Building Strong Foundations: Looking Back On the Transformational and Resilient Leadership of Sbm Level Iii School Principals in Management of People and Vuca School Environment

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Abstract

This study aimed to look back on the transformational and resilient leadership of SBM Level III school principals in management of people and VUCA school environment. Specifically, it aimed to answer the following: the level of transformational leadership qualities, resilient leadership qualities, management of people, management of VUCA school environment, significant relationship between the transformational leadership qualities and resilient leadership of SBM Level III school principals in management of people and VUCA school environment.

Using purposive sampling, the subject of this study are the 21 school principals managing an SBM Level III school for the current school year. The 562 respondents were comprised of school principals and teachers from SBM Level III schools. Researcher-made instruments were crafted as tools to gather the information needed in this study. In analyzing and interpreting the gathered data, mean, standard deviation, and Pearson-r Correlation were used.

The findings indicate all the level of transformational and resilient leadership of the principals were very highly evident. Moreover, all the level of management of people and management of VUCA school environment were excellent. A significant relationship was found between transformational leadership of school principals and their management of people and VUCA school environment, and a significant relationship was found between resilient leadership of school principals and their management of people and VUCA school environment.

Based on the findings, the following conclusions were drawn: there is significant relationship between transformational leadership of school principals and their management of people and VUCA school environment, and significant relationship between resilient leadership of school principals and their management of people and VUCA school environment. Therefore, the researcher rejected all the hypotheses. Results revealed a strong presence of transformational leadership qualities among principals. Moreover, principals showcased confidence in addressing dynamic challenges posed by volatility, uncertainty, complexity, and ambiguity in school environments.

It is recommended to enhance training programs for principals focusing on developing transformational and resilient leadership skills. The schools' division and sub-offices may prioritize resilient leadership development initiatives. This includes providing resources and support for principals to enhance their resilience, empathy, adaptability, and cultural understanding, which are crucial for fostering a positive school environment and addressing VUCA challenges. Moreover, integrating VUCA preparedness components into leadership training and support programs and prioritizing resilient leadership development initiatives are recommended that ``may empower principals in navigating complex educational landscapes effectively. Lastly,

implementing regular feedback mechanisms is advised that may provide principals with valuable insights for continuous improvement and foster a culture of accountability and transparency in school leadership.

Keywords: transformational; resilient leadership; school leadership.

1. Introduction

In an era characterized by rapid changes, uncertainties, and the continuous evolution of educational landscapes worldwide, the role of school principals has transcended traditional administrative boundaries. Educational institutions, particularly at the level of Secondary School Management (SBM) Level III, face increasingly complex and ambiguous environments, commonly described by the acronym VUCA (Volatile, Uncertain, Complex, Ambiguous). Consequently, the demand for visionary and resilient leadership in these schools is paramount. Thus, this study endeavors to explore the transformative and resilient leadership qualities exhibited by SBM Level III school principals, examining their influence on two critical facets of educational leadership: the management of people and the navigation of the VUCA school environment.

The global educational milieu is currently in a state of flux, characterized by diverse challenges such as technological disruptions, shifting demographics, and societal transformations. Within this context, leadership in educational institutions has transitioned from traditional top-down models to more adaptive and collaborative approaches. Transformational leadership, known for fostering innovation, and resilient leadership, emphasizing adaptability and perseverance, have emerged as prominent paradigms globally. In the Philippines, the Department of Education (DepEd) has been striving to enhance the quality of education across the archipelago. In SDO Laguna, the challenges and opportunities facing SBM Level III school principals mirror those encountered globally. Laguna's diverse cultural fabric, rapid urbanization, and evolving socioeconomic landscape further amplify the intricacies of educational leadership. Consequently, investigating the leadership qualities of SBM Level III school principals in SDO Laguna is both timely and relevant.

In the pursuit of a comprehensive understanding, this study explores the key independent variables of transformational and resilient leadership qualities, encompassing self-awareness, humility, authenticity, empathy, adaptability, and other attributes. These qualities are evaluated in terms of their impact on managing people effectively and navigating the VUCA school environment successfully. Hence, this research "Building Strong Foundations: Looking Back on the Transformational and Resilient Leadership of SBM Level III School Principals in Management of People and VUCA School Environment" sets out to explore the intricate interplay between transformational and resilient leadership qualities.

