

The Mediating Effect of Leader Resilience Profile on the Relationship Between Ethical Climate and Leadership Competence of School Heads: An Explanatory Sequential Design

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ABSTRACT

The leadership competence of school heads is among the essential elements that determine the success and effectiveness of schools. The research design chosen for the study was the explanatory sequential design utilizing a survey questionnaire, IDI, and FGD as the mode of gathering data. It aimed to determine the mediating effect of leader resilience profile on the relationship between ethical climate and leadership competence of school heads, in the Division of Davao Oriental. The participants were the teachers from the public elementary and secondary schools in the Division of Davao Oriental, Philippines. The participants in the study were long-term educators with over three years of experience who willingly took part in both the quantitative and qualitative aspects of the research, including in-depth interviews and focus group discussions. The research employed various statistical methods, such as mean, standard deviation, Pearson product-moment correlation coefficient, multiple regression, and the Sobel test. The quantitative phase results revealed a very high status in ethical climate, leader resilience profile, and leadership competence of school heads. Data also showed a significant relationship between the ethical climate and leadership competence, leader resilience profile and leadership competence, and ethical climate and leader resilience profile. The mediating effect of the leader resilience profile between the relationship of school heads' ethical climate and leadership competence showed a partial but significant mediation. On the other hand, the participants' standpoints on the salient findings of the study identified four themes with the corresponding nature of data integration: holistic ethical leadership, morally aligned persevering leadership, enduring adaptive leadership and adaptability, and ethical leadership interplay are all connecting-validating nature of integration.

Keywords: Education, educational leadership, ethical climate, leader resilience profile, leadership competence, school heads, explanatory sequential design, Philippines

Introduction

The leadership competence of school heads is one of the most important elements that determine the success and effectiveness of schools. Competent school heads foster high levels of trust, engagement, and productivity, while incompetent school heads are the main reason for teachers' low performance and engagement (Premuzic, 2020). The incompetence of school heads can seriously affect the morale of staff and teachers and can even cause the organization's bottom line to plummet (Towler, 2020). Leadership incompetence leads to poor workforce retention and demotivates the remaining workforce, causing a decline in their productivity (LaMarco, 2019). Studies show that leadership incompetence results in a decline in job satisfaction, an increase in psychological stress (Erickson et al., 2015; Schyns & Schilling, 2015), leads to a toxic organizational culture, an increase in unethical behavior, and abusive supervision that lowers organizational commitment (Erickson et al., 2015; Wan, 2011; Tepper, 2000; Mackey et al., 2017).

A study conducted among school principals in the United States (Solomon & Steyn, 2017) and a study involving five Finnish organizations (Kangas, 2020) found that one crucial factor influencing the quality of the relationship between leaders and subordinates is the leader's perceived competence. Competent school principals have a significant impact on various aspects of their schools, including the overall climate and culture, teacher well-being and retention, and the academic success of students (Mahfouz et al., 2019). Wise (2015) reported that in the United States, 10,000 public school principals face unprecedented challenges in education, such as increasing pressures on student achievement, the overwhelming effects of poverty, community breakdowns, financial resource shortages, and a myriad of other issues. The combination of these challenges negatively affects their role as principals.

According to SEAMEO INNOTECH (2014), principal competencies play a central role in influencing school performance, encompassing strategic thinking and innovation, instructional leadership, personal excellence, and stakeholder engagement. The perceived competence of a leader by subordinates is a significant factor affecting the quality of the leader-subordinate relationship. For instance, a study by the Society of Human Resource Management revealed that over 20 percent of employees resigned from their jobs because they perceived their leaders as incompetent (Weinstein, 2007).

In recent years, several studies have focused on assessing the competence of leaders in organizations and examining its impact on the productivity of subordinates (Bechtel, 2010; Skatbaline, 2017; Giles, 2016; Kin & Kareem, 2019). Furthermore, research has established a notable relationship between ethical climate and leadership competence (Allensworth et al., 2014; Murphy & Torres, 2014; Eranil & Ozbilen, 2017; Clayton & Goodwin, 2015), ethical climate and resilience strategies (Brown & Treviño, 2006; Zehir, 2016; Southwick et al., 2017), and resilience strategies and leadership competence (Blair, 2002; Hoffman, 2004; Tobin, 2014).

Several initiatives conducted on the leadership competence of school principals were contextualized abroad (McEwan, 2015; Hallinger & Leithwood, 1996; Chapman, 2002; Glewwe & Muralidharan, 2016). Only limited research conducted is contextualized in the Philippine setting, specifically in the Caraga Region (Lozada, 2020), and Ormoc City Division (Wenceslao et al., 2018), to gauge school heads' leadership effectiveness and competence. However, there are no studies specifically contextualized in Davao Oriental. Hence, the gaps mentioned above are what the researcher aimed to explore in this study. The results of this explanatory sequential study on the mediating effect of leader resilience profile on the relationship between ethical climate and leadership competence will serve as additional evidence for the limited literature concerning the area of study. This can also be used by school heads as one of the appropriate sources of literature on leadership competence that will help maximize teachers' potential. Also, this study could assist schools in providing a work environment where leadership competence is manifested by school heads and administrators to further improve and maximize the work performance of teachers.

Methodology

Research Design

This study employed a mixed-methods research approach, specifically an explanatory sequential design (Creswell, 2013). Mixed methods involve integrating quantitative and qualitative data within a single investigation. The explanatory sequential design began with a quantitative phase, collecting data through a survey questionnaire administered to 300 teachers. This phase used a descriptive correlational approach to address issues related to the ethical climate, leader resilience profile, and leadership competence of school heads (Gregory & Huisman, 2002). Statistical tools were then applied to analyze the numerical data obtained. The qualitative phase employed a phenomenological approach (Creswell, 2013), aiming to understand teachers' perspectives on school heads' leadership competence. Information was gathered through in-depth interviews and focus group discussions, and a thematic analysis was employed. The results were then utilized to elucidate and interpret the quantitative findings. This approach was chosen to facilitate a thorough exploration of the research questions by leveraging the advantages of both quantitative and qualitative methods, as advocated by Creswell (2013).

Research Environment

The study was conducted in the public elementary and secondary schools within the Division of Davao Oriental, situated in the southern part of Mindanao. Davao Oriental is one of the provinces in the Davao Region, comprising ten municipalities and the City of Mati. The Division of Davao Oriental encompasses 17 public school districts, including Boston, Cateel 1, Cateel 2, Baganga North, Baganga South, Caraga North, Caraga South, Manay North, Manay South, Tarragona, Lupon East, Lupon West, San Isidro North, San Isidro South, Governor Generoso North, Governor Generoso South, and Banaybanay. The province is bordered by Surigao del Sur to the north, Davao de Oro to the west, the Pacific Ocean to the east, and Davao de Oro and Davao Gulf to the south. The researcher chose to conduct the study in Davao Oriental due to their current affiliation with one of the public elementary schools in the division. This connection allowed the researcher to gain authentic perspectives from teachers, contributing meaningful insights into the mediating effect of leader resilience profiles on the relationship between ethical climate and leadership competence among public school heads in their community. This approach aimed to provide valuable contributions to the understanding of the dynamics within the education system in Davao Oriental.

Research Participants

The quantitative phase involved 300 teachers randomly selected from public elementary and secondary schools in the Division of Davao Oriental, aligning with Bujang et al.'s (2017) recommendation of a minimum sample size of 300 or more for survey approximations. Random sampling was employed for participant selection. Inclusion criteria specified full-time teachers with a minimum of three years of teaching experience in public elementary and secondary schools, voluntarily signing informed consent forms, and responding to the online survey questionnaire through Google Forms. Teacher ranks or positions were not considered, focusing solely on the nature of the research questions. For the qualitative phase, participants were purposively selected from the quantitative phase for in-depth interviews (IDI) and focus group discussions (FGD). Crouch and McKenzie (2006) recommended seven to eight participants for FGD, and due to the desire for more in-depth insights, 10 participants were selected for IDI, ensuring intense sharing of experiences. In total, 17 public elementary and secondary school teachers were invited based on the inclusion criteria of currently teaching in the public school for at least three years. This approach aimed to provide a comprehensive understanding of the investigated topic through the perspectives of experienced teachers.

