwilinski (2020), because the present global economy is characterized by increased competitiveness, severe economic crises, and the aging of technology and knowledge, success is attained by businesses in which the human aspect, particularly management professionals, is the most important resource among all (management). Hence, the quality of the human aspect is crucial for quality teaching in schools and classrooms, and the quality of teacher education programs is largely responsible for high-quality teachers (Flores, 2016).

For a successful workforce, instructional leadership behaviors displayed by principals contribute positively to teachers' motivation and task focality, Ozdemir et al. (2020) and supported by the study of Habtamu (2013) discovered that school leaders with relatively low instructional leadership practices achieved the least amount of school improvement in his study. The study also confirmed that those rated moderate in instructional leadership practices were also rated moderate in school improvement ratings. His research also discovered that schools that were rated highest in instructional leadership practices were also rated highest in the school improvement effort. As a result, the direct and positive relationship between instructional leadership and school performance is confirmed.

Table 7. Level of Personal Excellence Competency of School Heads

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal, my school head...				
3.1 leads by example.	4.64	0.54	Always	Very High
3.2 demonstrates transparency and accountability.	4.68	0.52	Always	Very High
3.3 practice a balanced healthy lifestyle.	4.66	0.54	Always	Very High
3.4 manages priorities and delivers results.	4.64	0.56	Always	Very High

3.5 exhibits decisiveness in addressing challenges.	4.60	0.61	Always	Very High
3.6 takes responsibility for lifelong learning.	4.71	0.52	Always	Very High
3.7 addresses areas for self-improvement.	4.70	0.51	Always	Very High
Composite Mean	4.66	0.54	Always	Very High

Legend: 4.20-5.00 *Always*; 3.40 -4.19 *Often*; 2.60 -3.39 *Sometimes*; 1.80 -2.59 *Seldom*; 1.00-1.79 *Never*

The result establishes the fact that all the indicators in Table 7 have been *always* assessed as a very high level of personal excellence of the school heads with a composite mean of 4.66. The highest indicator among the competencies is taking responsibility for lifelong learning ($\bar{x}=4.71, SD=.52$). The lowest indicator among the competencies is exhibiting decisiveness in addressing challenges ($\bar{x}=4.60, SD=.61$).

This implies that according to Filimunau and Giudici (2019), managers' leadership capacity is linked to their personal and interpersonal skills. On a personal level, poor motivational and interpersonal skills detract from the team's effectiveness at the event. This was supported by the study of Cripe and Mansfield (2011), in which interpersonal skills were divided into three categories: interpersonal connection skills, business-related skills, and self-management abilities and deliver good results o organization as well as Bedwell, Fiore, Salas (2013) who affirmed that interpersonal skills as a critical competency for a successful workforce.

In contrast, according to Hartijasti and Afzal (2016), school leaders' competencies are critical in driving school results. The study discovered that, despite having strong personal character, the school leaders studied lacked professional competencies in the performance of their duties, which is one of the reasons why many private schools fail.

Table 8. Level of Stakeholders' Engagement of School Heads

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal, my school head...				
4.1 builds trust and leads teams for school improvement.	4.69	0.52	Always	Very High
4.2 empowers the community to work for the enhancement of school performance.	4.66	0.53	Always	Very High
4.3 communicates effectively with different stakeholders.	4.68	0.51	Always	Very High
4.4 facilitates school-community partnerships and activities.	4.69	0.53	Always	Very High
4.5 supports community-based programs and projects.	4.69	0.51	Always	Very High
4.6 communicates school performance reports to stakeholders.	4.67	0.53	Always	Very High
4.7 employs appropriate multimedia to communicate with different stakeholders.	4.65	0.54	Always	Very High
Composite Mean	4.68	0.52	Always	Very High

Legend: 4.20-5.00 *Always*; 3.40 -4.19 *Often*; 2.60 -3.39 *Sometimes*; 1.80 -2.59 *Seldom*; 1.00-1.79 *Never*

About the result of Table 8, it can be construed that all indicators have been *always* assessed as a very high level of school head's stakeholders' engagement to find support and facilitate school programs and projects having a composite mean of 4.68. The highest indicators among the competencies are supporting community-based programs and projects ($\bar{x}=4.69, SD=.51$), building trust and leading games for school improvement ($\bar{x}=4.69, SD=.52$), and communicating effectively with different stakeholders ($\bar{x}=4.69, SD=.53$). The lowest indicator among the competencies is employing appropriate multimedia to communicate with different stakeholders ($\bar{x}=4.65, SD=.54$).

