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## Resilient Scale for Cotabato and Kidapawan City Schools Division Administrators

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### ABSTRACT

This study explored the dimensions of resiliency among school administrators in the Cotabato and Kidapawan City Schools Division using Exploratory and Confirmatory Factor Analysis. The analysis aimed to establish a valid and reliable model for understanding leadership resilience in the education sector. Complementary qualitative data highlighted three key personal traits—self-awareness, emotional regulation, and self-belief—as essential to resilience. Additionally, administrators maintained their resilience through strategic leadership practices such as goal orientation, collaborative decision-making, and crisis management. The findings emphasize that resiliency is multidimensional and must be nurtured through both personal competencies and institutional support systems. The Kaiser-Meyer-Olkin (KMO = 0.792) and Bartlett's Test of Sphericity ( $\chi^2 = 5789.491$ ,  $p < .001$ ) confirmed the dataset's adequacy for factor analysis. The Exploratory Factor Analysis identified an eight-factor structure explaining 62.196% of the total variance. These factors included Equity, Inclusion, and Participation; Mental Health and Well-Being; Inclusive Leadership; Emotional Well-Being and Supportive Leadership; Trust-Centered School Leadership; Belonging and Collaborative Engagement; Supportive and Appreciative School Culture; and Trust and Collaboration. Recommendations include integrating the validated model into leadership development programs, performance evaluation, and policy planning. This research contributes to a deeper understanding of adaptive educational leadership, particularly in complex and culturally diverse contexts like Cotabato and Kidapawan City.

### INTRODUCTION

Flexibility is tantamount to school administration. There are inevitable circumstances that needed immediate action so that solutions can be at hand. From the problems of students, teachers, and parents, the school administrators need to be resilient in making themselves ready to respond to different forms of crisis.

Existing literature highlights the significance of resilience in educational leadership (Abramova et al., 2021; McLeod & Dulsky, 2021). Studies have shown that principals who demonstrate strong resiliency can significantly influence their schools' ability to cope with and recover from crises (Mutch, 2015; Pitas & Brobo, 2024). Lombardi et al. (2021) highlight that effective crisis management involves not only preparedness and response strategies but also the ability to lead and maintain school operations under pressure.

Further, Wescott (2019) provides a comprehensive overview of leadership theories, including those pertinent to resilience, such as transformational and adaptive leadership. argues that resilient leaders are characterized by their ability to inspire and guide their teams through adversity, effectively balancing immediate crisis response with long-term strategic planning. These insights are supported by the work of D'Anca (2017), who explores resilience in the context of organizational behavior, highlighting the need for leaders to cultivate resilience in themselves and their teams to navigate disruptions effectively.

Similarly, research by emphasizes that resilient leadership is characterized by the ability to adapt, recover, and sustain educational quality despite adversities (San Miguel & Pascual, 2021; Galorio & Bauyot, 2024). However, while there is substantial literature on these topics, studies focusing specifically on the contexts of Region XII are limited. For instance, the work of Pangandoyon et al. (2024) provides insights into crisis management in the broader Philippine educational system but does not delve deeply into the school administrators in Cotabato and Kidapawan City. This study seeks to fill this gap by providing a detailed examination of how regional-specific factors influence crisis management and resilient leadership among school principals.

The findings of this study will have significant implications for educational policy and practice. Insights gained from this research can guide policymakers in creating supportive frameworks and resources for school leaders. Furthermore, school can use the model on resiliency for school administrators.

### Statement of the Problem

This study aimed to develop a resilient scale for Cotabato and Kidapawan City schools' division administrators. Specifically, it answered the following questions:

1. What are the dimensions of resiliency among the administrators of Cotabato and Kidapawan City divisions?
2. What scale on administrators' resiliency can be developed?

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## METHODOLOGY

This chapter presents the methods used. It includes the design, the locale of the study, respondents, data gathering procedure, and data analysis.

### Research Design

A quantitative cross-sectional survey research design was used in this study. It is defined as an approach where the data was interpreted based on the numbers.

### Respondents of the Study

The respondents of the study were school administrators in the divisions of Cotabato and Kidapawan City. They took part in responding to the questionnaire and focus group interview.

There were 354 respondents from the public-school administrators in the Province of Cotabato and that included Kidapawan City who participated in the survey questionnaire.

