

The Leadership Skills and the Resiliency of the School Heads in the Public Elementary Schools in Paracale District, Division of Camarines Norte

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ARTICLE INFORMATION	ABSTRACT
<p>Article history: Published: March 2026</p>	<p>This study examined the leadership skills and resiliency of school heads in public elementary schools in Paracale District, Division of Camarines Norte during School Year 2024–2025. Grounded in the framework of shared governance and instructional leadership under Republic Act No. 9155 and the Department of Education’s MATATAG Agenda, the research investigated seven domains of leadership skills: communication skills, decision-making and problem-solving, emotional intelligence, delegation and empowerment, conflict resolution, visionary leadership and strategic planning, and team building and collaboration. It likewise assessed resiliency across five dimensions: control, ownership, reach, endurance, and self-efficacy. The study employed a descriptive–evaluative–correlational research design. Purposive sampling was used in selecting the locale, while total enumeration included twenty-one (21) school heads and two hundred nineteen (219) teachers as respondents. Data were analyzed using weighted mean, rank order, and Kendall’s Coefficient of Concordance (W) with corresponding chi-square tests at the 0.05 level of significance. Findings revealed that leadership skills of school heads were Very Much Evident across all domains, with Team Building and Collaboration (M = 4.82) and Visionary Leadership and Strategic Planning (M = 4.79) ranking highest. Decision-Making and Problem-Solving (M = 4.71), Delegation and Empowerment (M = 4.77), Conflict Resolution (M = 4.77), Communication Skills (M = 4.65), and Emotional Intelligence (M = 4.63) were likewise rated Very Much Evident. Significant agreement on the rank orders of leadership skills was observed ($p < 0.05$). Similarly, resiliency dimensions were rated Very Much Evident, with Control (M = 4.80) ranking highest, followed by Ownership (M = 4.77), Reach (M = 4.76), Endurance (M = 4.74), and Self-Efficacy. Significant agreement on resiliency rank orders was also established ($p < 0.05$). The results affirm that strong leadership competencies and high resiliency are integral to effective school management and organizational stability. The study underscores the importance of sustained leadership development programs, emotional intelligence training, and resilience-building initiatives to strengthen school governance and improve educational outcomes in public elementary schools.</p>
<p>Keywords: Leadership Skills Resiliency School Heads</p>	

1. Introduction

Leadership remains one of the most critical determinants of school effectiveness, particularly in public elementary schools where administrative demands intersect with instructional responsibilities and community expectations. School heads serve as instructional leaders, organizational managers, and policy implementers, balancing accountability requirements with the need to cultivate a positive learning environment. In contemporary educational settings characterized by rapid policy reforms, resource constraints, and evolving learner needs, leadership competence alone is insufficient; it must be complemented by resiliency—the capacity to adapt, persevere, and remain effective amid challenges and uncertainty.

In the Philippine educational context, the role of school heads is framed by constitutional and legislative mandates that emphasize quality, inclusive, and accessible education. Article XIV of the 1987 Philippine Constitution underscores the State’s responsibility to promote and protect the right of citizens to quality education. Republic Act No. 9155, the Governance of Basic Education Act of 2001, institutionalized shared governance and decentralized school management, assigning school heads greater authority and accountability in instructional supervision and resource management. More recently, the Department of Education’s MATATAG Agenda reinforced the call for proactive leadership, teacher empowerment, and strengthened learning conditions. These reforms situate school heads at the center of systemic improvement efforts, requiring them to exercise visionary leadership while sustaining operational stability.

Leadership skills such as effective communication, data-driven decision-making, emotional intelligence, delegation, conflict resolution, strategic planning, and team building are widely recognized as essential competencies in educational administration. These skills enable school heads to foster collaboration, build trust, resolve disputes, and align school programs with national educational goals. However, the exercise of these competencies occurs within complex environments marked by organizational

pressures, policy transitions, and stakeholder demands. In such contexts, resiliency becomes equally vital. Resilient leaders demonstrate control in stressful situations, take ownership of decisions, sustain endurance during prolonged challenges, extend positive influence across the organization, and maintain strong self-efficacy. The interplay between leadership skills and resiliency therefore forms a crucial foundation for effective school governance.

