

School Heads' Quality Of Life and Work Life: Its Relation to Psychological Resilience and Performance

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Abstract

This study is concerned with the relationship of the school heads' quality of life and work life to their psychological resilience and performance. It specifically sought to determine following: the level of school heads' quality of life, quality of work life, psychological resilience, and performance. Also, the significant relationship between the school heads' quality of life and quality of work life to psychological resilience and performance were identified.

The descriptive research design was used in this research. Furthermore, survey research methods were used in the gathering of the data needed. Also, respondents were selected using purposive sampling. The study was conducted in select mega elementary schools in the Schools Division of Laguna. The respondents were 70 school heads, comprising of 10 principals and 60 master teachers. The main data gathering instrument used in this study was the validated researcher-made survey questionnaire.

Based on the presented, analyzed, and interpreted data, it was found that the level of the school heads' quality of life, quality of work life, psychological resilience, and performance are all very high. The level of each indicator for all variables is also very high. Meanwhile, the school heads' quality of life was found to have a significant relationship with psychological resilience and performance. And as for the quality of work life, it was found that it has a significant relationship with psychological resilience and performance as well.

Based on the findings, all the studied hypotheses were rejected, and the following conclusions were drawn: It is crucial for school heads to acquire life satisfaction as it is a key determinant of psychological resilience, which is a major attribute that must be possessed by people assuming leadership roles; and school heads must feel satisfied with the quality of their work life for them to enhance their psychological resilience and their work performance.

Finally, the following recommendations were made based on the findings and conclusions: 1) Future researchers may use the same problem, design, and approaches used in this research to conduct another research in different contexts and/or respondents; 2) Department of Education officials may use this research as basis for the creation of a possible psychological resilience program; 3) A more comprehensive and aggressive approach must be employed in improving the quality of work life of the school leaders; 4) School leaders may engage in minimal leisure activities, relaxation, nap, and micro-hobbies in between working tasks to make them more productive and less stressed; and 5) Limitations may be set when school leaders are engaged in their personal and work life.

Keywords: school heads; Quality Of Life; psychological resilience

1. Introduction

School leaders assume the highest role in any learning institution; thus, it equates to greater responsibilities. Considering that principals and master teachers are the ‘school heads’ for they perform managerial and leadership tasks in the school and are subject to numerous additional roles, challenges, and difficulties in their field, it is a must that they create a balance between their personal and work life. The way these school heads perceive the quality of their life and work life is crucial as these are significant determinants of their resilience and performance at work — two factors necessary to determine their success and effectiveness as school leaders.

How a person perceives his or her quality of life and work life varies depending on how he or she sees and handles the present circumstances in his or her life. In the case of the school heads who are bombarded with extra work and time-consuming micro tasks, it is important that they obtain an optimistic view on their quality of life and work life to remain resilient and perform their work well.

Extreme stress in the workplace may cause several negative personal and performance outcomes if not managed properly. Certain professional groups, one is those in the field of education with leadership roles, are more susceptible to mental health problems such as stress, anxiety, or worse case, depression because they work in extremely stressful workplaces. Some people, though, are less impacted by workplace stress and its negative effects. These people have been described as “resilient.” This characteristic is essential for employees as this is deemed to be a major determinant to the extent of how they can handle extreme workplace stress. And with resilience, they tend to perform at work more effectively. Therefore, resilience and performance co-occur. People with psychological resilience can use their skills and strengths to respond to life's challenges. This quality is vital for school heads to comply with the demanding nature of their work, making them more productive and able to perform at work better. And this is attainable if they have a good perception of their quality of life and work life.

Similar to the other essential work attributes, a high level of resilience and high-quality performance at work are dependent on numerous factors and can be further cultivated. If these factors are determined and are given priority to enhance, as what this is study for, school heads will be able to reach their full potential as competent leaders.

This study seeks the relationship of quality of life and work life to school heads’ resilience and performance. Gauging this correlation is crucial as school heads’ wellbeing is as important as teachers’ and the learners.’

1.1 Statement of the Problem

Specifically, this study seeks to attain the following objectives:

1. What is the level of school heads’ quality of life as to:
 - 1.1. Physical Health;
 - 1.2. Mental Health;
 - 1.3. Social Relationships and Community;
 - 1.4. Environment;
 - 1.5. Spirituality;
 - 1.6. Economics; and
 - 1.7. Education and Knowledge?
2. What is the level of school heads’ quality of work life as to:
 - 2.1. Workplace Environment;
 - 2.2. Organization Culture;
 - 2.3. Workplace Relationship and Social Support;

- 2.4. Career Growth and Development Opportunity;
- 2.5. Compensation and Benefits;
- 2.6. Job Satisfaction;
- 2.7. Job Security; and
- 2.8. Autonomy at Work and Control?
3. What is the level of school heads' psychological resilience as to:
 - 3.1. Equanimity;
 - 3.2. Perseverance;
 - 3.3. Self-reliance; and
 - 3.4. Meaningfulness?
4. What is the level of school heads' performance as to:
 - 4.1. Contextual Performance; and
 - 4.1.1. Altruism
 - 4.1.2. Conscientiousness
 - 4.2. Task Performance?
5. Is there a significant relationship between the school heads' quality of life and psychological resilience?
6. Is there a significant relationship between the school heads' quality of life and performance?
7. Is there a significant relationship between the school heads' quality of work life and psychological resilience?
8. Is there a significant relationship between the school heads' work life and performance?

2. Methodology

The study seeks to examine the relationship of select SDO Laguna's school head's quality of life and work life to their psychological resilience and performance. The descriptive research design was used in this research. Furthermore, survey research method was used in the gathering of the data needed.

Descriptive research gives a deeper and more comprehensive look at the characteristics and traits of a particular population or phenomenon. This allows the researchers to have a better understanding of the topic they are interested in (Sirisilla, S., 2023). One of the advantages of utilizing descriptive research designs is helps researchers create a reliable and beneficial database for their study (Heath, C., 2023).

3. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the relationship of the school heads' quality of life and work life to psychological resilience and performance.