This construed that the ability with people and teams, coordination and motivation, communication and knowledge with regards to the management of people and plans, Paz and Odelius (2021) the strategic stakeholder engagement is one of the key dimensions that affect company performance, having a direct impact on decision-making, Hristove, and Appolloni (2021).

The school heads' management behaviors in ensuring that they effectively communicate

the school's vision and mission to its stakeholders to maintain the school's smooth sailing flow, which leads to high-quality school performance and outcomes is important, Golden et al. (2016).

Table 9. Level of Managerial Leadership of School Heads

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal, my school head...				
5.1 manage financial resources.	4.62	0.59	Always	Very High
5.2 manages learning environments.	4.70	0.52	Always	Very High
5.3 supports professional development.	4.73	0.52	Always	Very High
5.4 recognizes staff performance.	4.65	0.59	Always	Very High
5.5 demonstrates program and project management skills.	4.68	0.52	Always	Very High
5.6 promotes sustainable school-based programs and projects.	4.69	0.55	Always	Very High
5.7 accesses and mobilizes financial resources for the school.	4.66	0.57	Always	Very High
Composite Mean	4.68	0.55	Always	Very High

Legend: 4.20-5.00 Always; 3.40 -4.19 Often; 2.60 -3.39 Sometimes; 1.80 -2.59 Seldom; 1.00-1.79 Never

The illustrative data in Table 9 shows a composite mean of 4.68 having all the indicators *always* being assessed at a very high level for managerial leadership. It illustrated that the highest indicator among the competencies is supporting professional development ($\bar{x}=4.73, SD=.52$). The lowest indicator among the competencies is managing financial resources ($\bar{x}=4.62, SD=.59$).

This implies that the use of available resources in one's business is optimized through resource management. Human and capital resources are both referred to as resources in the education system. The workforce, which includes school leaders, instructors, and other personnel, is referred to as human resources, thus to manage human resources, to build professional development programs, it is category categorized into design aspects like time, intensity, or the employment of specific approaches like coaches or online lessons.

Furthermore, structures, equipment, furnishings, and other capital resources are categorized as financial resources, which refers to funds from various sources, according to Cabigao (2019), thus in this time of uncertainty, all the given competencies in managing school operations and resources, such as financial management, school facilities, and equipment, staff management must be reinforced because those have a significant impact on the school's quality and efficiency, (Valenzuela, Buenvinida, 2021).

Table 10. Level of Social Competency of Teachers

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal...				
1.1 it's easy to be flexible in social situations.	4.53	0.62	Strongly Agree	Very High
1.2 I communicate well with new people.	4.57	0.63	Strongly Agree	Very High
1.3 I establish friendly relationships easily.	4.61	0.58	Strongly Agree	Very High
1.4 I easy to find subjects to talk about with others.	4.50	0.66	Strongly Agree	Very High
1.5 I laugh easily.	4.51	0.66	Strongly Agree	Very High
1.6 I enjoy being with other people.	4.58	0.61	Strongly Agree	Very High
Composite Mean	4.55	0.63	Strongly Agree	Very High

Legend:4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Somewhat Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

The result establishes the fact that in Table 10, it was indeed that all indicators have been assessed by the teachers as *strongly agree* corresponding to a very high level on all the indicators of social competency about their relationship with people in the new normal with a composite mean of 4.55. This established that the highest indicator in establishing friendly relationships is easily ($\bar{x}=4.61, SD=.58$). The lowest perceived indicator is being easy to find subjects to talk about with others ($\bar{x}=4.50, SD=.66$).

It implies that people in the pandemic/lockdown group had more trust in politicians, and police, higher levels of patriotism, and higher rates of mental distress than people in the pre-lockdown pre-pandemic group. The study emphasizes social connectedness, resilience, and vulnerability in the face of

adversity, with practical implications for how countries deal with this global challenge, Sibley, Greaves, and Satherley (2020). Cohen (2020), on the other hand, cites evidence to support the claim that civics teachers are crucial in preserving environments in the classroom that foster discussion of contentious societal topics. As a result, it is essential to train new teachers to think about the importance of such dialogues.