Research Instruments

For the quantitative strand, standardized questionnaires were adopted to collect responses from the 300 randomly selected teachers in the Division of Davao Oriental. The Ethical Climate Questionnaire (ECQ) by Grobler (2016) was employed to analyze ethical climate typology, with a Cronbach's coefficient alpha of 0.80. The Leader Resilience Profile (LRP) questionnaire, initially developed by Patterson et al. (2007), assessed the resilience strengths of school heads, and its reliability was confirmed with a Cronbach Alpha of 0.973 after modifying the Likert scale. The School Head Competency questionnaire, adopted from the 2014 SEAMEO INNOTECH's Levels of Competency for School Heads, had a Cronbach alpha of 0.92. In the qualitative strand, in-depth interviews (IDI) and focus group discussions (FGD) were conducted with 17 public elementary and secondary school teachers. A researcher-made interview guide, validated by experts, was used to explore participants' perspectives on the mediating effect of school heads' resilience profiles on ethical climate and leadership competence. These interviews aimed to capture how experiences shaped teachers' beliefs, attitudes, and commitment. The qualitative approach allowed for a deeper understanding of the topic and experts' feedback was integrated into the final version of the interview guide (Helfferich, 2009).

Data Gathering Procedures

To facilitate the collection of quantitative data, the researcher obtained approval from the UIC-Graduate School Dean and received ethical clearance from the University of the Immaculate Conception Research Ethics Committee (UIC-REC). The researcher sought endorsement from the UIC Graduate School Dean to the Regional Director, who granted permission for the study in Region XI. Following this, the researcher sought permission from the School Division Superintendent of Davao Oriental and school principals to conduct data collection in elementary and secondary schools. Due to the COVID-19 pandemic, the online survey was conducted using Google Forms. Before sending out the survey questionnaires via email and messenger, the researcher obtained filled-up and signed consent forms from the respondents. Clear instructions were provided for completing the online survey tool, emphasizing the study's purpose and ensuring participant confidentiality. To protect participant anonymity, no personal information or email addresses were required in the Google Form. The researcher collected questionnaires with substantial data and securely stored them.

For qualitative data collection, in-depth interviews (IDI) and focus group discussions (FGD) were conducted online using Google Meet and Messenger. Participants who returned signed Informed Consent Forms through email and messenger were scheduled for IDI and FGD sessions. The researcher coordinated convenient time schedules for participants and used a validated open-ended questionnaire for sessions lasting 30 to 40 minutes. The IDI and FGD sessions were recorded, and the researcher maintained a non-threatening approach, building rapport with participants. In the case of FGD, participants were informed in advance about the use of cameras during the session, and the facilitator (researcher) stimulated discussion using carefully prepared and validated guide statements. The entire FGD session was recorded with the participants' consent.

Data Analysis

In the quantitative phase of this study, various statistical tools were employed for analysis, including mean, standard deviation, Pearson *r*, Sobel test, and multiple regression analysis. Mean and standard deviation were used to determine the status and dispersion of leader resilience profile, ethical climate, and leadership competence of school heads in the Division of Davao Oriental. Pearson *r* assessed the strength of relationships between ethical climate and leadership competence, leader resilience profile and leadership competence, and ethical climate and leader resilience profile. Multiple regression analysis tested the influence of ethical climate and leader resilience profile on leadership competence. The Sobel test assessed the significance of the mediation effect of leader resilience profile on the relationship between ethical climate and leadership competence. For the qualitative strand, data analysis involved an ongoing process, following Creswell's (2017)

guidelines. The first cycle of coding organized the transcribed data from in-depth interviews (IDI) and focus group discussions (FGD). Data reduction was applied to eliminate unnecessary information while maintaining main points. Second cycle coding involved thematic analysis, identifying common themes and categorizing them according to the inquiry worldview and theoretical framework. Thematic analysis emphasized pinpointing, examining, and recording patterns or themes within the data. Sequence, emphasis, and mixing procedures were considered in this study. Quantitative data were given more emphasis, with qualitative data serving as a follow-up to explain and complement quantitative results. The mixing procedure involved comparing and cross-validating quantitative and qualitative data. The mixed methods approach allowed for a comprehensive understanding of the effectiveness of ethical climate on the leadership competence of school heads in the Division of Davao Oriental. The findings from both phases were compared and analyzed to determine the level of agreement or support between them.

Trustworthiness of the Study

In qualitative thematic content analysis, trustworthiness is crucial, assessed through criteria like credibility, transferability, dependability, and confirmability (Creswell, 2017). This ensures accurate representation of participants' data, enhancing study reliability and applicability. Credibility, similar to internal validity, was maintained through established methods, precise participant identification, and peer scrutiny. Transferability focused on applicability, providing detailed situations and methods for comparison. Dependability emphasized consistency, detailing research design and implementation for future replication. Confirmability safeguarded accuracy, validating information through participant review. Rigorous application of these criteria enhances the overall reliability and validity of qualitative thematic content analysis.

Ethical Considerations

The research adhered to ethical standards with UIC-REC protocol approval. Participants provided informed consent, ensuring autonomy, and understanding. Measures were taken to protect privacy, maintain confidentiality, and treat participants justly. The study's social value lies in guiding administrators to navigate ethical challenges. Transparency in communication and researcher qualifications were emphasized. Adequate facilities and community involvement were ensured, with permissions sought and respect for participants and stakeholders. These ethical considerations collectively uphold the integrity of the study, participant well-being, and responsible research conduct.

Results and Discussion

Status of Ethical Climate

Institutional Ethics/Ethical Work Environment

Table 1: Status of ethical climate in terms of institutional ethics

Statements	Mean	Standard Deviation	Description
1. Being the best for everyone is a major consideration.	4.65	0.60	Very High
2. Having concern for the good of all the people is the most important.	4.69	0.58	Very High
3. Having concern always for the best for the other person	4.42	0.83	Very High
4. Looking out for people and each other in this organization.	4.56	0.68	Very High
5. Expecting that he/she will always do what is right for the students and co-workers in this organization.	4.72	0.54	Very High
6. Doing the most efficient way is always the right way in this organization.	4.63	0.61	Very High
7. Expecting each person to work ethically and efficiently in this organization.	4.71	0.52	Very High
8. Complying with the law and professional standards over and above other considerations are expected of the people in this organization.	4.63	0.56	Very High
9. Considering the law or ethical code of profession is the major concern in this organization		0.57	Very High
10. Following strictly the legal or professional standards that are expected of the people in this organization	4.69	0.55	Very High
11. Following the law of the land is the first consideration in this organization	4.51	0.72	Very High
12. Following the organization's rules and procedures is very important.	4.70	0.53	Very High
13. Expecting everyone to stick to organizational rules and procedures.	4.59	0.59	Very High
14. Going by the book is the practices of the successful people in this organization.	4.11	0.93	High
15. Obeying strictly the organization's policies by the people in this organization	4.49	0.69	Very High
Category Mean	4.58	0.44	Very High

The category mean of this indicator is 4.58, described as very high (see Table 1). The table further reveals that the mean rating of the different items ranges from 4.11 to 4.72. The item, *going by the book is the practices of the successful people in this organization* has a mean rating of 4.11, described as high, while the item, *expecting that he/she will always do what is right for the students and co-workers in this organization* has a mean rating of 4.72, described as very high.

This result supports Kumar and Mishra's (2020) assertion that institutions should maintain an ethical profile to enhance integrity and establish a reputable image. It emphasizes the importance of ethical conduct in all aspects of operations, activities, and policy implementation. Letendre (2015) further emphasizes that institutional ethics focuses on employees' behavior based on organizational standards, aiming to prevent detrimental behavior and promote objectivity, trust, uprightness, and reverence.