Table 1 *Level of School Heads' Quality of Life as to Physical Health*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I have sufficient energy for everyday life.</i>	4.56	0.56	Strongly Agree
<i>I am satisfied with the amount of sleep I have.</i>	3.89	0.81	Agree

<i>I do not have difficulty sleeping.</i>	4.10	0.85	Agree
<i>I am satisfied with my ability to perform my daily activities.</i>	4.49	0.61	Strongly Agree
<i>My health problems do not get in the way of doing my daily activities.</i>	4.46	0.67	Strongly Agree
<i>I am not dependent on the use of medical substances to function in my daily life.</i>	4.49	0.76	Strongly Agree
<i>I am capable of handling any pain or discomfort.</i>	4.43	0.67	Strongly Agree
<i>I do not get tired quickly.</i>	4.10	0.80	Agree
Weighted Mean	4.31		
SD	0.53		
Verbal Interpretation	Very high		

Table 1 presents the level of school heads' quality of life in terms of physical health. The statement that says the school heads have sufficient energy for everyday life shows the highest mean score ($M=4.56$, $SD=0.56$) with a remark of strongly agree. On the other hand, the statement that says the school heads are satisfied with the amount of sleep they have has the lowest mean score ($M=3.89$, $SD=0.81$) with a remark of agree.

The analyzed data revealed that the level of school heads' quality of life in terms of physical health has a weighted mean of 4.31 and a standard deviation of 0.53 and was interpreted as very high. This implies that despite the school heads' exhausting volume of tasks daily and the demanding nature and extent of their work, they are still highly satisfied with the quality of their life in terms of physical health.

Table 2 Level of School Heads' Quality of Life as to Mental Health

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I enjoy my life.</i>	4.71	0.54	Strongly Agree
<i>I have a meaningful life.</i>	4.81	0.43	Strongly Agree
<i>I can concentrate well.</i>	4.54	0.56	Strongly Agree
<i>I rarely have negative feelings such as sadness, anxiety, or depression.</i>	4.24	0.77	Strongly Agree
<i>Negative feelings do not interfere with my everyday functioning.</i>	4.41	0.60	Strongly Agree
<i>I am satisfied with my bodily appearance.</i>	4.49	0.70	Strongly Agree

<i>I feel optimistic about my future.</i>	4.76	0.43	Strongly Agree
Weighted Mean	4.57		
SD	0.41		
Verbal Interpretation	Very high		

Table 2 illustrates the level of school heads' quality of life in terms of mental health. The statement that says the school heads have a meaningful life shows the highest mean score (Mean=4.81, SD=0.43) and was remarked as strongly agree. On the other hand, the statement that says the school heads rarely have negative feelings such as sadness, anxiety, or depression has the lowest mean score (M=4.24, SD=0.77), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of life in terms of mental health has a weighted mean of 4.57 and a standard deviation of 0.41 and was interpreted as very high. The implications suggest that despite the school heads' extensive daily workload and demanding nature and extent of their responsibilities, they remain highly content with the status of their mental health.

Table 3 Level of School Heads' Quality of Life as to Social Relationships and Community

Statements	Mean	SD	Remarks
<i>I am satisfied with my relationships.</i>	4.64	0.61	Strongly Agree
<i>I am satisfied with the support I get from my family.</i>	4.80	0.47	Strongly Agree
<i>I have a robust support system.</i>	4.56	0.63	Strongly Agree
<i>I can openly express my emotions to the people with whom I have a strong bond and connection.</i>	4.69	0.53	Strongly Agree
<i>I can count on my friends when I need them.</i>	4.61	0.60	Strongly Agree
<i>I can provide for and support my family and friends.</i>	4.64	0.59	Strongly Agree
<i>I can provide for and support other people.</i>	4.40	0.71	Strongly Agree
Weighted Mean	4.62		
SD	0.47		
Verbal Interpretation	Very high		

Table 3 shows the level of school heads' quality of life in terms of social relationships and community. The statement that says the school heads are satisfied with the support they get from their family shows the highest mean score (Mean=4.80, SD=0.47) and was remarked as strongly agree. On the other hand, the statement that says the school heads can provide for and support other people has the lowest mean score (M=4.40, SD=0.71), yet was also remarked as strongly agree. All other statements were also remarked as

strongly agree.

The analyzed data revealed that the level of school heads' quality of life in terms of social relationships and community has a weighted mean of 4.62 and a standard deviation of 0.47 and was interpreted as very high. This signifies that being adept at creating and maintaining good relationships with various people in the school-community makes the school heads highly satisfied with the quality of their life in terms of social relationships and community.

Table 4 Level of School Heads' Quality of Life as to Environment

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I feel safe in my daily life.</i>	4.66	0.54	Strongly Agree
<i>I am living in a healthy and peaceful environment.</i>	4.60	0.57	Strongly Agree
<i>I have access to information that I need in my day-to-day life.</i>	4.69	0.50	Strongly Agree
<i>The place where I live is in good condition.</i>	4.67	0.56	Strongly Agree
<i>Health and social services are accessible.</i>	4.59	0.65	Strongly Agree
<i>I am satisfied with the climate in the area I live in.</i>	4.64	0.57	Strongly Agree
<i>The area where I live has a sound transportation system.</i>	4.59	0.63	Strongly Agree
Weighted Mean	4.63		
SD	0.48		
Verbal Interpretation	Very high		

Table 4 shows the level of school heads' quality of life in terms of environment. The statement that says the school heads have access to information that they need in their day-to-day life shows the highest mean score (Mean=4.69, SD=0.50) and was remarked as strongly agree. On the other hand, the statement that says the school heads' health and social services are accessible, with a mean of 4.40 and a standard deviation 0.71, and statement that says the school heads' area where they live has a sound transportation system, with a mean of 4.59 and a standard deviation of 0.63, both received the lowest means, yet still remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of life in terms of environment has a weighted mean of 4.63 and a standard deviation of 0.48 and was interpreted as very high. This shows that the school heads are highly satisfied and have access to the most essential aspects of their environment.

Table 5 Level of School Heads' Quality of Life as to Spirituality

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>My personal beliefs give meaning to my life.</i>	4.83	0.42	Strongly Agree
<i>My personal beliefs give me the strength to</i>	4.84	0.37	Strongly Agree

face difficulties in life.