### Research Instrument

The researcher utilized the survey questionnaire in data gathering. Statements were taken from the literature about resiliency of the school administrators. This process underscored the theoretical understanding of the content of the study to provide clear justifications of the statements which may be essential for the dimensions. A Likert scale was used in determining the level of their responses.

### Data Analysis

In order to obtain the factorability of the statements, the researcher used the Exploratory Factor Analysis. This was followed with the determination of the suitability of the factors using the KMO and Bartlett's Test (Hair & Alamar, 2022).

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## RESULTS AND DISCUSSIONS

This chapter presents the analysis and interpretation of the data gathered in relation to the research objectives. It provides a detailed presentation of the statistical findings, including descriptive and inferential results, supported by visual models and tables.

### Dimensions of Resiliency for Cotabato and Kidapawan City Schools Division Administrators

**Factor 1: Equity, Inclusion, and Participation** encompasses leadership practices that ensure fair access, representation, and engagement across the school community. The highest-loading item, "I support initiatives that promote equitable access to technology, learning materials, and extracurricular activities for all students" (.804), suggests a strong commitment to addressing systemic gaps in resource distribution. This indicates that the leader is highly proactive in removing institutional barriers. The item "I encourage participation from stakeholders to ensure that all voices are represented and heard" (.781) reinforces this inclusive outlook, signaling efforts to involve diverse perspectives in decision-making. The statements about students' voice in shaping policies (.706) and ensuring decision-making participation (.680) reflect consistency in fostering student agency and collective engagement. Meanwhile, "training teachers to address diversity and inclusion" (.649) shows awareness of instructional equity, although slightly lower than policy-level inclusion. The item "removing barriers for marginalized individuals" (.558) suggests moderate implementation, implying room to strengthen grassroots interventions. The lowest score in this factor, "promotion of leadership opportunities for staff" (.433), indicates a possible gap in shared governance that may impact broader inclusion efforts.

**Factor 2: Mental Health and Well-Being** focuses on the leader's self-care and support systems for others. The item "I maintain my mental resilience as a school leader" (.899) shows an exceptional level of emotional strength and adaptability, pointing to strong internal coping strategies. Similarly, "I model healthy coping strategies" (.849) underscores the leader's influence on staff well-being through behavioral modeling. Creating a judgment-free environment for mental health discussions (.702) and engaging in self-care routines (.656) further support a climate of emotional openness. The score for "making mental health resources available" (.639) is solid, though slightly lower, hinting at possible logistical or accessibility limitations in execution. Together, these responses suggest a school climate that acknowledges mental health as vital to leadership, though sustained efforts are needed in extending that support system to all stakeholders.

**Factor 3: Inclusive Leadership** highlights the interplay between collaborative practices and emotional intelligence. The statement "I make my mental well-being a priority even when dealing with stressful situations" (.825) reflects strong self-awareness, which is a foundation of inclusive leadership. Offering opportunities for stakeholders to engage in school improvement initiatives (.793) shows openness to collective input and team orientation. Managing stress effectively (.755) adds another layer of personal discipline crucial for guiding teams through challenges. Gathering feedback from stakeholders (.515) is moderately rated, indicating that while leaders value input, there may be inconsistency in collecting or using that data. Lastly, "ensuring participation in community-building activities" (.422) suggests that while inclusive intent exists, its practice may be limited or situational.

**Factor 4: Emotional Well-Being and Supportive Leadership** captures efforts to manage both emotional climates and practical support systems. Modeling emotional self-regulation (.826) reflects leadership maturity and consistent behavior. Providing access to mental health resources (.820) and *avoiding work-related overwhelm for staff* (.752) illustrate strong consideration for staff sustainability. The moderate score for *promoting participation in school leadership* (.525) again raises questions about how equitably leadership roles are distributed, signaling a possible disconnect between emotional support and structural inclusion.

**Factor 5: Trust-Centered School Leadership** involves the development of mutual respect and a transparent culture. Maintaining positive relationships during crises (.676) affirms the leader's capacity to build trust even under pressure. Soliciting input from parents (.648) and involving staff in school-wide initiatives (.608) reflect participatory decision-making, a hallmark of trust-building. Promoting diversity in hiring (.572) suggests an inclusive mindset, though implementation may be less frequent. Encouraging emotional investment in the school mission (.504) and *creating mutual respect during difficult decisions* (.478) indicate that while efforts exist, emotional alignment among staff may require deeper relational strategies.