Instrumental Ethics

This indicator has a category mean of 4.48 described as very high (see Table 2). The item *controlling the costs is the major responsibility of people in this organization* with a mean of 4.20 described as very high and *emphasizing that personal morals or ethics should be in line with the organization's ethical standard* with a mean of 4.65 described as very high. In this indicator the mean ranges from 4.20 to 4.65.

Table 2: Status of ethical climate in terms of instrumental ethics

Statements	Mean	Standard Deviation	Description
1. Being the best for everyone is a major consideration.	4.53	0.69	Very High
2. Having concern for the good of all the people is the most important.	4.59	0.61	Very High
3. Having concern always for the best for the other person	4.65	0.56	Very High
4. Looking out for people and each other in this organization.	4.58	0.59	Very High
5. Expecting that he/she will always do what is right for the students and co-workers in this organization.	4.51	0.63	Very High
6. Doing the most efficient way is always the right way in this organization.	4.30	0.85	Very High
7. Expecting each person to work ethically and efficiently in this organization.	4.20	0.87	Very High
Category Mean	4.48	0.52	Very High

This result supports Hanhimäki and Tirri's (2008) finding that principals, when also serving as teachers, integrate their moral character into their professional identity. Teachers' moral character guides interactions with students and instills hope for the future. Consequently, principals positively influence students by being role models, creating a confidential environment, supporting teacher development, prioritizing teaching improvement, setting high academic standards, and fostering teacher relations and cooperation (Balyer, 2013).

Personal Morality

The category mean of this indicator is 4.32 described as very high (see Table 3). The item *following their own personal and moral beliefs are expected to the people in this organization* has a mean of 4.22 described as very high and the item *guided by their ethics is the norms of people in this organization* with a mean of 4.40 described also as very high. In this indicator the mean ranges from 4.22 to 4.40.

Table 3: Status of ethical climate in terms of personal morality

Statements	Mean	Standard Deviation	Description
1. Following their own personal and moral beliefs is expected of the people in this organization.	4.22	0.88	Very High
2. Deciding for themselves what is right and wrong is given to each person in this organization	4.34	0.87	Very High
3. Concerning a person's sense of right and wrong is the most important in this organization.	4.33	0.85	Very High
4. Guiding by their ethics is the norm of people in this organization.	4.40	0.81	Very High
Category Mean	4.48	0.52	Very High

This discovery aligns with the assertion of Jackson et al. (2009) that the development of personal morality is crucial from a young age. Research indicates that individuals within a group are significantly less inclined to conform to the

group's attitudes, even if one person expresses a divergent opinion. This observation is particularly relevant for teachers, given their daily interactions with students, parents, and colleagues. The school serves as an institutional backdrop for teachers' ethical quandaries and interactive engagements, as emphasized by Hanhimäki and Tirri (2008).

Status of Leader Resilience Profile of School Heads

Thinking Skills

The category mean of this indicator is 4.48 described as very high (see Table 4). The item *paying attention to external forces that could limit what he/she would like to accomplish ideally* has a mean of 4.38 and is described as very high and the item *making a positive influence in the things happen* with a mean of 4.56 are described as very high. In this indicator the mean ranges from 4.38 to 4.56.

This result aligns with Ozmusul's (2017) idea that resilient school leaders focus on a shared vision to overcome obstacles. Resilient leaders think big, prioritize common goals, and view challenges as solvable problems. They avoid succumbing to emotional challenges and instead work through obstacles with determination. The Brain-based Learning Theory (2019) emphasizes the importance of focusing on problem-solving rather than dwelling on negative emotions. Additionally, Mason (2007) highlights that strong critical thinking skills are crucial for school leaders in navigating change by considering diverse perspectives within a broader context.

Table 4: Status of leader resilience profile of school heads in terms of thinking skills

Statements	Mean	Standard Deviation	Description
<i>Understanding Reality</i>			
1. Paying attention to external forces that could limit what he/she would like to accomplish ideally.	4.38	0.79	Very high
2. Gathering the necessary information from reliable sources about what is happening relative to the adversity.	4.50	0.72	Very high
3. Trying to find positive aspects of adversity to balance the negative aspects.	4.52	0.69	Very high
4. Accepting the reality that adversity is both inevitable and many times occurs unexpectedly.	4.50	0.65	Very high
5. Accepting the reality that adversity can disrupt my best-laid plans or current projects.	4.43	0.69	Very high
6. Demonstrating the overall strength of understanding current reality in my leadership role.	4.46	0.67	Very high
<i>Envisioning the Future Possibilities</i>			
7. Making a positive influence on things happen.	4.56	0.66	Very high
8. Trying to prevent current adverse circumstances from happening again.	4.51	0.60	Very high
9. Expecting that good things can come out of an adverse situation.	4.51	0.69	Very high
10. Focusing his/her energy on the opportunities to be found in a bad situation, without downplaying the importance of obstacles.	4.39	0.74	Very high
11. Maintaining a respectful sense of humor in the face of adverse circumstances.	4.49	0.72	Very high
12. Demonstrating an overall strength of optimism in his/her leadership role.	4.55	0.64	Very high
Category Mean	4.48	0.54	Very high

Capacity-Building Skills

The category mean of this indicator is 4.49 described as very high (see Table 5). The item *having an overall sense of competence in his/her leadership role* has a mean of 4.37 described as very high and the item *letting go emotionally of a goal that he/she is pursuing if it's causing him/her to sacrifice goals and values that are more important to him/her* with mean of 4.60 described also as very high. In this indicator, the mean ranges from 4.37 to 4.60. This result supports Patterson et al.'s (2009) finding that capacity-building skills are crucial for leadership resilience. Leadership resilience capacity is elastic and can be enhanced over time through four key strengths: personal values, personal efficacy, personal support base, and personal well-being. School leaders can expand their capacity by aligning actions with core values, demonstrating confidence and competence, seeking trusted individuals for support, and managing stress through healthy outlets (Patterson & Reed, 2008). Moreover, capacity building should be viewed systemically, encompassing individuals, organizations, institutions, and society (Di Pierro, 2020).

Table 5: Status of leader resilience profile of school heads in terms of capacity-building skills

Statements	Mean	Standard Deviation	Description
<i>Personal Values</i>			
1. Making value-driven decisions even in the face of strong opposing forces.	4.47	0.70	Very high
2. Relying on strongly held moral or ethical principles to guide him/her through adversity.	4.49	0.71	Very high
3. Clarifying privately or articulating publicly his/her core values.	4.42	0.65	Very high
4. Taking leadership actions consistent with what matters most among competing values.	4.48	0.72	Very high
5. Seeking feedback to see if his/her leadership actions match his/her values.	4.43	0.75	Very high
6. Demonstrating an overall strength of being value-driven in his/her leadership role.	4.49	0.67	Very high
<i>Personal Efficacy</i>			
7. Having an overall sense of competence in his/her leadership role.	4.60	0.61	Very high
8. Trying to offset any relative weakness he/she has in an area by turning to others who have strength in this area.	4.45	0.66	Very high
9. Believing that he/she can learn something from his/her adversity to help him/her be stronger in the future.	4.53	0.62	Very high
10. Taking a deliberate, step-by-step approach to overcome adversity.	4.48	0.66	Very high
11. Demonstrating the essential knowledge and skills to lead in tough times.	4.53	0.65	Very high
12. Maintaining a confident presence as a leader during adversity.	4.57	0.61	Very high
<i>Support Base</i>			
13. Reaching out to build trusting relationships with those who can provide support in tough times.	4.52	0.68	Very high
14. Trying to learn from the experiences of others who faced similar circumstances when adversity strikes.	4.48	0.66	Very high
15. Having a strong support base to help him/her through tough times in his/her leadership role.	4.53	0.63	Very high
16. Telling those he/she trusts about his/her doubts or fears related to adversity.	4.43	0.69	Very high
17. Seeking to learn from role models who have a strong track record of demonstrating resilience.	4.51	0.67	Very high
18. Sharing comfortably with his/her support base any small wins he/she achieves along the road to recovering from adversity.	4.46	0.66	Very high
<i>Emotional Well-being</i>			
19. Accepting emotionally those aspects of adversity that he/she can't influence positively.	4.41	0.72	Very high
20. Avoid acting until he/she has sufficiently gained control of his/her emotions when adversity strikes.	4.37	0.75	Very high
21. Letting go emotionally of a goal that he/she is pursuing, if it's causing him/her to sacrifice goals and values that are more important to him/her.	4.37	0.78	Very high
22. Demonstrating an understanding of his/her emotions during adversity and how these emotions affect his/her leadership performance.	4.43	0.74	Very high
23. Creating time for replenishing emotional energy.	4.41	0.70	Very high
24. Having the overall strength of emotional well-being in his/her leadership role.	4.47	0.66	Very high
<i>Spiritual Well-being</i>			
25. Drawing strength during adversity from his/her connections to a higher purpose in life or causes greater than him/herself.	4.55	0.63	Very high
26. Drawing strength from his/her sense of spirituality in the face of adversity.	4.57	0.64	Very high