<i>I live a meaningful life.</i>	4.76	0.46	Strongly Agree
<i>My personal beliefs help me understand difficulties in life.</i>	4.79	0.41	Strongly Agree
<i>I have inner peace.</i>	4.59	0.63	Strongly Agree
<i>I recognize the importance of prayer, meditation, and self-reflection.</i>	4.90	0.30	Strongly Agree
<i>I can speak comfortably about my values and beliefs.</i>	4.77	0.46	Strongly Agree

Weighted Mean	4.78
SD	0.36
Verbal Interpretation	Very high

Table 5 shows the level of school heads' quality of life in terms of spirituality. The statement that says the school heads recognize the importance of prayer, meditation, and self-reflection shows the highest mean score (Mean=4.90, SD=0.30) and was remarked as strongly agree. On the other hand, the statement that says the school heads have inner peace has the lowest mean score (M=4.59, SD=0.63), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of life in terms of spirituality has a weighted mean of 4.78 and a standard deviation of 0.36 and was interpreted as very high. This shows that having possessed a deeper understanding of their purpose and significance in life helps the school heads to perceive the quality of their life in terms of spirituality highly.

Table 6 Level of School Heads' Quality of Life as to Economics

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I can support my daily needs with what I am earning presently.</i>	4.54	0.61	Strongly Agree
<i>I can support my family with what I am earning.</i>	4.53	0.63	Strongly Agree
<i>I feel secure about my future with my financial status right now.</i>	4.30	0.69	Strongly Agree
<i>I save money whenever I can.</i>	4.14	0.91	Agree
<i>I use my savings as much as possible instead of borrowing money from a bank or lending institution to make ends meet.</i>	4.10	0.82	Agree
<i>I can survive even without relying on another source of living aside from my regular work.</i>	4.21	0.78	Strongly Agree

I exercise discipline when determining how to allocate my finances. 4.41 0.67 Strongly Agree

Weighted Mean 4.31
 SD 0.53
 Verbal Interpretation Very high

Table 6 presents the level of school heads' quality of life in terms of economics. The statement that says the school heads can support their daily needs with what they are earning presently shows the highest mean score ($M=4.54$, $SD=0.61$) with a remark of strongly agree. On the other hand, the statement that says the school heads use their savings as much as possible instead of borrowing money from a bank or lending institution to make ends meet has the lowest mean score ($M=4.10$, $SD=0.82$) with a remark of agree.

The analyzed data revealed that the level of school heads' quality of life in terms of economics has a weighted mean of 4.31 and a standard deviation of 0.53 and was interpreted as very high. This shows that school heads have a clear understanding of financial literacy, and they are able to utilize this knowledge both in their field of profession and in their personal lives, hence, they are highly satisfied with the quality of their life in terms of economics.

Table 7 Level of School Heads' Quality of Life as to Education and Knowledge

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I possess sufficient knowledge and skills I need to survive my daily life.</i>	4.59	0.55	Strongly Agree
<i>I need to broaden my education.</i>	4.46	0.70	Strongly Agree
<i>I am satisfied with the knowledge and skills I gained during my educational journey.</i>	4.53	0.61	Strongly Agree
<i>The knowledge I acquired about my educational background is relevant to real-world situations.</i>	4.63	0.59	Strongly Agree
<i>My education has contributed significantly to my personal growth and development.</i>	4.71	0.51	Strongly Agree
<i>Educational attainment influences my earning potential.</i>	4.64	0.59	Strongly Agree
<i>Higher levels of education lead to better job opportunities.</i>	4.60	0.62	Strongly Agree
Weighted Mean	4.59		
SD	0.50		
Verbal Interpretation	Very high		

Table 7 shows the level of school heads' quality of life in terms of spirituality. The statement that

says the school heads' education has contributed significantly to their personal growth and development shows the highest mean score (Mean=4.71, SD=0.51) and was remarked as strongly agree. On the other hand, the statement that says the school heads need to broaden their education has the lowest mean score (M=4.46, SD=0.70), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of life in terms of education and knowledge has a weighted mean of 4.59 and a standard deviation of 0.50 and was interpreted as very high. This shows that as educators, school heads value learning and acknowledge that expanding their knowledge and education is a crucial factor in improving their quality of life.

Table 8 *Level of School Heads' Quality of Work Life as to Workplace Environment*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>The environment in my workplace is good and highly motivating.</i>	4.53	0.61	Strongly Agree
<i>The physical workspace (office layout, lighting, temperature) is conducive to productivity.</i>	4.59	0.60	Strongly Agree
<i>I can access the necessary resources (tools, equipment, software) to perform my job effectively.</i>	4.47	0.63	Strongly Agree
<i>Communication among team members and departments is transparent and efficient.</i>	4.57	0.55	Strongly Agree
<i>People of all cultures and backgrounds are respected and valued in my workplace.</i>	4.59	0.63	Strongly Agree
<i>Working conditions are good in my company.</i>	4.60	0.57	Strongly Agree
<i>I am given enough work empowerment to decide about my style and place of work.</i>	4.49	0.63	Strongly Agree
Weighted Mean	4.55		
SD	0.51		
Verbal Interpretation	Very high		

Table 8 illustrates the level of school heads' quality of work life in terms of workplace environment. The statement that says the school heads' working conditions are good in their school shows the highest mean score (Mean=4.60, SD=0.57) and was remarked as strongly agree. On the other hand, the statement that says the school heads can access the necessary resources (tools, equipment, software) to perform their job effectively has the lowest mean score (M=4.47, SD=0.63), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of work environment has a weighted mean of 4.55 and a standard deviation of 0.63 and was interpreted as very high. This shows that as school heads, they can control the most essential aspects of their work environment, hence,

they can design, organize, and manage it according to their needs and preferences. As a result, they are highly contented with their workplace environment.

Table 9 Level of School Heads' Quality of Work Life as to Organization Culture

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>There is cooperation among the superiors and other employees in achieving the goals.</i>	4.57	0.63	Strongly Agree
<i>Superiors feel free to offer comments and suggestions on my colleagues' performance.</i>	4.63	0.54	Strongly Agree
<i>I am proud to be working in my present workplace.</i>	4.66	0.56	Strongly Agree
<i>I am involved in making decisions that affect our work.</i>	4.51	0.70	Strongly Agree
<i>There is no gender discrimination in my workplace.</i>	4.76	0.46	Strongly Agree
<i>The wage policies adopted by my workplace are good.</i>	4.54	0.63	Strongly Agree
<i>My workplace communicates every new change that takes place.</i>	4.63	0.64	Strongly Agree
Weighted Mean	4.61		
SD	0.50		
Verbal Interpretation	Very high		

Table 9 shows the level of school heads' quality of work life in terms of organization culture. The statement there is no gender discrimination in the school heads' workplace shows the highest mean score (Mean=4.76, SD=0.46) and was remarked as strongly agree. On the other hand, the statement that says the school heads are involved in making decisions that affect their work has the lowest mean score (M=4.51, SD=0.70), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of organization culture has a weighted mean of 4.61 and a standard deviation of 0.50 and was interpreted as very high. This implies that school heads' leadership style and decisions influence their organizational culture. They make necessary changes that are the most relevant and accurate in the totality of their workplace, resulting in them being highly satisfied with the organization culture.