Despite the recognized importance of these constructs, limited empirical research has examined the extent of leadership skills and resiliency among school heads at the district level, particularly within public elementary schools in Paracale District, Division of Camarines Norte. Understanding how these competencies are manifested and perceived by teachers provides valuable insights into school management effectiveness and organizational climate. Accordingly, this study investigated the extent of leadership skills across seven domains and resiliency across five dimensions, and determined the level of agreement among respondents regarding these attributes. By generating empirical evidence on leadership and resiliency practices, the study contributes to leadership development discourse and offers policy-relevant insights for strengthening instructional leadership and administrative resilience in public elementary education.

2. Methodology

This study utilized a descriptive–evaluative–correlational research design to examine the leadership skills and resiliency of school heads in public elementary schools in Paracale District, Division of Camarines Norte during School Year 2024–2025. The descriptive component was employed to determine the extent to which leadership skills and resiliency were manifested across identified domains. The evaluative aspect interpreted the magnitude of these attributes using standardized scale descriptors, while the correlational dimension tested the degree of agreement among respondents on the rank orders of the variables through Kendall’s Coefficient of Concordance (W). The level of significance for hypothesis testing was set at 0.05.

The study was conducted in Paracale District, a municipality within the Division of Camarines Norte composed of small, medium, and big public elementary schools. The district operates under the decentralized framework of school governance mandated by Republic Act No. 9155, where school heads are entrusted with instructional leadership and administrative supervision responsibilities. The selection of the locale was purposive, as it provided a diverse representation of school contexts and organizational structures, enabling a comprehensive assessment of leadership practices and resiliency across varying school classifications.

The respondents of the study consisted of twenty-one (21) school heads and two hundred nineteen (219) teachers from the public elementary schools within the district. A total enumeration sampling technique was employed to ensure complete representation of the population under investigation. School heads were the primary focus of the study, while teachers provided perceptual evaluations of the leadership skills and resiliency of their respective administrators. This dual perspective enhanced the reliability and objectivity of the findings by incorporating both leadership self-context and stakeholder assessment.

Data were gathered using a structured questionnaire developed in accordance with the objectives of the study and supported by related literature on educational leadership and resiliency. The instrument measured leadership skills across seven domains: communication skills; decision-making and problem-solving; emotional intelligence; delegation and empowerment; conflict resolution; visionary leadership and strategic planning; and team building and collaboration. It likewise assessed resiliency across five dimensions: control, ownership, reach, endurance, and self-efficacy. Responses were measured using a five-point Likert scale ranging from “Not at All Evident” to “Very Much Evident.” The instrument underwent content validation to ensure clarity, coherence, and alignment with the conceptual framework of the study.

Prior to data collection, permission was secured from the Schools Division Office and concerned school authorities. The researcher personally administered the questionnaires to ensure proper orientation of respondents and to maintain consistency in the data-gathering process. Ethical standards were strictly observed, including voluntary participation, confidentiality of responses, and secure handling of data. Retrieved questionnaires were checked for completeness, organized systematically, and prepared for statistical analysis.

The statistical treatment of data included the use of frequency count and percentage to describe respondent distribution, weighted mean to determine the extent of leadership skills and resiliency, and rank order to establish the relative standing of domains and indicators. To test the significance of agreement on rank orders among respondents, Kendall’s Coefficient of Concordance (W) and its corresponding chi-square test were computed. Decisions regarding the acceptance or rejection of the null hypotheses were based on the 0.05 level of significance.

3. Results and Discussions

3.1 Extent of the Leadership Skills of School Heads

Table 1: Summary of the Extent of Leadership Skills of School Heads

Leadership Domain	Weighted Mean	Interpretation	Rank
Team Building and Collaboration	4.82	Very Much Evident	1
Visionary Leadership and Strategic Planning	4.79	Very Much Evident	2
Delegation and Empowerment	4.77	Very Much Evident	3.5
Conflict Resolution	4.77	Very Much Evident	3.5
Decision-Making and Problem-Solving	4.71	Very Much Evident	5
Communication Skills	4.65	Very Much Evident	6
Emotional Intelligence	4.63	Very Much Evident	7
Overall Mean	4.73	Very Much Evident	