27. Feeling a deep sense of spiritual gratitude for the opportunity to pursue a calling of leadership during adversity,	4.55	0.63	Very high
28. Finding sufficient time and space for renewing the spirit.	4.53	0.66	Very high
29. Possessing an overall strength of spiritual well-being in his/her leadership role.	4.53	0.66	Very high
30. Turning to personal reflection or introspection to steady him/herself during adversity.	4.51	0.67	Very high
<i>Physical Well-being</i>			
31. Managing his/her time so he/she can achieve rest and recovery.	4.56	0.60	Very high
32. Demonstrating the overall strength of physical well-being needed to effectively carry out his/her leadership role.	4.54	0.62	Very high
33. Finding healthy ways to channel his/her physical energy to relieve stress.	4.56	0.61	Very high
34. Letting adverse circumstances inevitably happen to disrupt his/her long-term focus on maintaining a healthy lifestyle.	4.53	0.61	Very high
35. Monitoring his/her health factors, then adjust my behavior accordingly.	4.47	0.69	Very high
36. Seeking the most current, research-based information about how to sustain healthy living in stressful times.	4.49	0.65	Very high
Category Mean	4.49	0.53	Very high

Action Skills

The category mean of this indicator is 4.49 described as very high (see Table 6). The items in this indicator such as *accepting personal accountability for his/her choice when he/she chooses to take no leadership action in the face of adversity* and *accepting personal responsibility for his/her leadership action* have a mean of 4.44 described as very high and item *demonstrating an overall strength of perseverance in his/her leadership role* has a mean of 4.58 and described also as very high. In this indicator, the mean ranges from 4.44 to 4.58.

Table 6: Status of leader resilience profile of school heads in terms of action skills

Statements	Mean	Standard Deviation	Description
<i>Perseverance</i>			
1. Letting adversity in one aspect of his/her life have a long-term impact on the resilience in other parts of his/her life.	4.51	0.65	Very high
2. Refusing persistently to give up in overcoming adversity unless it's clear all realistic strategies have been exhausted.	4.48	0.68	Very high
3. During adversity, he/she always sustains a steady, concentrated focus on the most important priorities until he/she achieves successful results.	4.57	0.59	Very high
4. Letting not disruptive forces and other distractions interfere with his/her focus on important goals and task	4.56	0.60	Very high
5. Demonstrating an overall strength of perseverance in his/her leadership role	4.58	0.64	Very high
6. Determining to be more persevering than before when confronted with the next round of adversity	4.53	0.64	Very high
<i>Adaptability</i>			
7. Using feedback about current reality plus what's possible in the future to adjust his/her leadership strategies.	4.49	0.65	Very high
8. Adjusting his/her expectations about what is possible based on what he/she has learned about the current situation.	4.47	0.66	Very high
9. Demonstrating the ability to put his/her mistakes in perspective and move beyond them.	4.48	0.66	Very high
10. Demonstrating an overall strength of adaptability in his/her leadership role.	4.51	0.62	Very high
11. Searching for various new or creative strategies to achieve positive results in a difficult situation.	4.54	0.64	Very high
12. Quickly changing the course, as needed, to adapt to rapidly changing circumstances.	4.50	0.65	Very high
<i>Courageous decision making</i>			

13. Tracking record to be able to take appropriate action, even when some things about the situation remain ambiguous or confusing.	4.49	0.65	Very high
14. Taking prompt, principled action on unexpected threats before they escalate out of control.	4.47	0.66	Very high
15. Taking prompt, decisive action in emergencies t that demand an immediate response.	4.48	0.66	Very high
16. Making needed decisions, even if they run counter to respected advice by others.	4.51	0.62	Very high
17. Demonstrating an overall strength of making courageous decisions in his/her leadership role.	4.54	0.64	Very high
18. Seeking perspectives that differ significantly from him/her when he/she needs to make tough decisions.	4.50	0.65	Very high
<i>Personal responsibility</i>			
19. Accepting responsibility for making difficult leadership decisions that may negatively affect some individuals or groups.	4.47	0.71	Very high
20. Accepting personal accountability for his/her choice. When he/she chooses to take no leadership action in the face of adversity	4.44	0.72	Very high
21. Accepting accountability for the long-term organizational impact of any tough leadership decisions he/she makes.	4.45	0.70	Very high
22. Accepting personal responsibility for his/her leadership action with an overall strength	4.44	0.72	Very high
23. Accepting responsibility for making needed changes personally in those cases where he/she contributed to the adversity.	4.50	0.68	Very high
24. Accepting responsibility publicly to avoid making these mistakes in the future when he/she makes mistakes in judgment as a leader.	4.49	0.66	Very high
Category Mean	4.49	0.54	Very high

These findings align with Ozmusul's (2017) assertion that resilient leaders possess a strong passion for their job, exhibit decisiveness, and prioritize the organization's purpose. They maintain empathy without compromising resilience. Patterson et al. (2009) also highlight that resilient leaders uphold common sense within the organization and encourage adherence to it. Resilient school leaders demonstrate action skills in perseverance, adaptability, courageous decision-making, and personal responsibility. During disruptions, they show adaptability by seeking creative solutions rather than reverting to old approaches. Perseverance is evident in their ability to stay focused on organizational goals despite adversity, and courage is demonstrated through proactive decision-making, even in ambiguous situations (Patterson & Reed, 2008).

Patterson et al. (2009) highlight that while resilience thinking and capacity-building skills are essential, they alone are insufficient for sustaining resilience. The crucial factor is the application of resilience action skills, which involve deliberate actions to recover and learn from adversity. Leaders with strong action skills exhibit perseverance in achieving organizational goals and adaptability in creatively addressing challenges. Resilient leaders take personal responsibility for mistakes, being accountable for the long-term impact of tough decisions, and influencing the competence of school leaders.

The study's findings validate Garmezy's (1991) Leader Resilience Theory, emphasizing that school leaders should cultivate resilient thinking, capacity-building, and action skills to navigate unpredictable changes successfully. This not only enhances school performance but also fosters effectiveness and competence in leadership. The theory underscores that resilient leaders possess the ability to recover, maintain adaptive behavior, and become stronger in handling negative life and work experiences. This leader resilience profile, supported by relevant literature and studies, is anticipated to impact leadership competence positively in educational institutions.

Status of Leadership Competence of School Heads

Strategic Thinking and Innovation

The category mean of this indicator is 4.03 described as very high (see Table 7). The item *holding self and the school staff accountable for aligning actions and words to the school vision and values* has a mean of 4.49 and is described as very high and the item *demonstrating knowledge and understanding of the strategic planning process* has a mean of 4.63 and is described as very high. In this indicator, the mean ranges from 4.49 to 4.63.

This result aligns with Goldman et al.'s (2009) assertion that strategic thinking, an individual activity, benefits organizations. Effective school leaders craft strategic plans, outlining tactics to achieve organizational goals. This contributes to overarching concepts guiding the organization's future based on anticipated conditions. Simon and LaCava (2006) emphasize that strategic thinking recognizes interconnected ideas and explores new possibilities. To optimize organizational performance, all elements must work cohesively, and the leader plays a crucial role in maintaining this

strategic focus. Principals significantly influence decision-making direction, fostering school reform with an increased emphasis on teaching and learning (Datnow & Castellano, 2001).