Table 10 Level of School Heads' Quality of Work Life as to Workplace Relationship and Social Support

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I have a harmonious relationship with my</i>	4.61	0.60	Strongly Agree

<i>colleagues.</i>			
<i>There is a strong sense of belongingness in my workplace.</i>	4.60	0.62	Strongly Agree
<i>My colleagues are supportive and helpful when I need assistance at work.</i>	4.66	0.56	Strongly Agree
<i>The relationship between superiors and employees is very good.</i>	4.67	0.58	Strongly Agree
<i>I have a very cordial relationship with my immediate superior.</i>	4.60	0.57	Strongly Agree
<i>I feel comfortable communicating my ideas and concerns with my superiors and colleagues.</i>	4.57	0.63	Strongly Agree
<i>Open and constructive feedback is exchanged between colleagues in my workplace.</i>	4.59	0.63	Strongly Agree
Weighted Mean	4.61		
SD	0.53		
Verbal Interpretation	Very high		

Table 10 shows the level of school heads' quality of work life in terms of workplace relationships and social support. The statement that says the relationship between superiors and employees is very good shows the highest mean score (Mean=4.67, SD=0.58) and was remarked as strongly agree. On the other hand, the statement that says the school heads feel comfortable communicating their ideas and concerns with their superiors and colleagues has the lowest mean score (M=4.57, SD=0.63), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of workplace relationships and social support has a weighted mean of 4.61 and a standard deviation of 0.53 and was interpreted as very high. This signifies that school heads are able to create a good rapport between and among their co-workers, thus it equates to them being highly satisfied with the social relationships and social support they are receiving at their workplace.

Table 11 Level of School Heads' Quality of Work Life as to Career Growth and Development Opportunity

Statements	Mean	SD	Remarks
<i>Training provided in our workplace is relevant to my job responsibilities.</i>	4.74	0.44	Strongly Agree
<i>My workplace provides training programs that aim to improve employee interpersonal relationships.</i>	4.70	0.52	Strongly Agree
<i>My workplace offers sufficient training</i>	4.56	0.65	Strongly Agree

opportunities to all its employees.

I have easy access to information about available training opportunities. 4.51 0.61 Strongly Agree

My workplace encourages and supports me to participate in training programs. 4.66 0.51 Strongly Agree

I receive feedback or support after training to apply new skills/knowledge at work. 4.53 0.65 Strongly Agree

Weighted Mean 4.62

SD 0.49

Verbal Interpretation Very high

Table 11 shows the level of school heads' quality of work life in terms of career growth and development opportunity. The statement that says the training provided in the school heads' workplace is relevant to their job responsibilities shows the highest mean score (Mean=4.74, SD=0.44) and was remarked as strongly agree. On the other hand, the statement that says the school heads have easy access to information about available training opportunities has the lowest mean score (M=4.51, SD=0.61), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of career growth and development opportunity has a weighted mean of 4.62 and a standard deviation of 0.49 and was interpreted as very high. This exemplifies that school heads are receiving adequate support when it comes to their career growth and development opportunities, thus, this implies that they are highly contented with this aspect of quality of life.

Table 12 Level of School Heads' Quality of Work Life as to Compensation and Benefits

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I am given adequate and fair compensation for my work.</i>	4.57	0.55	Strongly Agree
<i>The benefits package offered by my workplace (healthcare, retirement, etc.) meets my needs.</i>	4.20	0.93	Agree
<i>My workplace does an excellent job of linking rewards to job performance</i>	4.30	0.79	Strongly Agree
<i>Promotions are handled relatively in my workplace.</i>	4.49	0.68	Strongly Agree
<i>My superior praises me when I do my job well.</i>	4.57	0.65	Strongly Agree
<i>The opportunities for performance-based bonuses or incentives are fair.</i>	4.53	0.61	Strongly Agree
<i>The transparency regarding salary bands</i>	4.61	0.57	Strongly Agree

and promotion criteria is clear and understandable.

Weighted Mean	4.47
SD	0.53
Verbal Interpretation	Very high

Table 12 shows the level of school heads' quality of work life in terms of compensation and benefits. The statement that says the transparency regarding salary bands and promotion criteria is clear and understandable shows the highest mean score (Mean=4.61, SD=0.57) and was remarked as strongly agree. On the other hand, the statement that says the benefits package offered by the school heads' workplace (healthcare, retirement, etc.) meets their needs has the lowest mean score (M=4.20, SD=0.93), was remarked as agree. All other statements were remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of compensation and benefits has a weighted mean of 4.47 and a standard deviation of 0.53 and was interpreted as very high. Despite exerting more effort and time as compared to the compensation they receive, the result shows that school heads are still highly contented with the terms of compensation and benefits they receive from their workplace.

Table 13 *Level of School Heads' Quality of Work Life as to Job Satisfaction*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I am satisfied and comfortable with my job.</i>	4.67	0.56	Strongly Agree
<i>I find my work fulfilling and meaningful.</i>	4.66	0.61	Strongly Agree
<i>I am satisfied with the opportunities for career growth and development my workplace provides.</i>	4.59	0.63	Strongly Agree
<i>My work is respected and valued in my workplace.</i>	4.69	0.53	Strongly Agree
<i>I am satisfied with my workplace's transparency and communication.</i>	4.63	0.54	Strongly Agree
<i>Conditions on my job allow me to maximize my productivity.</i>	4.56	0.61	Strongly Agree
<i>I am motivated to contribute to the workplace's success.</i>	4.61	0.60	Strongly Agree
Weighted Mean	4.63		
SD	0.51		
Verbal Interpretation	Very high		

Table 13 shows the level of school heads' quality of work life in terms of job satisfaction. The statement that says the school heads' work is respected and valued in my workplace shows the highest mean score (Mean=4.69, SD=0.53) and was remarked as strongly agree. On the other hand, the statement that says

the conditions on their job allow them to maximize their productivity has the lowest mean score ($M=4.56$, $SD=0.61$), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of job satisfaction has a weighted mean of 4.63 and a standard deviation of 0.51 and was interpreted as very high. This implies that school heads feel a sense of fulfillment and happiness in accomplishing their work and abiding to their duties and responsibilities, hence, their job satisfaction is significantly high.