1.1 Statement of the Problem

Specifically, it sought answers to the following questions:

1. What is the level of the transformational leadership qualities of the school principals' as to:
    1.1. self-awareness;
    1.2. humility;
    1.3. authenticity;
    1.4. ability to collaborate; and
    1.5. understanding of interdependence?
2. What is the level of the resilient leadership qualities of the school principals' as to:
    2.1. empathy;
    2.2. adaptability;

2.3. transparency;

2.4. curiosity; and

2.5. Experimental Mindset?

3. What is the level of the management of people of the school principals' as to:

3.1. organizational values;

3.2. cultural diversity and inclusion;

3.3. psychological safety; and

3.4. work environment?

4. What is the level of the management of VUCA environment of the school principals' as to:

4.1. Volatility;

4.2. Uncertainty;

4.3. Complexity; and

4.4. Ambiguity?

5. Is there a significant relationship between the transformational leadership qualities of the school principals and their management of people?

6. Is there a significant relationship between the transformational leadership qualities of the school principals and their management of VUCA school environment?

7. Is there a significant relationship between the resilient leadership qualities of the school principals and their management of people?

8. Is there a significant relationship between the resilient leadership qualities of the school principals and their management of VUCA school environment?

2. Methodology

The research design utilized in this study was the correlational research design to gather data in determining the comparison between transformational and resilient leadership of SBM Level III school principals in managing people and VUCA school environments as basis for leadership training framework for principals. According to Thomas and Zubkov (2023), descriptive-comparative research design, also known as a comparative research design, was a type of research methodology used to describe and compare characteristics, behaviors, or outcomes between two or more groups or variables. This research design aims to provide a clear picture of the similarities and differences between the groups being studied. It typically involves collecting quantitative data through surveys, questionnaires, observations, or other standardized instruments.

3. Results and Discussion

This chapter entails the presentation, analysis, and interpretation of data gathered to answer the problem of this study. This part reveals the findings of the study based on the research questions.

Level of the Transformational Leadership Qualities of the School Principals

The analysis of the first statement of the problem regarding the level of transformational leadership qualities among principals reveals insightful findings. These findings illuminate the extent to which principals demonstrate key transformational leadership attributes and their implications for school management in dynamic educational environments.

Table 1 *Level of the Transformational Leadership Qualities of the Principals as to Self-Awareness*

STATEMENTS	MEAN	SD	REMARKS
I am aware of my own strengths and weaknesses as a leader.	4.44	.69	Strongly Agree
I regularly reflect on my leadership practices to gain insights into how I can improve.	4.36	.72	Strongly Agree
I seek feedback from others to better understand how my actions and decisions affect them.	4.38	.74	Strongly Agree
I am conscious of the impact of my leadership on the school's overall climate and culture.	4.36	.73	Strongly Agree
I actively work on improving my leadership skills and competencies.	4.42	.73	Strongly Agree
Weighted Mean		4.39	
SD		.65	
Verbal Interpretation		Very Highly Evident	

Table 1 presents the level of the transformational leadership qualities of the principals as to self-awareness.

In the table provided, all statements related to self-awareness in transformational leadership qualities received high mean scores, indicating a strong agreement among respondents. The highest mean score of 4.44 was recorded for the statement "I am aware of my own strengths and weaknesses as a leader," followed closely by "I actively work on improving my leadership skills and competencies" with a mean score of 4.42. These results suggest a consistent perception among respondents regarding their self-awareness and commitment to self-improvement as leaders. The standard deviations for each statement are relatively low, indicating a narrow spread of responses around the mean, further reinforcing the high agreement among respondents.

Overall, the mean scores for each statement are high, ranging from 4.36 to 4.44, suggesting a strong agreement with the statements among the principals surveyed. Therefore, the findings suggest that principals possess a high level of self-awareness, which may contribute to their effectiveness as transformational leaders.

Table 2 *Level of the Transformational Leadership Qualities of the Principals as to Humility*

STATEMENTS	MEAN	SD	REMARKS
I acknowledge my limitations and mistakes as a leader.	4.39	.74	Strongly Agree
I value the contributions and perspectives of others, even when they differ from my own.	4.42	.75	Strongly Agree
I readily admit when I am wrong or have made an error in judgment.	4.37	.78	Strongly Agree
I treat all members of the school community with respect and dignity.	4.50	.70	Strongly Agree

I prioritize the needs and well-being of the school community over personal interests.	4.43	.73	Strongly Agree
Weighted Mean		4.42	
SD		.67	
Verbal Interpretation		Very Highly Evident	

Table 2 presents the level of the transformational leadership qualities of the principals as to humility.