Table 11. Level of Social Resources of Teachers

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal...				
2.1 I have friends/family members who appreciate my abilities.	4.72	0.50	Strongly Agree	Very High
2.2 I have friends/family members who encourage me.	4.73	0.49	Strongly Agree	Very High
2.3 there are family members/friends who help me.	4.71	0.50	Strongly Agree	Very High
2.4 I always have someone who helps me when needed.	4.68	0.51	Strongly Agree	Very High
2.5 I have strong connections among my friends.	4.65	0.54	Strongly Agree	Very High
2.6 I can discuss personal issues with friends/family members.	4.60	0.60	Strongly Agree	Very High
2.7 I am quickly informed when a family member has a problem.	4.63	0.56	Strongly Agree	Very High
Composite Mean	4.67	0.53	Strongly Agree	Very High

Legend: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Somewhat Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

In explaining this result, it can be stated that Table 11, indicated a very high level of positive resilience in terms of social resources with a composite mean of 4.67 and the respondents strongly agree on all the indicators about having family and friends connections. It explained that the highest indicator is having friends/family members who encourage them ($\bar{x}=4.73$, $SD=.49$). The lowest perceived indicator is being able to discuss personal issues with friends/family members ($\bar{x}=4.60$, $SD=.60$).

This implies that in social interdependence theory, frequent cooperative activities with coworkers may lead to more support giving and receiving at work. According to the research findings, colleague support serves as a resource for teachers and has a positive impact on their performance. However, the relationship between teachers' perceived stress, goal-oriented cooperation with colleagues, and mutual support has received little attention (Wolga, Fischer, 2017).

Table 12. Level of Family Cohesion of Teachers

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal...				
3.1 I have strong connections in my family.	4.73	0.50	Strongly Agree	Very High
3.2 my family is honest with each other.	4.64	0.57	Strongly Agree	Very High
3.3 my family enjoys finding a chance to have common activity.	4.65	0.56	Strongly Agree	Very High
3.4 my family agrees on important affairs in life.	4.66	0.53	Strongly Agree	Very High
3.5 I enjoy being with family.	4.78	0.44	Strongly Agree	Very High
3.6 my family is optimistic in difficult situations.	4.67	0.52	Strongly Agree	Very High
Composite Mean	4.69	0.52	Strongly Agree	Very High

Legend: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Somewhat Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

As observed in Table 12, the respondents strongly agree that family cohesion corresponds to a very high level of family connection in this new normal. It was observed that the highest indicator is enjoying being with family ($\bar{x}=4.78$, $SD=.44$). The lowest perceived indicator is their family being honest with each other ($\bar{x}=4.64$, $SD=.57$).

Unfortunately, according to recent research, the top stressors faced by parents and caregivers during COVID-19 include work, the well-being of their children, and the well-being of family and friends

outside their household (Waite and Creswell, 2020). Concerningly, two-thirds of parents report that they are unable to balance work and their child's well-being, (Waite and Creswell, 2020).

Table 13. Level of Personal Competency of Teachers

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal...				
4.1 I believe in my abilities.	4.65	0.51	Strongly Agree	Very High
4.2 I can solve my problems.	4.66	0.52	Strongly Agree	Very High
4.3 I know I will succeed if I continue.	4.71	0.48	Strongly Agree	Very High
4.4 I know how to get to my aims	4.66	0.53	Strongly Agree	Very High
4.5 I believe in my ability.	4.63	0.54	Strongly Agree	Very High
4.6 I always find a way to solve problems regardless of what happens.	4.64	0.53	Strongly Agree	Very High
4.7 a good future awaits me.	4.71	0.49	Strongly Agree	Very High
4.8 I trust my judgments and decisions.	4.61	0.55	Strongly Agree	Very High
4.9 I know there is a better future in difficult situations.	4.71	0.49	Strongly Agree	Very High
4.10 I have realistic plans for the future.	4.69	0.50	Strongly Agree	Very High
Composite Mean	4.67	0.52	Strongly Agree	Very High

Legend: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Somewhat Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

The illustration shows that Table 13, indicated a very high level of personal competency and the respondents strongly agree on all the indicators of having their way of being resilient in the new normal with a composite mean of 4.67. It illustrated that the highest indicators are knowing they will succeed if they continue ($\bar{x}=4.71, SD=.48$), knowing there is a better future in difficult situations ($\bar{x}=4.71, SD=.49$), and knowing a good future awaits them ($\bar{x}=4.71, SD=.49$). The lowest perceived indicator is trusting their judgments and decisions ($\bar{x}=4.61, SD=.55$).

This implies that the influences of the personal, relational, and organizational settings in which they worked influenced their potential to be resilient. The findings have implications for pre-service and in-service professional development, school leadership, and teacher retention, (Gu and Day 2013).