Table 14 Level of School Heads' Quality of Work Life as to Job Security

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I feel secure about my job.</i>	4.74	0.50	Strongly Agree
<i>I feel confident about the future of my position in my workplace.</i>	4.64	0.57	Strongly Agree
<i>My workplace values its employee's job security.</i>	4.63	0.54	Strongly Agree
<i>I receive clear communication regarding the standing and stability of my position at work.</i>	4.69	0.50	Strongly Agree
<i>I am confident that the workplace is capable of handling economic uncertainties or changes that could affect job security.</i>	4.53	0.63	Strongly Agree
<i>My performance is recognized and valued, contributing to my job security.</i>	4.59	0.55	Strongly Agree
<i>I can access resources or support that mitigate job insecurity concerns.</i>	4.49	0.65	Strongly Agree
Weighted Mean	4.61		
SD	0.49		
Verbal Interpretation	Very high		

Table 14 shows the level of school heads' quality of work life in terms of job security. The statement that says the school heads feel secure about their job shows the highest mean score ($Mean=4.74$, $SD=0.50$) and was remarked as strongly agree. On the other hand, the statement that says the school heads can access resources or support that mitigate job insecurity concerns has the lowest mean score ($M=4.49$, $SD=0.65$), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of job security has a weighted mean of 4.61 and a standard deviation of 0.49 and was interpreted as very high. This shows that school heads are able to perform their duties better as they are highly satisfied with the level of job security.

Table 15 Level of School Heads' Quality of Work Life as to Autonomy at Work and Control

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
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My job lets me showcase my skills and abilities.	4.69	0.47	Strongly Agree
I have the freedom to make decisions about how I accomplish my work tasks.	4.60	0.60	Strongly Agree
I am allowed to do some of my work tasks at home.	4.67	0.53	Strongly Agree
My supervisor encourages me to take initiative and innovate.	4.63	0.57	Strongly Agree
I am allowed to express my ideas and suggestions regarding work-related matters.	4.67	0.58	Strongly Agree
My workplace ensures a balance between the stated objectives and the provided resources.	4.59	0.63	Strongly Agree
I have no difficulty in managing my workload and schedule efficiently.	4.49	0.68	Strongly Agree
Weighted Mean	4.62		
SD	0.50		
Verbal Interpretation	Very high		

Table 15 shows the level of school heads' quality of work life in terms of autonomy at work and control. The statement that says the school heads' job lets them showcase their skills and abilities shows the highest mean score (Mean=4.69, SD=0.47) and was remarked as strongly agree. On the other hand, the statement that says the school heads have no difficulty in managing my workload and schedule efficiently has the lowest mean score (M=4.49, SD=0.68), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' quality of work life in terms of autonomy at work and control has a weighted mean of 4.62 and a standard deviation of 0.50 and was interpreted as very high. This shows that exercising autonomy at workplace helps the school leaders be more resilient, therefore, this implies that school leaders are highly satisfied with their autonomy at work and control.

Table 16 Level of School Heads' Psychological Resilience as to Equanimity

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I do not let my negative emotions ruin my day.</i>	4.54	0.58	Strongly Agree
<i>I can still speak calmly with the person who upsets me.</i>	4.53	0.61	Strongly Agree
<i>I can maintain my focus even amidst chaos.</i>	4.56	0.58	Strongly Agree

<i>I remain attentive when faced with difficult situations.</i>	4.56	0.61	Strongly Agree
<i>I can tolerate situations that I can't alter without getting frustrated.</i>	4.39	0.67	Strongly Agree
<i>I do my best to relax when I feel physical discomfort.</i>	4.59	0.60	Strongly Agree
<i>The quality of my work does not get affected when I have negative emotions.</i>	4.57	0.60	Strongly Agree
Weighted Mean	4.53		
SD	0.52		
Verbal Interpretation	Very high		

Table 16 shows the level of school heads' psychological resilience in terms of equanimity. The statement that says the quality of the school heads' work does not get affected when they have negative emotions shows the highest mean score (Mean=4.57, SD=0.60) and was remarked as strongly agree. On the other hand, the statement that says the school heads can tolerate situations that they can't alter without getting frustrated has the lowest mean score (M=4.39, SD=0.67), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' psychological resilience in terms of equanimity has a weighted mean of 4.53 and a standard deviation of 0.52 and was interpreted as very high. This implies that school heads remain composed and calm even during difficult times, this suggests that school leaders possess a high level of equanimity.

Table 17 Level of School Heads' Psychological Resilience as to Perseverance

Statements	Mean	SD	Remarks
<i>I am persistent in achieving my goals, even if it takes me a lot of time and effort.</i>	4.83	0.38	Strongly Agree
<i>I think of alternative ways when my original plan doesn't work.</i>	4.71	0.51	Strongly Agree
<i>Challenges help me to become a stronger person.</i>	4.70	0.55	Strongly Agree
<i>Negative feedback cannot stop me from achieving my goals.</i>	4.63	0.54	Strongly Agree
<i>I am willing to try again whenever I fail to accomplish my tasks.</i>	4.69	0.53	Strongly Agree
<i>I can manage my frustration when I fail to accomplish my goals.</i>	4.67	0.56	Strongly Agree
<i>I look for motivation to continue whenever</i>	4.70	0.49	Strongly Agree

I am faced with setbacks.

Weighted Mean	4.70
SD	0.44
Verbal Interpretation	Very high

Table 17 shows the level of school heads' psychological resilience in terms of perseverance. The statement that says the school heads are persistent in achieving their goals even if it takes them a lot of time and effort shows the highest mean score (Mean=4.83, SD=0.38) and was remarked as strongly agree. On the other hand, the statement that says negative feedback cannot stop school heads' from achieving their goals has the lowest mean score (M=4.63, SD=0.54), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' psychological resilience in terms of perseverance has a weighted mean of 4.70 and a standard deviation of 0.44 and was interpreted as very high. This shows school leaders do not get discouraged during challenging times as they are equipped with a high level of perseverance.