**Factor 6: Trust and Collaboration emphasizes emotional steadiness and informal openness.** Taking steps to ensure emotional well-being does not affect decision-making (.744) shows thoughtful introspection and professional consistency. Remaining calm in high-pressure situations (.694) supports this sense of composure and reliability. Maintaining an open-door policy (.529) suggests some informal collaboration is encouraged, though it could benefit from more consistent reinforcement. Notably, *providing support resources for stakeholders* (.415) appears again and signals a potential gap in translating collaborative intentions into structured support.

**Factor 7: Belonging and Collaborative Engagement** underscores community inclusion and shared voice. Ensuring all students feel they belong regardless of background (.731) reflects strong value alignment with equity and relational inclusion. Encouraging dialogue across all school roles (.723) points to democratic processes within school operations. However, *“encouraging teacher collaboration to ensure all voices are heard”* (.442) indicates that while structures exist, further support may be needed to ensure true collaboration across diverse faculty perspectives.

**Factor 8: Supportive and Appreciative School Culture** reflects relational leadership through acts of affirmation and care. Personally, checking in with staff during challenges (.770) shows empathetic leadership and individual concern. Acknowledging and celebrating staff achievements (.482) suggests basic recognition is present but not systematized. Ensuring all teachers feel part of the team (.467) is slightly lower, implying that efforts to build a cohesive team culture could benefit from more deliberate strategies.

#### Dimensions of Resiliency for Cotabato and Kidapawan City Schools Division Administrators

Item	Item Statement	Score	Constructs
30	I support initiatives that promote equitable access to technology, learning materials, and extracurricular activities for all students.	.804	Equity, Inclusion, and Participation
38	I encourage participation from stakeholders to ensure that all voices are represented and heard.	.781	
34	I make an effort to ensure that students have a voice in shaping school policies and initiatives that affect their learning experience.	.706	
39	I ensure that everyone to participate in school decision-making and community-building activities.	.680	
27	I ensure that all teachers are trained to recognize and address issues related to diversity and inclusion in the classroom.	.649	
29	I take proactive steps to remove barriers that prevent marginalized students or staff from fully participating in school life.	.558	
36	I promote opportunities for staff to participate in school leadership teams or committees.	.433	
47	I maintain my mental resilience as a school leader.	.899	Mental Health and Well-Being
50	I model healthy coping strategies for managing stress.	.849	
49	I create a school environment where teachers feel comfortable discussing mental health issues without fear of judgment.	.702	
46	I regularly engage in self-care practice.	.656	
48	I make sure that mental health resources and support are available to stakeholders who may be struggling.	.639	

39	I ensure that everyone to participate in school decision-making and community-building activities.	.422	Inclusive Leadership
41	I make my mental well-being a priority, even when dealing with stressful school situations.	.825	
40	I provide opportunities for stakeholders to collaborate on school improvement initiatives.	.793	
42	I am able to manage stress effectively.	.755	
35	I regularly seek feedback from teachers, students, and parents to inform decisions and improve school practices.	.515	
51	I model the manner of managing emotions in the workplace.	.826	Emotional Well-Being and Supportive Leadership
52	I provide opportunities for staff to access mental health resources or workshops to support their well-being.	.820	
53	I ensure that staff are not overwhelmed with work-related stress by promoting a manageable workload and adequate time for rest.	.752	
36	I promote opportunities for staff to participate in school leadership teams or committees.	.525	
1	I maintain a positive relationship with teachers even during times of school crises or challenges.	.676	Trust-Centered School Leadership
31	I seek input from parents and guardians on important decisions affecting the school community.	.648	
33	I actively involve staff in the planning and implementation of school-wide initiatives, especially those related to change or innovation.	.608	
23	I actively promote diversity in the hiring process to ensure the staff reflects the diversity of our student body.	.572	
19	I work hard to create a climate where staff members are emotionally invested in the school's mission and feel connected to each other.	.504	
7	I create an atmosphere of trust and mutual respect among the staff, even when faced with challenging decisions.	.478	
48	I make sure that mental health resources and support are available to stakeholders who may be struggling.	.415	Trust and Collaboration
44	I take steps to ensure that my emotional health does not negatively affect decision-making.	.744	
43	I remain calm in high-pressure situations.	.694	
37	I maintain an open-door policy to encourage informal participation.	.529	
13	I ensure that all students, regardless of their background, feel a sense of belonging at school.	.731	Belonging Collaborative engagement
14	I encourage open dialogue and involvement from all school community members, regardless of their position.	.723	
18	I encourage teachers to collaborate and share ideas, ensuring that everyone's voice is heard and valued.	.442	
20	I take time to personally check in with teachers and staff members to ensure they feel supported and valued, especially in times of challenge.	.770	Supportive and Appreciative School Culture
9	I frequently acknowledge and celebrate the achievements of teachers and staff to keep morale high, even during challenging times.	.482	