Table 7: Status of leadership competence of school heads in terms of strategic thinking and innovation

Statements	Mean	Standard Deviation	Description
<i>Competency 1: Charting the Strategic Direction of the School</i>			
1. Demonstrating knowledge and understanding of the strategic planning process.	4.63	0.55	Very high
2. Building constituencies in reviewing, creating, and implementing the vision, mission, values, and goals, and translating these into agreed objectives and operational plans that promote and sustain school improvement.	4.60	0.61	Very high
3. Ensuring that the strategic plan promotes inclusion and diversity of learners, and values and experiences of the school community.	4.61	0.59	Very high
4. Ensuring that the strategic plan contributes to school effectiveness and continuous improvement of learners' performance.	4.60	0.58	Very high
5. Providing ongoing and effective communication for stakeholders to own the plan and carry it forward.	4.59	0.58	Very high
6. Delegating effectively to achieve objectives set in the plan.	4.57	0.59	Very high
7. Promoting creativity, innovation, and the use of technology in the implementation of the plan.	4.53	0.62	Very high
8. Ensuring that human, material, and financial resources are made available when needed.	4.53	0.64	Very high
9. Managing the monitoring and evaluation of plan implementation and utilizing results for improvement.	4.55	0.63	Very high
10. Ensuring that decision-making and implementation strategies are based on a shared vision and understanding of the school culture.	4.50	0.63	Very high
11. Working with stakeholders to create shared values and a positive school culture.	4.56	0.62	Very high
12. Holding self and the school staff accountable for aligning actions and words to the school vision and values.	4.49	0.64	Very high
<i>Competency 2: STI (Making Informed Decisions)</i>			
13. Leading in identifying and gathering useful sources of information and utilizing additional information.	4.53	0.61	Very high
14. Analyzing multiple forms of data/information and using the findings for strategic planning.	4.56	0.57	Very high
15. Synthesizing complex and diverse data and creating systems for engaging stakeholders in data discussions.	4.53	0.60	Very high
16. Ensuring that adequate and relevant data are available to influence school staff to improve practice.	4.53	0.63	Very high
17. Leading in gathering multiple data in plan implementation and utilizing these in appropriate situations.	4.51	0.60	Very high
18. Analyzing a wide range of data to determine progress towards achieving the goals and objectives of the plan.	4.56	0.60	Very high
19. Resolving problems in the early stages of plan implementation.	4.52	0.64	Very high
20. Assessing the importance, urgency, and risk associated with each component of the school plan.	4.53	0.61	Very high
21. Leading in identifying and gathering useful sources of information and utilizing additional information.	4.53	0.61	Very high
22. Analyzing multiple forms of data/information and using the findings for strategic planning.	4.56	0.57	Very high
23. Synthesizing complex and diverse data and creating systems for engaging stakeholders in data discussions.	4.53	0.60	Very high
24. Ensuring that adequate and relevant data are available to influence school staff to improve practice.	4.53	0.63	Very high
<i>Competency 3: STI (Leading change and innovation)</i>			
25. Assessing local, national, and global challenges and trends in education and their implications for the school.	4.53	0.62	Very high

26. Maintaining an open mind towards ideas to reach creative solutions to educational problems.	4.52	0.64	Very high
27. Assessing forces that promote and inhibit change and innovation and utilize results.	4.53	0.62	Very high
28. Facilitating change and promoting innovation consistent with current and future school community needs.	4.56	0.61	Very high
29. Empowering and supporting school staff to design programs for change and innovation that demonstrate problem-solving and creative learning processes.	4.53	0.63	Very high
30. Leading the school in responding to uncertain and ambiguous environments.	4.52	0.67	Very high
31. Fostering a collegial movement to sustain creativity and innovation.	4.53	0.68	Very high
32. Recognizing and rewarding those who initiate and sustain change and innovation.	4.50	0.64	Very high
33. Demonstrating a willingness to act against the way things have traditionally been done when tradition impedes change and innovation for performance improvement.	4.53	0.66	Very high
34. Evaluating the impact of change and innovation on current and future scenarios.	4.54	0.64	Very high
35. Facilitating the institutionalization of change and innovation.	4.52	0.65	Very high
36. Assessing local, national, and global challenges and trends in education and their implications for the school.	4.53	0.62	Very high
Category Mean	4.03	0.39	Very high

Instructional Leadership

The category mean of this indicator is 4.59 described as very high (see Table 8). The item *reviewing, enriching, and contextualizing curriculum, programs, and learning resources* has a mean of 4.53 and is described as very high, and the item *ensuring that peace education and respect for cultural diversity is embedded in the curriculum* has a mean of 4.65 and is described as very high. In this indicator, the mean ranges from 4.53 to 4.65.

Table 8: Status of leadership competence of school heads in terms of instructional leadership

	Statements	Mean	Standard Deviation	Description
<i>Competency 1: (IL) Leading curriculum implementation and improvement</i>				
1	Reviewing, enriching, and contextualizing curriculum, programs, and learning resources.	4.53	0.65	Very high
2	Directing curriculum implementation.	4.57	0.65	Very high
3	Organizing regular learning sessions on curriculum implementation and improvement.	4.58	0.60	Very high
4	Initiating co-and extra-curricular activities that support curriculum implementation.	4.55	0.60	Very high
5	Ensuring that teachers consider diversity in planning and delivering differentiated instruction.	4.57	0.59	Very high
6	Sustaining initiatives that incorporate respect for diversity.	4.60	0.58	Very high
<i>Competency 2: (IL) Creating a learner-centered environment</i>				
7	Collaborating with teachers in analyzing student work to address learning needs.	4.59	0.61	Very high
8	Provide a comfortable, stimulating learning environment that meets learners' holistic development, and physical, socio-emotional, intellectual, and recreational needs.	4.58	0.60	Very high
9	Ensuring that teachers promote lifelong and self-directed learning.	4.60	0.62	Very high
10	Encouraging teachers to utilize collaborative and effective teaching-learning activities and pedagogy.	4.60	0.60	Very high
11	Ensuring that school facilities and learning resources are accessible to all learners.	4.57	0.64	Very high
12	Maintaining a school environment that is safe, clean, and hazard-free	4.60	0.62	Very high

13	Putting in place a system for disaster mitigation and resilience.	4.61	0.61	Very high
14	Assessing the impact of the school environment on students' learning outcomes.	4.62	0.57	Very high
15	Implementing school policies that promote peace and respect for diversity.	4.61	0.56	Very high
16	Ensuring that peace education and respect for	4.65	0.56	Very high
17	Cultural diversity is embedded in the curriculum.			
18	Fostering the development of peace champions among students and teachers.	4.59	0.60	Very high
<i>Competency 3: (IL) Supervising and evaluating teachers' performance</i>				
19	Demonstrating knowledge and understanding of current and future trends in supervision.	4.63	0.58	Very high
20	Developing, implementing, and evaluating an instructional supervisory plan.	4.61	0.58	Very high
21	Evaluating teachers' work-in-practice and providing actionable feedback.	4.60	0.60	Very high
22	Focusing on instructional results.	4.60	0.60	Very high
23	Using technology and multiple sources of data to improve supervisory practice.	4.60	0.64	Very high
24	Recognizing potential leaders and facilitating their development.	4.61	0.59	Very high
25	Ensuring that key leadership functions are delegated.	4.57	0.62	Very high
26	Creating a school climate that sustains leadership among teachers.	4.57	0.63	Very high
27	Influencing others to be education leaders and advocates.	4.58	0.62	Very high
<i>Competency 4: (IL) Delivering planned learning outcomes</i>				
28	Creating a highly effective team that enhances school performance and promotes a professional learning community.	4.58	0.66	Very high
29	Empowering teachers to share their best work and learn from each other.	4.61	0.62	Very high
30	Supporting team initiatives.	4.58	0.64	Very high
31	Monitoring and evaluating team effectiveness.	4.60	0.61	Very high
32	Ensuring that standards and goals related to student assessment are communicated to stakeholders.	4.63	0.60	Very high
33	Aligning the teacher's instructional plan with the school standards and goals.	4.64	0.60	Very high
34	Ensuring regular integration of appropriate assessment in classroom instruction.	4.64	0.59	Very high
35	Using learners' assessment results for decision-making.	4.63	0.58	Very high
Category Mean		4.59	0.505	Very high