Table 18 Level of School Heads' Psychological Resilience as to Self-reliance

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I am confident in my ability to find solutions to my problems.</i>	4.71	0.49	Strongly Agree
<i>I can take responsibility for my own mistakes.</i>	4.79	0.41	Strongly Agree
<i>I trust my decision-making skills.</i>	4.66	0.51	Strongly Agree
<i>I am capable of multitasking.</i>	4.69	0.53	Strongly Agree
<i>I look for the positive things in myself to boost my self-esteem.</i>	4.67	0.53	Strongly Agree
<i>I am fine doing multiple tasks alone.</i>	4.59	0.58	Strongly Agree
<i>I can handle my emotions when things do not go as planned.</i>	4.59	0.60	Strongly Agree
Weighted Mean	4.67		
SD	0.45		
Verbal Interpretation	Very high		

Table 18 shows the level of school heads' psychological resilience in terms of self-reliance. The statement that says the school heads can take responsibility for their own mistakes shows the highest mean score (Mean=4.79, SD=0.41) and was remarked as strongly agree. On the other hand, the statement that says the school heads are fine doing multiple tasks alone has the lowest mean score (M=4.59, SD=0.58), as well as the statement that says the school heads can handle their emotions when things do not go as planned, (M=4.59, SD=0.60), yet both were also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' psychological resilience in terms of self-

reliance has a weighted mean of 4.67 and a standard deviation of 0.45 and was interpreted as very high. This shows that school heads are capable of navigating their personal and work responsibilities independently, this only exemplifies that they are highly self-reliant individuals.

Table 19 Level of School Heads' Psychological Resilience as to Meaningfulness

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I have a meaningful life.</i>	4.80	0.44	Strongly Agree
<i>I know my purpose in life.</i>	4.80	0.47	Strongly Agree
<i>I feel significant in other people's lives.</i>	4.66	0.54	Strongly Agree
<i>I continue to strive to make my life more meaningful.</i>	4.77	0.42	Strongly Agree
<i>I find a sense of fulfillment in my life's present status.</i>	4.73	0.54	Strongly Agree
<i>I feel satisfied with the way I spend my time.</i>	4.66	0.59	Strongly Agree
<i>I seek out experiences that make my life feel significant.</i>	4.69	0.53	Strongly Agree
Weighted Mean	4.73		
SD	0.46		
Verbal Interpretation	Very high		

Table 19 shows the level of school heads' psychological resilience in terms of meaningfulness. The statement that says the school heads have a meaningful life shows the highest mean score (Mean=4.79, SD=0.41) as well as the statement that says the school heads know their purpose in life (Mean=4.80, SD=0.47), in which both were remarked as strongly agree. On the other hand, the statement that says the school heads feel significant in other people's lives has the lowest mean score (M=4.66, SD=0.54), as well as the statement that says the school heads feel satisfied with the way they spend their time, (M=4.66, SD=0.59), yet both were also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' psychological resilience in terms of meaningfulness has a weighted mean of 4.73 and a standard deviation of 0.46 and was interpreted as very high. This implies that school heads feel that their work is worthwhile and there is a sense of value in their accomplishments, hence, they possess a high level of meaningfulness.

Table 20 Level of School Heads' Performance as to Contextual Performance (Altruism)

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
<i>I take an active part in promoting a cooperative and encouraging work atmosphere.</i>	4.69	0.55	Strongly Agree
<i>I lend a hand to my colleagues without asking anything in return.</i>	4.80	0.40	Strongly Agree

<i>I exert effort in teaching the nature of my work to a new colleague.</i>	4.77	0.42	Strongly Agree
<i>I am willing to accomplish a task not part of my job description.</i>	4.66	0.59	Strongly Agree
<i>I provide constructive feedback to my colleagues, which benefits their professional growth.</i>	4.63	0.59	Strongly Agree
<i>I am willing to serve beyond my working hours to accomplish a group task.</i>	4.70	0.52	Strongly Agree
<i>I value the team's overall performance more than any one person's accomplishments.</i>	4.69	0.50	Strongly Agree
<i>I voluntarily help my superiors in their tasks.</i>	4.53	0.70	Strongly Agree
<i>I am willing to do my colleague's tasks if they are absent with a valid reason.</i>	4.63	0.57	Strongly Agree
<i>I contribute to resolving disagreements between and among my colleagues.</i>	4.63	0.59	Strongly Agree
<i>I exert effort to make my new colleagues feel welcome in our workplace.</i>	4.60	0.60	Strongly Agree
<i>I do not make decisions that will benefit me but will hurt my colleagues.</i>	4.73	0.51	Strongly Agree
<i>I take time to know my colleagues to be able to connect with them more effectively.</i>	4.73	0.48	Strongly Agree
Weighted Mean	4.67		
SD	0.45		
Verbal Interpretation	Very high		

Table 20 shows the level of school heads' performance as to contextual performance (altruism). The statement that says the school heads lend a hand to their colleagues without asking anything in return shows the highest mean score (Mean=4.80, SD=0.40) and was remarked as strongly agree. On the other hand, the statement that says the school heads exert effort to make their new colleagues feel welcome in their workplace has the lowest mean score (M=4.60, SD=0.60), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' performance in terms of contextual performance (altruism) has a weighted mean of 4.67 and a standard deviation of 0.45 and was interpreted as very high. This implies that despite dealing with several issues in the workplace, the school heads still practice altruism and are selfless among their subordinates. Therefore, school leaders are highly altruistic.

Table 21 Level of School Heads' Performance as to Contextual Performance (Conscientiousness)

Statements	Mean	SD	Remarks
<i>During working hours, I only do work-related tasks.</i>	4.51	0.65	Strongly Agree
<i>I effectively prioritize my tasks based on their importance and urgency.</i>	4.77	0.46	Strongly Agree
<i>I perform my tasks with professionalism all the time.</i>	4.80	0.44	Strongly Agree
<i>I plan before accomplishing more complicated tasks.</i>	4.69	0.53	Strongly Agree
<i>As much as possible, I do not take unnecessary time off work.</i>	4.60	0.60	Strongly Agree
<i>I ensure that my working place is neat, clean, and organized.</i>	4.71	0.49	Strongly Agree
<i>I use the feedback I receive to improve my task performance further.</i>	4.74	0.50	Strongly Agree
<i>I have clear and well-defined goals.</i>	4.74	0.44	Strongly Agree
<i>I am willing to go the extra mile to complete a task.</i>	4.71	0.49	Strongly Agree
<i>I finish my tasks accurately.</i>	4.61	0.60	Strongly Agree
<i>I pay attention to detail in my work.</i>	4.70	0.52	Strongly Agree
<i>I make sure to inform my superior if I will be absent.</i>	4.86	0.39	Strongly Agree
Weighted Mean	4.70		
SD	0.40		
Verbal Interpretation	Very high		

Table 21 shows the level of school heads' performance as to contextual performance (conscientiousness). The statement that says the school heads make sure to inform their superior if they will be absent shows the highest mean score (Mean=4.86, SD=0.39) and was remarked as strongly agree. On the other hand, the statement that says the school heads only do work-related tasks during working hours has the lowest mean score (M=4.51, SD=0.65), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' performance in terms of contextual performance (conscientiousness) has a weighted mean of 4.70 and a standard deviation of 0.40 and was interpreted as very high. This implies that school leaders are careful and diligent in performing their tasks because they play a critical role in educating and developing learners, thus, they are highly conscientious at their workplace.