The results indicate that all statements related to humility in transformational leadership qualities received high mean scores, suggesting a strong agreement among respondents. The statement "I treat all members of the school community with respect and dignity" received the highest mean score of 4.50, indicating a particularly strong perception of this aspect among principals. Conversely, the statement "I readily admit when I am wrong or have made an error in judgment" received the lowest mean score of 4.37, although still reflecting a strong agreement.

Overall, the weighted mean of 4.42 suggests a highly evident demonstration of humility among principals, with a relatively low standard deviation (SD) of .67, indicating a narrow spread of responses around the mean.

Table 3 *Level of the Transformational Leadership Qualities of the Principals as to Authenticity*

STATEMENTS	MEAN	SD	REMARKS
I communicate openly and honestly with the school community.	4.61	.42	Strongly Agree
I remain true to my values and principles in my leadership role.	4.58	.41	Strongly Agree
I demonstrate consistency in my words and actions.	4.48	.45	Strongly Agree
I build trust with stakeholders through genuine interactions.	4.67	.44	Strongly Agree
I am perceived as a sincere and authentic leader by the school community.	4.57	.40	Strongly Agree
Weighted Mean		4.58	
SD		.38	
Verbal Interpretation		Very Highly Evident	

Table 3 presents the level of the transformational leadership qualities of the principals as to authenticity.

The statement "I build trust with stakeholders through genuine interactions" received the highest mean score of 4.67, indicating a particularly strong perception of authenticity in this aspect among respondents. Conversely, the statement "I demonstrate consistency in my words and actions" received the lowest mean score of 4.48, although still reflecting a strong agreement. The standard deviations for each statement are relatively low, suggesting a narrow spread of responses around the mean and emphasizing the high agreement among respondents.

The weighted mean of 4.58 suggests a very highly evident demonstration of authenticity among principals, with a low standard deviation (SD) of .38, indicating a tight cluster of responses around the mean.

Table 4 *Level of the Transformational Leadership Qualities of the Principals as to Ability to Collaborate*

STATEMENTS	MEAN	SD	REMARKS
I actively promote collaboration among teachers, staff, students, and external stakeholders.	4.56	.40	Strongly Agree
I create an environment that encourages open communication and teamwork.	4.58	.41	Strongly Agree
I facilitate effective problem-solving through collaborative efforts.	4.59	.39	Strongly Agree
I involve stakeholders in decision-making processes whenever possible.	4.62	.40	Strongly Agree
I recognize and celebrate the contributions of individuals and teams to the school's success.	4.60	.40	Strongly Agree
Weighted Mean		4.59	
SD		.36	
Verbal Interpretation		Very Highly Evident	

Table 4 presents the level of the transformational leadership qualities of the principals as to their ability to collaborate.

The statement "I involve stakeholders in decision-making processes whenever possible" received the highest mean score of 4.62, indicating a particularly strong perception of collaborative leadership in this aspect among respondents. Conversely, the statement "I actively promote collaboration among teachers, staff, students, and external stakeholders" received the lowest mean score of 4.56, although still reflecting a strong agreement. The standard deviations for each statement are relatively low, suggesting a narrow spread of responses around the mean and emphasizing the high agreement among respondents.

The weighted mean of 4.59 suggests a very highly evident demonstration of the ability to collaborate among principals, with a low standard deviation (SD) of .36, indicating a tight dispersion of responses around the mean.

Table 5 *Level of the Transformational Leadership Qualities of the Principals as to Understanding of Interdependence*

STATEMENTS	MEAN	SD	REMARKS
I recognize the interconnectedness of various elements within the school system.	4.57	.39	Strongly Agree
I consider the broader educational context when making decisions.	4.60	.39	Strongly Agree
I take into account the impact of decisions on various stakeholders.	4.62	.38	Strongly Agree

I foster a sense of shared responsibility within the school community.	4.59	.39	Strongly Agree
I emphasize the importance of collaboration and interdependence in achieving school goals.	4.57	.40	Strongly Agree
Weighted Mean		4.59	
SD		.39	
Verbal Interpretation		Very Highly Evident	

Table 5 presents the level of the transformational leadership qualities of the principals as to their understanding of interdependence.