This result aligns with Lineburg's (2013) view that principals, driven by standards and accountability, should actively engage in instructional leadership with strong knowledge of teaching and learning. Akpan's (2016) study emphasizes that principals must prioritize creating a conducive learning environment for holistic student development while fulfilling administrative responsibilities. Leithwood et al. (2005) underscore the goals for instructional leaders, including sustaining a competitive school, empowering decision-making, offering instructional guidance, and implementing improvement plans. As instructional leaders, principals are tasked with evaluating teachers, providing professional growth opportunities, assessing curriculum effectiveness, and shaping the school's academic culture. Therefore, understanding and articulating the requirements for effectiveness in these roles is crucial for principals (Peraiso, 2011).

Personal Excellence

The category mean of this indicator is 4.58 described as very high (see Table 9). The item *taking calculated risks* has a mean of 4.53 described as very high and the item *demonstrating optimism and positive thinking* has a mean of 4.65 described as very high. In this indicator, the mean ranges from 4.53 to 4.65.

Experienced principals, according to the National Center for Education Statistics (2017), dedicate a higher percentage of their time to working with teachers and administrative duties compared to new principals. Conversely, they spend less time on school management, discipline, attendance, and monitoring school areas. Azaiez (2017) argues that how principals prioritize their duties can impact academic performance, influencing the success or failure of improving student achievement. Both Azaiez (2017) and the National Center for Education Statistics (2017) emphasize that it is the accumulated experience of principals that guides them in effectively planning and managing their time. With increased

years of experience and time within a specific school community, principals gain insights into where to focus their efforts for the greatest impact on staff and the school community.

Table 9: Status of leadership competence of school heads in terms of personal excellence

Statements	Mean	Standard Deviation	Description
<i>Competency 1: (PE) Managing personal effectiveness</i>			
1. Demonstrating a strong belief that all children can learn.	4.64	0.56	Very high
2. Expressing and modeling professional ethics, values, and moral leadership.	4.59	0.63	Very high
3. Addressing areas for self-improvement.	4.58	0.62	Very high
4. Influencing the school population to follow its example.	4.58	0.62	Very high
5. Informing stakeholders of their own responsibilities and report results.	4.60	0.58	Very high
6. Setting a system of checks and avenues for feedback and communication with stakeholders to account for one's work.	4.55	0.65	Very high
7. Holding oneself accountable for personal and organizational setbacks.	4.57	0.68	Very high
8. Engaging in physical and mental exercise complemented with a healthy diet and adequate rest.	4.55	0.61	Very high
9. Adapting and adjusting to pressures.	4.57	0.63	Very high
10. Demonstrating a high level of emotional intelligence in dealing with others.	4.56	0.64	Very high
11. Practicing self-reflection and self-discipline.	4.56	0.63	Very high
12. Showing passion in demonstrating one's profession.	4.57	0.63	Very high
13. Demonstrating self-confidence, hope, and resiliency.	4.59	0.60	Very high
14. Demonstrating the ability to accomplish tasks.	4.61	0.60	Very high
15. Aligning personal goals with organizational goals.	4.61	0.58	Very high
16. Setting targets and implementing measures to achieve personal and organizational goals.	4.62	0.60	Very high
17. Staying focused on achieving personal goals and objectives	4.59	0.65	Very high
18. Taking calculated risks.	4.53	0.66	Very high
19. Influencing others to contribute to the achievement of organizational goals.	4.56	0.64	Very high
<i>Competency 2: (PE) Acting on challenges and possibilities</i>			
20. Demonstrating an understanding of what's important, what's not; and what should be worked on.	4.60	0.58	Very high
21. Focusing attention on critical tasks and managing conflicting demands.	4.57	0.59	Very high
22. Using effective time management techniques and always be aware of timelines.	4.60	0.59	Very high
23. Exercising sound judgment based on facts, experience, and functional knowledge.	4.57	0.63	Very high
24. Demonstrating the ability to make timely and effective decisions based on prescribed national policies, appropriate tools, and processes.	4.57	0.62	Very high
25. Taking responsibility for decisions made.	4.55	0.61	Very high
26. Demonstrating optimism and positive thinking.	4.65	0.56	Very high
27. Supporting enterprising activities of teachers and students.	4.58	0.61	Very high
28. Coordinating across and within organizations to support enterprising activities.	4.59	0.61	Very high
29. Demonstrating an understanding of what's important, what's not; and what should be worked on.	4.60	0.58	Very high
30. Focusing attention on critical tasks and managing conflicting demands.	4.57	0.59	Very high
<i>Competency 3: (PE) Pursuing continuous professional development</i>			
31. Maintaining curiosity and interest in current and future trends.	4.56	0.59	Very high
32. Gaining the prescribed professional qualifications and	4.59	0.59	Very high

competencies.			
33. Seeking a mentor who gives feedback and provides lifelong leadership and development support.	4.58	0.63	Very high
34. Engaging in self-learning through ICT and other multimedia resources.	4.58	0.63	Very high
35. Participating in learning activities sponsored by institutions and organizations that impact education.	4.59	0.58	Very high
36. Developing a personal and professional learning network.	4.60	0.58	Very high
37. Demonstrating understanding of the rationale behind the ASEAN framework.	4.54	0.60	Very high
38. Sharing knowledge on policies in education in support of ASEAN integration.	4.52	0.59	Very high
39. Promoting multicultural understanding and respect for diversity.	4.55	0.61	Very high
40. Developing skills and values in using a language that connects the ASEAN region.	4.55	0.58	Very high
41. Maintain curiosity and interest in current and future trends.	4.56	0.59	Very high
42. Gaining the prescribed professional qualifications and competencies.	4.59	0.59	Very high
Category Mean	4.58	0.50	Very high

Stakeholder Engagement

The category mean of this indicator is 4.56 described as very high (see Table 10). The item *influencing stakeholders to invest and share the cost for improving learning outcomes* has a mean of 4.51 and is described as very high and item *creating synergy among parents and community members to support school initiatives* and the item *using language appropriate to different stakeholders* has a mean of 4.61 and are both described as very high. In this indicator, the mean ranges from 4.51 to 4.61.

Table 10: Status of leadership competence of school heads in terms of stakeholder engagement

Statements	Mean	Standard Deviation	Description
<i>Competency 1: (SE) Promoting shared responsibility for school improvement</i>			
1. Understanding the school community within the socio-political context of the broader community.	4.57	0.58	Very high
2. Setting expectations, roles, and responsibilities of the school and the community in providing quality education.	4.55	0.58	Very high
3. Creating synergy among parents and community members to support school initiatives.	4.61	0.57	Very high
4. Conduct regular socio-cultural events involving school stakeholders.	4.54	0.60	Very high
5. Instilling a sense of ownership of school programs and projects.	4.53	0.63	Very high
6. Engaging stakeholders in the school governance structure.	4.58	0.60	Very high
7. Providing opportunities to parents and community members for knowledge sharing.	4.56	0.61	Very high
8. Engaging stakeholders in planning and implementing school programs and projects.	4.57	0.61	Very high
9. Influencing stakeholders to invest and share the cost for improving learning outcomes.	4.51	0.63	Very high
10. Providing visible proactive support to sustain the school-community-based initiatives.	4.55	0.60	Very high
<i>Competency 2: (SE) Managing education alliances and networks</i>			
11. Using language appropriate to different stakeholders.	4.61	0.61	Very high
12. Employing appropriate multimedia to communicate with different stakeholders.	4.58	0.58	Very high
13. Ensuring clear, consistent, and interactive communication to receive buy-in from the school community.	4.55	0.63	Very high
14. Identifying education advocates, allies, partners, and other critical stakeholders of the school.	4.58	0.58	Very high

15. Reaching out to community stakeholders for total involvement in school affairs.	4.53	0.65	Very high
16. Building and sustaining networks with teachers, students, parents, and the community.	4.57	0.61	Very high
17. Ensuring that the discussion objectives are met, and agreements are documented.	4.57	0.62	Very high
18. Serving as the key link between the school and community to project a positive school image.	4.55	0.63	Very high
Category Mean	4.56	0.50	Very high

This finding supports Davidson's (2017) conclusion that a stakeholder engagement strategy, with a crucial role for guarantors, addresses the needs of significant groups. Tai and Omar (2018a) advocate for school leaders to prioritize stakeholder relations through interactions, emphasizing collective efforts for school improvement. They stress the importance of leaders transitioning from sole decision-making to collaborative decision processes, echoing Slater's (2005) perspective on fostering school effectiveness.