As reflected in Table 1, the overall leadership skills of school heads were rated Very Much Evident (M = 4.73), indicating a consistently high manifestation of leadership competencies across domains. Team Building and Collaboration ranked highest (M = 4.82), suggesting that school heads strongly promote shared governance, mutual respect, and collective responsibility among faculty members. Visionary Leadership and Strategic Planning (M = 4.79) likewise obtained a high rating, demonstrating that school heads align school goals with national education policies and implement structured plans toward long-term improvement. Delegation and Empowerment (M = 4.77) and Conflict Resolution (M = 4.77) further reinforce the presence of participatory leadership and harmonious organizational climate. These findings imply that school heads not only distribute responsibilities effectively but also manage disputes constructively, thereby sustaining operational efficiency. Decision-Making and Problem-Solving (M = 4.71) highlights data-driven and inclusive administrative practices, while Communication Skills (M = 4.65) and Emotional Intelligence (M = 4.63), although slightly lower in rank, remain highly evident. The comparatively lower mean in Emotional Intelligence suggests that while empathy and emotional regulation are present, there may be opportunities for further strengthening relational leadership capacities.

3.2 Test of Significant Agreement on Leadership Skills

Table 2: Kendall’s Coefficient of Concordance (W) on Leadership Skills

Leadership Domain	Kendall’s W	χ^2 Value	p-value	Decision
Communication Skills	0.94	22.56	<0.005	Significant
Decision-Making and Problem-Solving	0.92	27.60	<0.005	Significant
Emotional Intelligence	0.97	26.19	<0.005	Significant
Delegation and Empowerment	0.96	25.92	<0.005	Significant
Conflict Resolution	0.99	29.70	<0.001	Significant
Visionary Leadership and Strategic Planning	0.97	29.10	<0.001	Significant
Team Building and Collaboration	0.91	24.57	<0.005	Significant

The computed Kendall’s W values indicate a high level of agreement among respondents regarding the rank orders of leadership domains. All p-values were less than 0.05, leading to the rejection of the null hypothesis. This significant agreement demonstrates consistency in perceptions across school classifications. The highest concordance was observed in Conflict Resolution (W = 0.99), indicating near-unanimous agreement on its prominence and effectiveness. The strong concordance across domains reflects a cohesive leadership culture within the district and validates the reliability of the findings.

3.3 Extent of the Resiliency of School Heads

Table 3: Summary of the Extent of Resiliency of School Heads

Resiliency Dimension	Weighted Mean	Interpretation	Rank
Control	4.80	Very Much Evident	1
Ownership	4.77	Very Much Evident	2
Reach	4.76	Very Much Evident	3
Endurance	4.74	Very Much Evident	4
Self-Efficacy	4.72	Very Much Evident	5
Overall Mean	4.76	Very Much Evident	

Table 3 reveals that resiliency among school heads was likewise Very Much Evident (M = 4.76). Control ranked highest (M = 4.80), indicating that school heads remain composed and solution-oriented during crises and stressful situations. Ownership (M = 4.77) reflects accountability and proactive leadership, where administrators accept responsibility for decisions and outcomes. Reach (M = 4.76) suggests that school heads effectively extend their positive influence across stakeholders, fostering adaptive coping mechanisms within the school community.

Endurance (M = 4.74) demonstrates perseverance in sustaining long-term school goals despite challenges, while Self-Efficacy (M = 4.72) highlights strong confidence in their capacity to overcome difficulties. The consistently high ratings across dimensions confirm that resiliency complements leadership skills in strengthening school governance and organizational stability.

3.4 Test of Significant Agreement on Resiliency

Table 4: Kendall’s Coefficient of Concordance (W) on Resiliency

Resiliency Dimension	Kendall’s W	χ^2 Value	p-value	Decision
Control	0.95	Significant	<0.05	Significant
Ownership	0.96	Significant	<0.05	Significant
Reach	0.94	Significant	<0.05	Significant
Endurance	0.92	Significant	<0.05	Significant
Self-Efficacy	0.93	Significant	<0.05	Significant

The results reveal statistically significant agreement in the rank orders of resiliency dimensions across respondents. The high concordance coefficients indicate shared perceptions regarding the strong manifestation of resiliency among school heads. This consistency further strengthens the validity of the findings and confirms that resiliency is uniformly evident across different school contexts.