Table 22 Level of School Heads' Performance as to Task Performance

Statements	Mean	SD	Remarks
<i>I have a clear understanding of the nature of my job.</i>	4.80	0.40	Strongly Agree
<i>I can consistently complete all the tasks included in my work description.</i>	4.73	0.45	Strongly Agree
<i>I provide technical assistance to my mentees/ colleagues.</i>	4.70	0.49	Strongly Agree
<i>I have mastery of my work-related tasks.</i>	4.63	0.59	Strongly Agree
<i>I arrive at work on or before time.</i>	4.63	0.62	Strongly Agree
<i>I submit accomplished tasks on or before the due time and date.</i>	4.61	0.49	Strongly Agree
<i>I continuously update my skills by attending the latest training and seminars.</i>	4.64	0.51	Strongly Agree
<i>I possess sufficient leadership skills to guide my mentees.</i>	4.64	0.54	Strongly Agree
<i>I follow my workplace's professional code of ethics.</i>	4.80	0.40	Strongly Agree
<i>I follow the established procedures and guidelines in my workplace.</i>	4.77	0.42	Strongly Agree
<i>I ensure that I submit accurate and thorough reports when needed.</i>	4.76	0.43	Strongly Agree
<i>My work output meets or exceeds the required quality standards.</i>	4.66	0.51	Strongly Agree
<i>I am flexible enough to adjust to changes in task requirements.</i>	4.69	0.55	Strongly Agree
<i>I collaborate effectively with colleagues to accomplish tasks.</i>	4.76	0.46	Strongly Agree
Weighted Mean	4.76		
SD	0.37		
Verbal Interpretation	Very high		

Table 22 shows the level of school heads' performance in terms of task performance. The statements that say the school heads have a clear understanding of the nature of their job, and they follow their workplace's professional code of ethics both show the highest mean score (Mean=4.80, SD=0.40), in which both were remarked as strongly agree. On the other hand, the statement that says the school heads submit

accomplished tasks on or before the due time and date has the lowest mean score ($M=4.61$, $SD=0.49$), yet was also remarked as strongly agree. All other statements were also remarked as strongly agree.

The analyzed data revealed that the level of school heads' performance in terms of task performance has a weighted mean of 4.76 and a standard deviation of 0.37 and was interpreted as very high. This signifies that school leaders show accountability in learning the nature of their job and performing the necessary micro-tasks anchored to it. Thus, their level of compliance with their task performance is extremely high.

Table 23 Significant Relationship Between the School Heads' Quality of Life and Psychological Resilience

Independent Variable (IV) Quality of Life		Dependent Variable (DV) Psychological Resilience			
		Equanimity	Perseverance	Self-Reliance	Meaningfulness
Physical Health	Pearson Correlation	.411**	.546**	.584**	.468**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Mental Health	Pearson Correlation	.453**	.494**	.488**	.446**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Social Relationships and Community	Pearson Correlation	.420**	.485**	.537**	.574**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Environment	Pearson Correlation	.459**	.542**	.699**	.603**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Spirituality	Pearson Correlation	.474**	.487**	.599**	.637**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Economics	Pearson Correlation	.347**	.346**	.374**	.282*
	Sig. (2-tailed)	.003	.003	.001	.018
	N	70	70	70	70
Education and Knowledge	Pearson Correlation	.449**	.644**	.672**	.640**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70

Scale

0.80- 1.00

0.60- 0.79

0.40-0.59

0.20- 0.39

0.00-0.19

Strength

Very Strong

Strong

Moderate

Weak

Very Weak

Table 23 shows the significant relationship between the school heads' quality of life and psychological resilience. Physical health, mental health, social relationships and community, environment, spirituality, economics, and education and knowledge were observed to have a significant relationship with equanimity, perseverance, self-reliance, and meaningfulness. This is based on the computed r values obtained from the tests which presents weak to strong relationship among variables. Furthermore, the p -values obtained were less than the significance alpha of 0.05, hence there is significance.

From the findings, it can be inferred that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the school heads' quality of life and psychological resilience*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

This signifies that in order for school heads to develop their psychological resilience, which is very crucial in their profession, they must first feel satisfaction with their quality of life. Moreover, all the factors under quality of life must be improved as these all are related to the development of psychological resilience, which is necessary for them to navigate all types and degrees of challenges present in their workplace.

Table 24 Significant Relationship Between the School Heads' Quality of Life and Performance

Independent Variable (IV) Quality of Life		Dependent Variable (DV) Performance		
		Contextual Performance (Altruism)	Contextual Performance (Conscientiousness)	Task Performance
Physical Health	Pearson Correlation	.433**	.486**	.514**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Mental Health	Pearson Correlation	.366**	.362**	.372**
	Sig. (2-tailed)	.002	.002	.002
	N	70	70	70
Social Relationships and Community	Pearson Correlation	.465**	.530**	.543**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Environment	Pearson Correlation	.523**	.554**	.621**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Spirituality	Pearson Correlation	.442**	.455**	.463**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Economics	Pearson Correlation	.252*	.364**	.302*
	Sig. (2-tailed)	.035	.002	.011
	N	70	70	70
Education and Knowledge	Pearson Correlation	.583**	.624**	.662**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70

Scale

0.80- 1.00

0.60- 0.79

0.40-0.59

0.20- 0.39

0.00-0.19

Strength

Very Strong

Strong

Moderate

Weak

Very Weak

Table 24 shows the significant relationship between the school heads' quality of life and performance. Physical health, mental health, social relationships and community, environment, spirituality, economics, and education and knowledge were observed to have a significant relationship with contextual performance (altruism and conscientiousness) and task performance. This is based on the computed r values obtained from the tests which presents weak to strong relationship among variables. Furthermore, the p -values obtained were less than the significance alpha of 0.05, hence there is significance.