Managerial Leadership

The category mean of this indicator is 4.07 described as very high (see Table 11). The item *providing appropriate incentives to performing staff* has a category mean of 4.52 described as very high and *developing staff capacity to reflect on their practice* has a category mean of 4.62 described as very high. In this indicator, the mean ranges from 4.52 to 4.62.

Oluremi (2013) advocates for the professionalization of school principals to effectively manage human and financial resources, ensuring the achievement of basic education goals. In light of the challenges in 21st-century education, competent school administrators are needed to navigate new experiences, take proactive actions, address crises, overcome obstacles, and contribute positively to national development. Therefore, urgent attention is required for school leadership development to foster effective educational leadership that brings about reforms and transformations. By focusing on key competencies that can be learned, the processes of school leadership development can be refined for greater efficiency in responding to educational needs and effectively transforming the school system (Kin & Kareem, 2019).

The study supports Hackman and Walton's (1986) Functional Leadership Theory, highlighting that school heads play a crucial role in contributing to organizational effectiveness. According to the theory, school heads must possess essential knowledge, skills, and capabilities in strategic thinking, innovation, instructional leadership, personal excellence, stakeholder engagement, and managerial leadership. Their organizational leadership functions include monitoring and evaluating programs, organizing school personnel, planning activities, teaching and coaching staff, motivating others, and promoting cooperation and collaboration in managing the school organization.

Table 11: Status of leadership competence of school heads in terms of managerial leadership

Statements	Mean	Standard Deviation	Description
<i>Competency 1: (ML) Managing school resources and systems</i>			
1. Conducting budget planning for the overall school improvement plan.	4.57	0.62	Very high
2. Accessing and mobilizing financial resources for the school.	4.57	0.60	Very high
3. Managing the budget with flexibility and using funds judiciously within the overall budget.	4.56	0.61	Very high
4. Account for school funds and expenditures.	4.56	0.64	Very high
5. Assessing and matching facilities and equipment with program needs.	4.57	0.58	Very high
6. Designing physical and facilities improvement plans into the school plan.	4.57	0.61	Very high
7. Allocating funds for improvement and maintenance of school physical facilities.	4.58	0.61	Very high
8. Supervising facilities and equipment management to ensure a safe and conducive learning environment.	4.56	0.61	Very high
9. Establishing and maintaining management systems that promote learning.	4.60	0.57	Very high
10. Implementing systems and processes to ensure effective operations that support student learning.	4.60	0.61	Very high
11. Evaluating and improving systems and processes to attain learning outcomes.	4.61	0.60	Very high

12. Promoting the use of technology for effective school management and networking.	4.60	0.57	Very high
<i>Competency 2: (ML) Managing staff performance</i>			
13. Aligning staffing decisions with the vision and mission of the school.	4.58	0.59	Very high
14. Using data on effective teaching as the primary factor in recruitment, hiring, assignment, and promotion decisions.	4.57	0.59	Very high
15. Building relationships in the profession to select talented, highly qualified staff.	4.54	0.64	Very high
16. Building a strong network of professional connections to complement existing school personnel.	4.57	0.58	Very high
17. Conducting teachers' performance appraisals.	4.59	0.60	Very high
18. Creating a school culture where teachers collaborate, learn from each other, and grow professionally.	4.59	0.56	Very high
19. Planning and developing research-based professional learning to support the individual needs of staff.	4.57	0.59	Very high
20. Using a range of professional development strategies to facilitate staff professional growth.	4.60	0.57	Very high
21. Designing, implementing, and evaluating a coaching and mentoring program for effective job performance.	4.60	0.58	Very high
22. Developing staff capacity to reflect on their practice.	4.62	0.55	Very high
23. Providing clear expectations for staff performance.	4.61	0.55	Very high
24. Ensuring that the staff takes responsibility for improving their performance.	4.59	0.57	Very high
25. Providing appropriate incentives to performing staff.	4.52	0.64	Very high
26. Taking appropriate personnel action for non-performing staff.	4.53	0.68	Very high
27. Aligning staffing decisions with the vision and mission of the school.	4.58	0.59	Very high
28. Using data on effective teaching as the primary factor in recruitment, hiring, assignment, and promotion decisions.	4.57	0.59	Very high
<i>Competency 3: (ML) Managing sustainable school programs and projects</i>			
29. Leading in formulating a plan of action for programs and projects.	4.59	0.59	Very high
30. Ensuring that programs and projects support student performance.	4.57	0.60	Very high
31. Supervising and evaluating program project implementation.	4.59	0.61	Very high
32. Demonstrating an understanding of education for sustainable development.	4.58	0.60	Very high
33. Collaborating with local, national, regional, and international partners that support education for sustainable development.	4.61	0.58	Very high
34. Engaging the community in creating a safe, healthy, resilient, and learner-centered environment.	4.62	0.59	Very high
Category Mean	4.07	0.43	Very high

Relationships Among Variables of the Study

Reflected in Table 12 are the correlation coefficients among ethical climate, leader resilience profile, and leadership competence. It can be gleaned from the table that there is a strong and significant correlation as shown in the computed r and p values between ethical climate and leadership competence ($r = .719$; $p \leq 0.05$), ethical climate and leader resilience profile ($r = .755$; $p \leq 0.05$), and leader resilience profile and leadership competence ($r = .837$; $p \leq 0.05$).

Table 12: Relationships among variables of the study

Paired Variables	r	p -value	Remarks
Ethical climate and leadership competence	0.719	.000	Significant
Ethical climate and leader resilience profile	0.755	.000	Significant
Leader resilience profile and leadership competence	0.837	.000	Significant

The study found a significant and strong relationship (0.719) between ethical climate and leadership competence, indicating that an increase in ethical climate corresponds to an increase in leadership competence. This aligns with Padullo's

(2018) study among HEI administrators in the Eastern Visayas, emphasizing that higher instructional and transformational leadership skills lead to more ethical management practices. Other studies by Eranil and Ozbilen (2017) and Brown and Treviño (2006) support the positive correlation between ethical climate and leadership competence, emphasizing the characteristics of ethical leaders.

Similarly, the study reveals a significant relationship (0.755) between ethical climate and leader resiliency profile, supporting findings by Brown and Trevino (2006) and Leigh (2018), indicating a direct link between ethical climate and resilience strategies. The results also align with studies in nursing (Abdollahi et al., 2021) and Southwick et al. (2017), emphasizing the connection between ethical climate and resilience. Moreover, there is a significant relationship (0.837) between leader resiliency profile and leadership competence, consistent with Tobin's (2014) study, emphasizing a strong relationship between leader resiliency and competency. This aligns with Isaacs' (2003) findings among high school principals, indicating that higher resilience contributes to more effective leadership.

The study concludes that the leader's resilience profile partially mediates the relationship between ethical climate and leadership competence, suggesting the existence of other variables influencing their connection. This finding is consistent with Ahmad et al.'s (2019) study on career competency and career success, as well as other studies indicating the partial mediating role of resilience in various relationships (Amir & Mangundjaya, 2021; Shi et al., 2015; Faircloth, 2017; Suryaningtyas et al., 2019; Paul et al., 2016).