The statement "I take into account the impact of decisions on various stakeholders" received the highest mean score of 4.62, indicating a particularly strong perception of considering stakeholders' interests in decision-making processes. Conversely, the statement "I recognize the interconnectedness of various elements within the school system" obtained the lowest mean score of 4.57, although still reflecting a strong agreement. The standard deviations for each statement are relatively low, suggesting a narrow spread of responses around the mean and emphasizing the high agreement among respondents.

Furthermore, feedback from respondents echoed the sentiment that decision-making processes consistently incorporate diverse stakeholder perspectives, contributing to a sense of inclusivity and transparency within the school community. Additionally, interviews with key stakeholders highlighted instances where decisions directly impacted various aspects of the school system, underscoring the principal's proactive approach in considering these interconnected elements. Despite the slightly lower mean score for recognizing the interconnectedness of school elements, data revealed a growing awareness among stakeholders regarding the intricate dynamics within the school system, indicating ongoing efforts to enhance understanding and collaboration.

Overall, the level of transformational leadership qualities of principals regarding their understanding of interdependence, with mean scores ranging from 4.57 to 4.62, indicating strong agreement with the statements among respondents.

Level of Principals' Resilient Leadership Qualities

Table 6 *Level of the Principals' Resilient Leadership Qualities as to Empathy*

STATEMENTS	MEAN	SD	REMARKS
I actively listen to the concerns and feelings of teachers, staff, students, and stakeholders.	4.39	.80	Strongly Agree
I make an effort to understand and empathize with the experiences and challenges faced by members of the school community.	4.37	.76	Strongly Agree
I take the time to provide emotional support to individuals when they encounter difficulties.	4.37	.78	Strongly Agree
I demonstrate compassion and understanding in my interactions with others.	4.41	.74	Strongly Agree
I prioritize the well-being and mental health of	4.40	.75	Strongly Agree

the school community.

Weighted Mean	4.39
SD	.70
Verbal Interpretation	Very Highly Evident

Analyzing the second problem statement about the degree of resilient leadership traits exhibited by principals yields interesting results that offer important new perspectives on the resilience exhibited by principals and its application to issue-solving.

Table 6 presents the level of the principals' resilient leadership qualities as to empathy.

The statement "I demonstrate compassion and understanding in my interactions with others" received the highest mean score of 4.41, indicating a particularly strong perception of principals demonstrating empathy in their interactions. Conversely, the statements "I make an effort to understand and empathize with the experiences and challenges faced by members of the school community" and "I take the time to provide emotional support to individuals when they encounter difficulties" obtained the lowest mean scores of 4.37. However, all mean scores fall within the range of "Strongly Agree," indicating a highly evident presence of empathetic qualities among principals. The standard deviations for each statement are relatively consistent, suggesting a moderate dispersion of responses around the mean.

The weighted mean of 4.39 suggests a highly evident demonstration of empathy among principals, with a moderate standard deviation (SD) of .70, indicating a reasonable dispersion of responses around the mean.

Table 7 *Level of the Principals' Resilient Leadership Qualities as to Adaptability*

STATEMENTS	MEAN	SD	REMARKS
I am open to adjusting strategies and plans in response to changing circumstances.	4.42	.71	Strongly Agree
I encourage a culture of adaptability and flexibility within the school community.	4.43	.69	Strongly Agree
I readily embrace new approaches and technologies to improve school operations.	4.43	.69	Strongly Agree
I remain calm and composed when faced with unexpected challenges.	4.41	.72	Strongly Agree
I have a track record of successfully navigating through periods of change and uncertainty.	4.42	.72	Strongly Agree
Weighted Mean	4.42		
SD	.71		
Verbal Interpretation	Very Highly Evident		

Table 7 presents the level of the principals' resilient leadership qualities as to adaptability.

The statement "I encourage a culture of adaptability and flexibility within the school community" received the highest mean score of 4.43, suggesting a particularly strong perception of principals fostering adaptability among stakeholders. Conversely, the statement "I remain calm and composed when faced with unexpected challenges" obtained the lowest mean score of 4.41. However, all mean scores fall within the

range of "Strongly Agree," indicating a highly evident presence of adaptable qualities among principals. The standard deviations for each statement are relatively consistent, suggesting a moderate dispersion of responses around the mean.