Table 14. Level of Structured Style of Teachers

Indicative Statement	Mean	SD	Interpretation	Level
In the new normal...				
5.1 I prefer to have plans for my activities.	4.66	0.51	Strongly Agree	Very High
5.2 I maintain daily rules even in difficult situations.	4.57	0.57	Strongly Agree	Very High
5.3 when I have a goal, I do my best to attain it.	4.68	0.49	Strongly Agree	Very High
5.4 I have regular rules that make my daily life easier.	4.62	0.52	Strongly Agree	Very High
Composite Mean	4.63	0.53	Strongly Agree	Very High

Legend: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Somewhat Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 14 indicates the teachers strongly agree corresponds to a very high level of positive resilience in all of the indicators of structured style with a composite mean of 4.63. This indicated that the highest indicator is when having a goal, they do their best to attain it ($\bar{x}=4.68, SD=.49$). The lowest perceived indicator is maintaining daily rules even in difficult situations ($\bar{x}=4.57, SD=.57$).

This implies that making goals known is not enough to facilitate commitment; they should also be made known to someone perceived to have higher status, Klein, Lount, and Park (2020). A teacher candidate who shows perseverance, takes the initiative to overcome obstacles, and seeks out opportunities may make a significant contribution to the school, increasing student achievement and school success, Patterson, Janice H.; Collins, Lucrecia; Abbott, Gypsy (2004).

Table 15. Correlation Matrix of Managerial Competencies and Positive Resilience

Managerial Competencies	Positive Resilience				
	Social Competency	Social Resource	Family Cohesion	Personal Competency	Structured Style
Strategic Thinking and Innovation	0.499**	0.496**	0.436**	0.475**	0.463**
Instructional Leadership Competency	0.531**	0.515**	0.465**	0.510**	0.512**
Personal Excellence Competency	0.541**	0.517**	0.497**	0.523**	0.518**
Stakeholders' Engagement	0.513**	0.521**	0.472**	0.529**	0.519**
Managerial Leadership	0.549**	0.585**	0.517**	0.586**	0.543**

** Correlation is significant at the 0.01 level (2-tailed).

The result establishes the fact that in Table 15, all coefficients between constructs of the two variables are highly significant ($p < .01$). It showed that the strength of all correlations is moderate. The result of the correlation analysis suggests that there is a significant positive linear relationship between each construct of perceived managerial competencies of school heads and each construct of positive resilience.

This implies that resilience can vary based on the context and content of one's response to various stressors (Zolkoski & Bullock, 2012), stressing the process of overcoming the negative effects of risk exposure, dealing well with traumatic experiences, and avoiding the bad trajectories associated with risk. In addition, they saw resilience as a learned process that develops over time and involves the creation of protective elements in response to adversity.

Hence, when comparing the realities of public and private organizations, the need to adapt to the context becomes even more apparent, as the presence of complex and often ambiguous public sector objectives may necessitate a differentiated logic of action from their managers (Esther, 2011).

CONCLUSION

Based on the statistical findings, all of the constructs of the school showed a significant relationship with the managerial competencies of the school heads and the positive resilience of the teachers at 0.01 level. This implies that the higher the level of managerial competencies of the school heads, the higher their positive resilience, or vice versa. Human Resource Training and Development (HRTD) specialists may design and implement various training programs for school principals aligned with the Philippine Professional Standards for School Heads (PPSSH) to improve their resilience management, allowing them to be more effective school leaders.

Furthermore, the positive resilience of public elementary school teachers in the four City Schools Divisions in Laguna was affected by the five (5) competencies of positive resilience namely social competency, social resource, family cohesion, personal competency, and structured style. This further suggested that with every increase in the above-mentioned managerial competencies of the school heads and the positive resilience of the teachers, their work performance also increases.

When comparing the realities of public and private organizations, the need to adapt to the context becomes even clearer, as the presence of complex and frequently ambiguous public sector objectives may necessitate a differentiated logic of action from their managers (Esther, 2011).

LIMITATIONS & FURTHER RESEARCH

The limitation of the study included the teachers from Laguna City Divisions' Public Elementary Schools such as Binan City, Cabuyao City, Calamba City, and Santa Rosa City, Philippines.

As can be seen in the findings and conclusions of the study, the researcher can recommend

that future researchers may look into other factors that can boost a person's resilience to become more effective in coping with problems and improving well-being and offer insights for policies and interventions aimed at caring for people's psychological well-being during a pandemic.

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