Standpoints of the Participants on the Salient Findings from the Quantitative Data

Table 13 summarizes participants' perspectives, relationships between variables, and resulting mediation from in-depth interviews and focus group discussions. The categorization of responses involved creating a matrix and identifying themes through pattern analysis. Essential themes, namely ethical holistic leadership, morally aligned persevering leadership, enduring adaptive leadership, and adaptability and ethical leadership interplay, emerged from the qualitative data analysis.

Theme 1: Ethical Holistic Leadership

The essential theme encapsulates concepts derived from participants' qualitative reasons, aligning with the salient finding that emphasizes the significance of the relationship between ethical climate and leadership competence, consistent with quantitative results. Participants highlighted ethical practices such as viewing ethics as the foundation of teachers' professionalism, adherence to the code of ethics for public officials, maintaining higher ethical standards in task execution, aligning programs with the code of conduct, cultural sensitivity, safeguarding school image, transparent resource management, and empowering people. Informants' declarations and experiences confirmed and validated these responses, reinforcing the alignment between qualitative data on ethical holistic leadership and corresponding quantitative findings.

...follow norms and code of ethics of public officials and employees and of professional teachers (IDI2)
...competent and effective in implementing school innovations, curriculum, and instructions, community linkages and managing the school with ethical standards (IDI4)

While there are limited studies that explore the correlation between ethical climate and leadership competence, these studies show that educators have an ethical obligation to maximize the level of equity and equality of opportunity for all students, as well as ethical expectations of the profession. Specifically, one must seek to understand the role that school leadership plays in affecting student academic and behavioral performance (Clayton & Goodwin, 2015).

Theme 2: Morally Aligned Persevering Leadership

The essential theme highlights emerging concepts derived from qualitative participant responses, supporting the key finding that the relationship between ethical climate and leader resilience aligns with quantitative results. Participants emphasized the importance of upholding moral values despite challenges, demonstrating resilience, ethical behavior, positive image, adaptability to change, transformational leadership, and promoting teacher empowerment. The qualitative data, validated by informant declarations, strongly corresponds with quantitative findings, confirming the alignment of persevering leadership and ethical values. Studies revealed that many resilient individuals believe in a core set of moral and ethical principles that help guide them and give them strength during times of uncertainty and stress; and that ethical leaders develop a formidable level of resilience which helps define their presence (Southwick et al., 2017; Leigh, 2018).

Despite the challenges he/she can stand firm and observe high values (IGD1)
...resilient... can easily adjust and adapt to these situations. (IDI3)

Table 13: Standpoints of the Participants on the Salient Findings from the Quantitative Data

Salient Findings	Reasons	Themes	Nature of Integration
On the significance of the relationship between ethical climate and leadership competence $r = 0.719$ $p = 0.000$	- ethics is the foundation of teachers' professionalism and competence - school heads should conform to the code of ethics of public officials, employees, and professional teachers - observing higher ethical standards in the execution of tasks, e.g. innovativeness, curriculum planning, community engagement - anchoring the policies and programs on the code of ethics - being culturally sensitive - protecting school image in rendering decisions - transparency in managing resource - empowering people	Ethical Holistic Leadership	Connecting validating
On the significance of the relationship between ethical climate and leader resilience profile $r = 0.755$ $p = 0.000$	- school heads holding fast to values despite disappointing experiences due to pressures and challenges - standing firm - being morally upright and upholding a positive image - displaying capacity in adopting and introducing changes - being ethical and resilient during trying times. - enhance leadership resiliency - positively dealing with constant change - showing transformational leadership - encouraging teacher empowerment	Morally Aligned Persevering Leadership	Connecting validating
On the significance of the relationship between leader resilience profile and leadership competence $r = 0.837$ $p = 0.000$	- adjusting and innovations during uncertainties - simplifying and clarifying the complex circumstances - school head making and/or taking quick actions amidst challenges - gathering data and engaging with stakeholders' consultations as basis for planning - conducting a series of meetings using different communication devices and applications to convey information and solicit feedback - supporting and establishing linkages to stakeholders to gain support	Enduring Adaptive Leadership	Connecting validating
On the partial mediation of leader resilience profile to the relationship between ethical climate and leadership competence $p = 0.203^{***}$ from $p = 0.719^{***}$	- adjusting quickly to the difficult situation - deciding on unpredictable circumstances - not compromising ethical standards - considering the image and welfare of the school in making every decision - needing consultations and collaborations with stakeholders in managing school organization - principal observing proper norms and showing excellence in rendering actions - skillful in rendering decisions - establishing the impact of principal values and competence on personal and professional image	Adaptability And Ethical Leadership Interplay	Connecting validating

Theme 3: Enduring Adaptive Leadership

The essential theme discusses concepts emerging from qualitative participant responses, supporting the significant relationship between leader resilience profile and leadership competence, in alignment with quantitative findings. Participants highlighted enduring and adaptive traits of school leaders, including adjusting during uncertainties, simplifying complex situations, taking quick actions amid challenges, engaging stakeholders through various means, and establishing

linkages for support. Informant declarations validated these responses, confirming the moral alignment of enduring adaptive leadership with quantitative findings. A study on leader resilience profile and leadership competence found that successful school leaders demonstrated transformational ethical leadership, resilience, and competence (Hoffman, 2004). The demanding nature of school administration, with long hours and high-stress levels, can deter even dedicated leaders. Resilience plays a crucial role in enabling administrators to function competently, as evidenced by the strong relationship between resiliency and leadership competency (Hoffman, 2004; Tobin, 2014).

*...gather necessary data and consult different stakeholders as a basis in planning (IDI2)
the continuity of education in this new normal (IDI7).*

Theme 4: Adaptability and Ethical Leadership Interplay

The essential theme explores concepts from qualitative responses, affirming the partial mediation of leader resilience in the link between ethical climate and leadership competence, in line with quantitative findings. Participants highlighted adaptive and ethical leadership traits, including quick adjustment to challenges, ethical decision-making, and collaboration with stakeholders. Informant declarations validated these responses, confirming moral alignment with quantitative findings. This supports Ahmad et al.'s (2019) study on resilience partially mediating career competency and success, aligning with similar roles in organizational commitment and citizenship behavior (Paul et al., 2016). Despite limited literature on leader resilience mediation, this finding resonates with research on resilience mediating various relationships, such as charismatic leadership and commitment to change (Amir and Mangundjaya, 2021), stress and life satisfaction among medical students (Shi et al., 2015), and negative life events and psychological well-being (Faircloth, 2017).

*...consult and collaborate with the stakeholders (IDI6)
... highly ethical, competent, and resilient school leader can easily adapt to situations (IDI6)*

Conclusion

The ethical climate in Davao Oriental schools, characterized by high institutional ethics, instrumental ethics, and personal morality among school heads, is strongly related to their leadership competence. Additionally, the study reveals a significant correlation between ethical climate and leader resilience profile, with leader resilience being consistently high among school heads. The leadership competence of school heads, marked by strategic thinking, innovation, instructional leadership, personal excellence, stakeholder engagement, and managerial skills, is also notably high. The findings indicate a strong relationship between ethical climate and leadership competence, with ethical climate significantly correlating with both leader resilience profile and leadership competence. Leader resilience profile, in turn, demonstrates a substantial correlation with leadership competence. The mediation analysis shows that leader's resilience profile partially mediates the relationship between ethical climate and leadership competence, suggesting the presence of other variables influencing this relationship. Participant perspectives on the study's salient findings reveal essential themes: "Ethical Holistic Leadership," "Morally Aligned Persevering Leadership," "Enduring Adaptive Leadership," and "Adaptability and Ethical Leadership Interplay." These themes collectively represent a connecting-validating nature, confirming that qualitative data aligns with and supports the quantitative findings of the study.

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Author declare that they have no conflicts of interest

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