The weighted mean of 4.42 suggests a highly evident demonstration of adaptability among principals, with a moderate standard deviation (SD) of .71, indicating a reasonable dispersion of responses around the mean.

Table 8 *Level of the Principals' Resilient Leadership Qualities as to Transparency*

STATEMENTS	MEAN	SD	REMARKS
I communicate openly and honestly with all stakeholders regarding school decisions and developments.	4.45	.69	Strongly Agree
I provide clear and accessible information about the school's goals and objectives.	4.42	.72	Strongly Agree
I share information about challenges and setbacks as well as successes.	4.46	.71	Strongly Agree
I maintain transparency in financial matters and resource allocation.	4.43	.72	Strongly Agree
I actively seek feedback from the school community to ensure transparency in decision-making.	4.46	.71	Strongly Agree
Weighted Mean	4.44		
SD	.65		
Verbal Interpretation	Very Highly Evident		

Table 8 presents the level of the principals' resilient leadership qualities as to transparency.

The statement "I communicate openly and honestly with all stakeholders regarding school decisions and developments" obtained the highest mean score of 4.45, indicating a high degree of transparency in communication. Conversely, the statement "I provide clear and accessible information about the school's goals and objectives" received the lowest mean score of 4.42, although still falling within the "Strongly Agree" range. The standard deviations for each statement suggest a moderate dispersion of responses around the mean.

The weighted mean of 4.44 suggests a highly evident demonstration of transparency among principals, with a moderate standard deviation (SD) of .65, indicating a reasonable dispersion of responses around the mean.

Table 9 *Level of the Principals' Resilient Leadership Qualities as to Curiosity*

STATEMENTS	MEAN	SD	REMARKS
I am curious and eager to explore innovative solutions to educational challenges.	4.45	.69	Strongly Agree
I actively seek out new ideas and best practices in education.	4.49	.67	Strongly Agree

I encourage a culture of curiosity and learning within the school community.	4.47	.69	Strongly Agree
I invest time in professional development to stay updated on educational trends.	4.45	.71	Strongly Agree
I support experimentation and creativity among teachers and staff.	4.43	.70	Strongly Agree
Weighted Mean		4.46	
SD		.69	
Verbal Interpretation		Very Highly Evident	

Table 9 presents the level of the principals' resilient leadership qualities as to curiosity.

The statement "I actively seek out new ideas and best practices in education" obtained the highest mean score of 4.49, indicating a high level of curiosity and eagerness to explore innovative solutions. Conversely, the statement "I support experimentation and creativity among teachers and staff" received the lowest mean score of 4.43, although still falling within the "Strongly Agree" range. The standard deviations for each statement suggest a moderate dispersion of responses around the mean.

The weighted mean of 4.46 suggests a highly evident demonstration of curiosity among principals, with a moderate standard deviation (SD) of .69, indicating a reasonable dispersion of responses around the mean.

Table 10 *Level of the Principals' Resilient Leadership Qualities as to Experimental Mindset*

STATEMENTS	MEAN	SD	REMARKS
I am willing to take calculated risks in pursuit of improved educational outcomes.	4.40	.73	Strongly Agree
I encourage experimentation and innovation in teaching and learning approaches.	4.42	.70	Strongly Agree
I provide resources and support for pilot projects and innovative initiatives.	4.42	.71	Strongly Agree
I view setbacks as opportunities for learning and growth.	4.42	.70	Strongly Agree
I promote a growth mindset among teachers, staff, and students to foster resilience and adaptability.	4.46	.68	Strongly Agree
Weighted Mean		4.42	
SD		.70	
Verbal Interpretation		Very Highly Evident	

Table 10 presents the level of the principals' resilient leadership qualities as to Experimental Mindset.

The statement "I promote a growth mindset among teachers, staff, and students to foster resilience and adaptability" obtained the highest mean score of 4.46, indicating a proactive approach in nurturing a culture of

growth and innovation. Conversely, the statement "I am willing to take calculated risks in pursuit of improved educational outcomes" received the lowest mean score of 4.40, though still within the "Strongly Agree" range. The standard deviations for each statement suggest a moderate dispersion of responses around the mean.

The weighted mean of 4.42 indicates a highly evident demonstration of an experimental mindset among principals, with a moderate standard deviation (SD) of .70, indicating a reasonable dispersion of responses around the mean.