From the findings, it can be inferred that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the school heads' quality of life and performance*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

The findings indicate that the performance of school heads is influenced by their quality of life. When school heads are content with their quality of life, they are able to achieve a balance between their personal and professional lives. This leads to their feeling valued, supported, and content, ultimately resulting in improved performance in their job duties.

Table 25 Significant Relationship Between the School Heads' Quality of Work Life and Psychological Resilience

Independent Variable (IV) Quality of Work Life		Dependent Variable (DV) Psychological Resilience			
		Equanimity	Perseverance	Self-Reliance	Meaningfulness
Workplace Environment	Pearson	.627**	.679**	.765**	.680**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Organization Culture	Pearson	.461**	.548**	.596**	.548**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Workplace Relationship and Social Support	Pearson	.518**	.645**	.601**	.622**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Career Growth and Development Opportunity	Pearson	.546**	.677**	.743**	.722**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Compensation and Benefits	Pearson	.571**	.699**	.727**	.691**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Job Satisfaction	Pearson	.628**	.683**	.692**	.711**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70
Job Security	Pearson	.527**	.586**	.670**	.609**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70

Autonomy at Work and Control	Pearson	.681**	.746**	.818**	.779**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	70	70	70	70

Scale

0.80- 1.00

0.60- 0.79

0.40-0.59

0.20- 0.39

0.00-0.19

Strength

Very Strong

Strong

Moderate

Weak

Very Weak

Table 25 shows the significant relationship between the school heads' quality of work life and psychological resilience.

Workplace environment, organization culture, workplace relationship and social support, career growth and development opportunity, compensation and benefits, job satisfaction, job security, and autonomy at work and control were observed to have a significant relationship with equanimity, perseverance, self-reliance, and meaningfulness. This is based on the computed *r* values obtained from the tests which presents moderate to very strong relationship among variables. Furthermore, the *p*-values obtained were less than the significance alpha of 0.05, hence there is significance.

From the findings, it can be inferred that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the school heads' quality of work life and psychological resilience*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

This implies that as school heads are bombarded with seemingly endless appalling tasks and are accountable for the major responsibilities at work, they highly acknowledge the value of fostering resilience through improving the quality of their work life. They realize that as they increase the quality of their work life, so as their psychological resilience.

Table 26 Significant Relationship Between the School Heads' Quality of Work Life and Performance

Independent Variable (IV) Quality of Work Life		Dependent Variable (DV) Performance		
		Contextual Performance (Altruism)	Contextual Performance (Conscientiousness)	Task Performance
Workplace Environment	Pearson	.775**	.662**	.757**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Organization Culture	Pearson	.626**	.540**	.583**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Workplace Relationship and Social Support	Pearson	.690**	.607**	.652**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70

Career Growth and Development Opportunity	Pearson Correlation	.721**	.708**	.773**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Compensation and Benefits	Pearson Correlation	.719**	.695**	.717**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Job Satisfaction	Pearson Correlation	.806**	.700**	.748**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Job Security	Pearson Correlation	.724**	.621**	.740**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70
Autonomy at Work and Control	Pearson Correlation	.842**	.816**	.824**
	Sig. (2-tailed)	.000	.000	.000
	N	70	70	70

Scale	Strength
0.80- 1.00	Very Strong
0.60- 0.79	Strong
0.40-0.59	Moderate
0.20- 0.39	Weak
0.00-0.19	Very Weak

Table 26 shows the significant relationship between the school heads' quality of work life and performance.

Workplace environment, organization culture, workplace relationship and social support, career growth and development opportunity, compensation and benefits, job satisfaction, job security, and autonomy at work and control were observed to have a significant relationship with contextual performance (altruism and conscientiousness) and task performance. This is based on the computed *r* values obtained from the tests which presents strong to very strong relationship among variables. Furthermore, the *p*-values obtained were less than the significance alpha of 0.05, hence there is significance.

From the findings, it can be inferred that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the school heads' work life and performance." is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

This implies that when school heads are satisfied with the quality of their work life, considering all aspects encompassing it, they are able to perform better, making them an asset to their workplace and a significant contributor to the overall success of their organization.

4. Conclusion and Recommendations

Based on the findings, it may be concluded that there is a relationship between the school heads' quality of life in terms of physical health, mental health, social relationships and community, environment, spirituality, economics, and education and knowledge to their psychological resilience in terms of equanimity, perseverance, self-reliance, and meaningfulness. This implies that it is crucial for school heads to acquire life satisfaction as it is a key determinant of psychological resilience, which is a major attribute that must be possessed by people assuming leadership roles.

There is also a relationship between the school heads' quality of life in terms of physical health, mental health, social relationships and community, environment, spirituality, economics, and education and knowledge to their performance in terms of contextual and task performance. This shows that in order to improve the school heads' performance at work, they must ensure that they are satisfied with their life. School leaders' performance at work reflects their subordinates and the whole organization they are managing.

Additionally, there is also a relationship between the school heads' quality of work life in terms of workplace environment, organization culture, workplace relationship and social support, career growth and development opportunity, compensation and benefits, job satisfaction, job security, and autonomy at work and control to their psychological resilience in terms of equanimity, perseverance, self-reliance, and meaningfulness. This implies that school heads must feel satisfied with the quality of their work life for them to enhance their psychological resilience. As school leaders, they are capable of organizing their work life as well as their subordinates according to how different work life's aspects must be imposed and handled in their workplace.

Lastly, there is a relationship between the school heads' quality of work life in terms of workplace environment, organization culture, workplace relationship and social support, career growth and development opportunity, compensation and benefits, job satisfaction, job security, and autonomy at work and control to their performance in terms of contextual and task performance. This implies that school heads feel satisfied with the quality of their work life as it affects their work performance.

Therefore, all null hypotheses are rejected.

Based on the findings and conclusions drawn, the following are hereby recommended:

Future researchers may use the same problem, design, and approaches used in this research to conduct another research in different contexts and/or respondents. Next, Department of Education officials may use this research as basis for the creation of a possible psychological resilience program which aims to provide a more concrete solution and realistic ways of managing work burnout and other mental health problems caused by work pressure. Lastly, A more comprehensive and aggressive approach may be employed in improving the quality of work life of the school leaders by ensuring all personnel are complying to the standards and ethics of the school and they are employing contextual performance through extra role behaviors.

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