The results affirm that school heads in Paracale District exhibit a robust combination of leadership competence and resiliency. The dominance of Team Building, Strategic Vision, and Control suggests a leadership culture grounded in collaboration, forward-thinking, and emotional steadiness. The statistically significant agreement across domains indicates that these competencies are consistently recognized by teachers, reinforcing organizational trust and shared governance.

The interplay between leadership skills and resiliency highlights the multidimensional nature of effective school administration. Leadership competencies enable strategic direction and operational efficiency, while resiliency sustains performance amid uncertainty and pressure. Together, these attributes form a strong foundation for instructional leadership, organizational stability, and educational quality improvement.

The findings contribute to leadership discourse by demonstrating that effective school governance is not solely a function of technical competence but also of psychological endurance and adaptive capacity. Sustaining these strengths requires ongoing professional development, structured mentoring, and policy support mechanisms that reinforce both skill enhancement and resilience-building in educational leadership.

4. Conclusions and Implications

4.1 Conclusions

The findings of this study establish that the leadership skills of school heads in public elementary schools in Paracale District are manifested at a very high level across all examined domains. Team Building and Collaboration, Visionary Leadership and Strategic Planning, Delegation and Empowerment, and Conflict Resolution emerged as the most prominent competencies, indicating that school heads actively foster participatory leadership, strategic direction, and harmonious working relationships. Communication Skills, Decision-Making and Problem-Solving, and Emotional Intelligence, while slightly lower in comparative ranking, were likewise rated Very Much Evident. These results affirm that school heads demonstrate a comprehensive leadership profile that aligns with contemporary expectations of instructional and administrative leadership within decentralized school governance.

The study further concludes that there is significant agreement among respondents regarding the rank orders of leadership skills, suggesting consistency in perceptions across different school classifications. The strong concordance coefficients reinforce the credibility of the findings and indicate that leadership practices are uniformly recognized by teachers within the district. This consistency reflects a cohesive leadership culture characterized by collaboration, accountability, and strategic orientation.

In terms of resiliency, the results reveal that school heads exhibit a very high degree of adaptive capacity across all dimensions—Control, Ownership, Reach, Endurance, and Self-Efficacy. Control ranked highest, indicating that school heads remain composed and solution-focused during challenging situations. Ownership and Reach further demonstrate accountability and the ability to positively influence others during adversity. The presence of significant agreement on resiliency dimensions underscores that resilience is not an isolated trait but a consistently observed leadership characteristic within the district.

Overall, the study concludes that effective school leadership in Paracale District is characterized by the integration of strong managerial competencies and high resiliency. Leadership skills provide the strategic and operational framework for school governance, while resiliency sustains performance under pressure and uncertainty. The interplay of these attributes strengthens school stability, enhances organizational climate, and supports the broader goal of delivering quality education in public elementary schools.

4.2 Implications

The findings of this study have important implications for educational leadership development and policy formulation. First, the consistently high ratings across leadership domains suggest that current leadership practices within the district are aligned with national governance reforms under Republic Act No. 9155 and School-Based Management principles. However, sustained excellence requires continuous professional development. The Department of Education may institutionalize leadership enhancement programs that further strengthen emotional intelligence, inclusive decision-making, and advanced conflict management skills, particularly in areas that ranked comparatively lower.

Second, the strong manifestation of resiliency among school heads highlights the importance of resilience-building initiatives in leadership training frameworks. Capacity-building programs may integrate modules on stress management, adaptive leadership, crisis response planning, and self-efficacy development to ensure that school leaders remain effective amid systemic and organizational challenges. Embedding resiliency training within professional standards can reinforce psychological readiness alongside administrative competence.

Third, the significant agreement across leadership and resiliency domains implies a stable leadership culture within the district, yet contextual changes such as policy reforms, technological integration, and community demands may introduce new pressures. Educational administrators and policymakers may therefore design structured mentoring systems and peer-support networks that sustain collaborative learning among school heads. Such initiatives can institutionalize reflective leadership practices and promote knowledge-sharing across schools.

Finally, the study underscores the broader policy implication that leadership effectiveness is multidimensional, requiring both technical expertise and adaptive capacity. Policymakers may consider incorporating comprehensive leadership competency and resiliency indicators into performance appraisal systems and leadership succession planning. Future research may further explore the relationship between leadership skills, resiliency, and measurable school performance outcomes, thereby strengthening evidence-based educational management practices.

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