15	I take intentional actions to ensure that every teacher feels like an integral part of the school team.	.467	
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#### Model Fit Indices of Eight-Factor Model of Resiliency for Cotabato and Kidapawan City Schools Division Administrators

The model fit indices presented for the eight-factor model of resiliency among school administrators in the Cotabato and Kidapawan City Schools Division reveal several key insights. The Chi-Square (CMIN) value is 4.496, and the Comparative Fit Index (CFI) is 0.679, which falls below the commonly accepted threshold of 0.90, suggesting poor model fit. Similarly, the Tucker-Lewis Index (TLI) is 0.639 and the Normed Fit Index (NFI) is 0.626, both of which also indicate suboptimal model fit. Additionally, the Root Mean Square Error of Approximation (RMSEA) is 0.100, exceeding the acceptable range of 0.06 to 0.08, further supporting the conclusion that the model may not adequately represent the data. The Akaike Information Criterion (AIC) value is 2503.326, which is useful for model comparison but not interpretable in isolation.

The implications of these findings suggest that while the model proposes a comprehensive framework for understanding the resiliency of school administrators, it may require refinement to better capture the underlying structure of the data. Low fit indices indicate that the relationships among variables and latent factors may not be sufficiently strong or properly specified. This highlights the need for either model specification—such as removing redundant or weakly loading items—or reconsidering the factor structure itself.

#### Model Fit Indices of Eight-Factor Model of Resiliency for Cotabato and Kidapawan City Schools Division Administrators

Fit Indices	Obtained Value
CMIN	4.496
Comparative Fit Index (CFI)	.679
Tucker-Lewis Index (TLI)	.639
Normed Fit Index (NFI)	.626
Root Mean Square Error of Approximation (RMSEA)	.100
Akaike Information Criterion (AIC)	2503.326

#### Eight-Factor Model of Resiliency for Cotabato and Kidapawan City Schools Division Administrators

The figure presents the results of a Confirmatory Factor Analysis (CFA) model illustrating the eight latent constructs identified from the data: F1 through F8. Factor 1 (Equity, Inclusion, and Participation) consists of observed variables Q29 to Q30, with strong standardized loadings ranging from 0.89 to 1.38, suggesting robust contributions to this construct. Factor 2 (Mental Health and Well-Being) captures items Q46 to Q50, also demonstrating high loadings (0.78–1.08), indicating strong internal consistency. Factor 3 (Inclusive Leadership) is represented by Q35 to Q42, while Factor 4 (Emotional Well-Being and Supportive Leadership) includes Q36, Q51–Q53, both showing solid loadings above 0.70, reinforcing the stability of these constructs.

Factor 5 (Trust-Centered School Leadership) involves Q1, Q7, Q19, Q23, Q31, and Q33, with loadings above 0.70, indicating strong convergence. Factor 6 (Belonging and Collaborative Engagement) is made up of Q13, Q14, and Q18, with standardized coefficients showing moderate to high influence (0.44–1.19). Factor 7 (Supportive and Appreciative School Culture), though smaller with Q9, Q15, and Q20, demonstrates high loading values up to 2.02, showing a strong latent relationship. Finally, Factor 8 (Trust and Collaboration) comprises Q37, Q43, and Q44, with loadings from 0.16 to 1.54, supporting their relevance within this latent variable. Correlations among the eight factors are relatively low (ranging from 0.01 to 0.06), implying that while each factor is distinct, they collectively reflect nuanced dimensions of leadership and school climate.

The results highlight that school leadership in areas such as inclusivity, collaboration, mental health support, and trust are multidimensional and strongly anchored in specific observable behaviors. This supports the notion that effective leadership in education requires intentionality across different aspects of relational and emotional capacity. These findings reinforce the importance of promoting leadership practices that are reflective, inclusive, and community-centered in fostering an emotionally safe and participatory school environment.