Level of Principals' Management of People

Substantial results are obtained from the study of the third statement of the problem, which relates to the degree of people management by principals. Understanding the level of principals' management of people is crucial as it directly impacts the overall organizational climate and effectiveness within educational institutions. Effective management of people, including aspects such as organizational values, diversity and inclusion, psychological safety, and the work environment, is essential for fostering a positive school culture conducive to the well-being and productivity of all stakeholders.

Table 11 *Level of the Principal Management of People as to Organizational Values*

STATEMENTS	MEAN	SD	REMARKS
Together with the school, I consistently uphold and demonstrate the stated organizational values.	4.47	.65	Very Much Confident
In my leadership, the values promoted by our school are clearly communicated to all stakeholders.	4.43	.67	Very Much Confident
Under my leadership, the organizational values align with the aspirations and expectations of our school community.	4.47	.67	Very Much Confident
I always play a significant role in guiding decision-making within our school.	4.43	.69	Very Much Confident
Stakeholders perceive a strong alignment between the school's actions and its stated values.	4.43	.68	Very Much Confident
Weighted Mean		4.44	
SD		.67	
Verbal Interpretation		Excellent	

Table 11 presents the level of the principal management of people as to organizational values.

Statements such as "Together with the school, I consistently uphold and demonstrate the stated organizational values" and "Under my leadership, the organizational values align with the aspirations and expectations of our school community" both obtained mean scores of 4.47, indicating a strong commitment to upholding and aligning with the school's values. Conversely, the statement "I always play a significant role in guiding decision-making within our school" received a slightly lower mean score of 4.43, though still within the "Very Much Confident" range. The standard deviations for each statement suggest a moderate dispersion of responses around the mean.

The weighted mean of 4.44 suggests a good demonstration of organizational values management by principals, with a moderate standard deviation (SD) of .67, indicating a reasonable dispersion of responses around the mean.

Table 12 *Level of the Principal Management of People as to Cultural Diversity and Inclusion*

STATEMENTS	MEAN	SD	REMARKS
Our school celebrates and embraces cultural diversity among students, staff, and stakeholders.	4.45	.66	Very Much Confident
Efforts to promote cultural diversity are visible and actively supported by school leadership.	4.41	.68	Very Much Confident
Inclusion initiatives are effectively implemented to ensure that all members of the school community feel valued and included.	4.45	.66	Very Much Confident
Our school fosters an environment where diverse perspectives are encouraged and respected.	4.43	.66	Very Much Confident
Stakeholders believe that our school actively promotes and practices cultural diversity and inclusion.	4.45	.67	Very Much Confident
Weighted Mean		4.44	
SD		.61	
Verbal Interpretation		Excellent	

Table 12 presents the level of the principal management of people as to cultural diversity and inclusion.

Statements such as "Our school celebrates and embraces cultural diversity among students, staff, and stakeholders" and "Efforts to promote cultural diversity are visible and actively supported by school leadership" both obtained mean scores of 4.45, indicating a strong commitment to promoting diversity and inclusion within the school community. Similarly, statements regarding the effective implementation of inclusion initiatives and the fostering of an environment where diverse perspectives are encouraged also received high mean scores of 4.45 and 4.43, respectively. The standard deviations for each statement suggest a moderate dispersion of responses around the mean.

The weighted mean of 4.44 suggests a good overall management of cultural diversity and inclusion by principals, with a moderate standard deviation (SD) of .61, indicating reasonable dispersion of responses around the mean.

Table 13 *Level of the Principal Management of People as to Psychological Safety*

STATEMENTS	MEAN	SD	REMARKS
Our school community members feel safe and comfortable expressing their ideas and opinions.	4.46	.70	Very Much Confident
There is a culture of open communication in our school where constructive feedback is encouraged.	4.40	.71	Very Much Confident

I am perceived as approachable and receptive to concerns and suggestions.	4.42	.69	Very Much Confident
Mistakes and failures are treated as opportunities for growth rather than reasons for blame.	4.40	.71	Very Much Confident
Our school is viewed as a psychologically safe place where individuals can take risks and innovate without fear of reprisal.	4.45	.69	Very Much Confident
Weighted Mean		4.43	
SD		.65	
Verbal Interpretation		Excellent	

Table 13 presents the level of the principal management of people as to psychological safety.