#### Scale on Resiliency in Cotabato and Kidapawan City Schools Division Administrators

Inclusive Leadership	5	4	3	2	1
I regularly seek feedback from teachers, students, and parents to inform decisions and improve school practices.					
I provide opportunities for stakeholders to collaborate on school improvement initiatives.					
I make my mental well-being a priority, even when dealing with stressful school situations.					
I am able to manage stress effectively.					
Emotional Well-Being and Supportive Leadership	5	4	3	2	1

I model the manner of managing emotions in the workplace.					
I provide opportunities for staff to access mental health resources or workshops to support their well-being.					
I ensure that staff are not overwhelmed with work-related stress by promoting a manageable workload and adequate time for rest.					
I promote opportunities for staff to participate in school leadership teams or committees.					
<b>Trust-Centered School Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I maintain a positive relationship with teachers even during times of school crises or challenges.					
I seek input from parents and guardians on important decisions affecting the school community.					
I actively involve staff in the planning and implementation of school-wide initiatives, especially those related to change or innovation.					
I actively promote diversity in the hiring process to ensure the staff reflects the diversity of our student body.					
I work hard to create a climate where staff members are emotionally invested in the school's mission and feel connected to each other.					
I create an atmosphere of trust and mutual respect among the staff, even when faced with challenging decisions.					
<b>Trust and Collaboration</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I ensure that all students, regardless of their background, feel a sense of belonging at school.					
I encourage open dialogue and involvement from all school community members, regardless of their position.					
I encourage teachers to collaborate and share ideas, ensuring that everyone's voice is heard and valued.					
<b>Belonging and Collaborative Engagement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I take time to personally check in with teachers and staff members to ensure they feel supported and valued, especially in times of challenge.					
I take intentional actions to ensure that every teacher feels like an integral part of the school team.					
I frequently acknowledge and celebrate the achievements of teachers and staff to keep morale high, even during challenging times.					
<b>Supportive and Appreciative School Culture</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I maintain an open-door policy to encourage informal participation.					
I remain calm in high-pressure situations.					
I take steps to ensure that my emotional health does not negatively affect decision-making.					

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### *Summary of Findings*

The Kaiser-Meyer-Olkin (KMO) value of 0.792 and Bartlett's Test of Sphericity ( $\chi^2 = 5789.491$ ,  $p < .001$ ) confirmed the adequacy of the data for factor analysis.

The EFA results revealed eight significant components—namely, Equity, Inclusion, and Participation; Mental Health and Well-Being; Inclusive Leadership; Emotional Well-Being and Supportive Leadership; Trust-Centered School Leadership; Belonging and Collaborative Engagement; Supportive and Appreciative School Culture; and Trust and Collaboration—which together explained 62.196% of the total variance, indicating the multidimensional nature of resiliency.

The findings highlight that factors such as Inclusive Leadership, Trust-Centered Leadership, and Supportive Culture are key dimensions of school administrators' resiliency.

## Conclusions

The study concludes that resiliency among school administrators in Cotabato and Kidapawan is a complex, multi-layered phenomenon encompassing both emotional and organizational competencies. The six-factor model suggests that leadership resiliency is best understood through a blend of inclusiveness, emotional regulation, trust-building, and collaborative culture. While the initial model demonstrated theoretical comprehensiveness, refinement was necessary for statistical adequacy, indicating the importance of both conceptual clarity and empirical precision in resiliency modeling.

Despite existing strengths in mental health awareness and inclusivity, the study identifies gaps in shared governance, collaborative engagement, and systematic emotional support, emphasizing the need for more structured leadership development programs.

Personal competencies such as reflection, emotional control, and confidence are foundational in helping administrators cope with the demands of leadership.

Resilience among school leaders is reinforced by their ability to lead strategically, stay focused under stress, and respond decisively to crises.

## Recommendations

1. Develop localized resiliency frameworks in DepEd Cotabato and Kidapawan divisions focusing on emotional well-being, participatory leadership, and inclusive governance.
2. Offer structured programs on mental health literacy, emotional regulation, inclusive leadership, and adaptive decision-making tailored for administrators.
3. Integrate resiliency indicators into the performance appraisal systems for school leaders, ensuring continuous monitoring and development.
4. Encourage distributed leadership models through functional school leadership teams, participatory planning, and regular stakeholder consultations.
5. Foster a school culture that values collaboration, recognition, and wellness through team-building activities, check-in systems, and wellness days.
6. Professional development programs should emphasize self-awareness training, emotional regulation techniques, and confidence-building strategies for school leaders.
7. Leadership training should incorporate crisis management simulations, collaborative decision-making practices, and goal-setting frameworks to enhance resilience in school leadership.

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