Notably, statements like "Our school community members feel safe and comfortable expressing their ideas and opinions" and "Our school is viewed as a psychologically safe place where individuals can take risks and innovate without fear of reprisal" received mean scores of 4.46 and 4.45, respectively, indicating a strong perception of psychological safety within the school community. Similarly, statements regarding the culture of open communication, approachability of the principal, and the treatment of mistakes as opportunities for growth all obtained high mean scores above 4.40, reflecting a positive perception of psychological safety practices within the school. The standard deviations for each statement suggest a moderate dispersion of responses around the mean.

The weighted mean of 4.43 suggests a good overall management of psychological safety by principals, with a moderate standard deviation (SD) of .65, indicating reasonable dispersion of responses around the mean.

Table 14 *Level of the Principal Management of People as to Work Environment*

STATEMENTS	MEAN	SD	REMARKS
The physical infrastructure and facilities in our school contribute positively to the well-being and productivity of the school community.	4.46	.67	Very Much Confident
Interactions among staff members and stakeholders create a supportive and collaborative work environment.	4.42	.68	Very Much Confident
There are mechanisms in place to address issues related to work-life balance and job satisfaction.	4.42	.71	Very Much Confident
Staff members feel that their contributions are recognized and appreciated by school leadership.	4.43	.70	Very Much Confident
The overall work environment in our school is conducive to the professional growth and job satisfaction of employees.	4.43	.68	Very Much Confident
Weighted Mean		4.44	
SD		.69	

Verbal Interpretation   Excellent

Table 14 presents the level of the principal management of people as to work environment.

Notably, statements like "The physical infrastructure and facilities in our school contribute positively to the well-being and productivity of the school community" and "Interactions among staff members and stakeholders create a supportive and collaborative work environment" received mean scores of 4.46 and 4.42, respectively, indicating a strong perception of a positive work environment within the school. Similarly, statements regarding mechanisms for addressing work-life balance, recognition of staff contributions, and the overall conduciveness of the work environment obtained high mean scores above 4.40, reflecting positive sentiments towards the work environment.

The weighted mean of 4.44 indicates a good overall management of the work environment by principals, with a moderate standard deviation (SD) of .69, signifying reasonable dispersion of responses around the mean.

Level of the Principal Management in School Environment

Important findings are revealed when the fourth statement of the problem—which deals with the degree of principal management in the educational setting—is examined. These results offer insightful information about the effectiveness of principals' management strategies in the dynamic and intricate world of education.

Table 15 *Level of the Principal Management in School Environment as to Volatility*

STATEMENTS	MEAN	SD	REMARKS
I feel very much confident in our ability to adapt swiftly to unexpected changes in the school environment.	4.48	.65	Very Much Confident
I am confident in our capacity to respond effectively to rapidly emerging challenges.	4.45	.66	Very Much Confident
I am confident about our readiness to handle sudden disruptions within the school.	4.48	.65	Very Much Confident
I am confident that we can manage volatility, but uncertainties make it challenging.	4.45	.65	Very Much Confident
I am confident in our ability to cope with sudden and unexpected changes.	4.49	.64	Very Much Confident
Weighted Mean		4.47	
SD		.65	
Verbal Interpretation		Good	

Table 15 presents the level of the principal management in school environment as to volatility.

As shown on the table above, the principal's management in the school environment concerning volatility, showcase a consistent theme of confidence across all statements. The high mean scores, ranging from 4.45 to 4.49, suggest a prevailing sentiment of assurance in the principal's ability to address sudden changes. This confidence could stem from effective crisis management strategies implemented within the

school, proactive planning for contingencies, and perhaps a history of successfully navigating past volatile situations. However, despite the overall confidence, some respondents express reservations about managing uncertainties, as indicated by the statement, "I am confident that we can manage volatility, but uncertainties make it challenging." This suggests that while principals feel capable of handling sudden disruptions, the unpredictable nature of certain events presents ongoing challenges.

The consistency in responses, reflected in the moderate standard deviation of .65, implies a shared perception among principals regarding their readiness to cope with volatility. This coherence in viewpoints could imply a culture of preparedness and resilience fostered within the school community, where stakeholders are aligned in their approach to managing unpredictable circumstances.

Table 16 *Level of the Principal Management in School Environment as to Uncertainty*

STATEMENTS	MEAN	SD	REMARKS
I feel very much confident in our ability to navigate and make informed decisions in uncertain educational scenarios.	4.49	.64	Very Much Confident
I am confident in our capacity to analyze and mitigate uncertainties in the educational landscape.	4.47	.65	Very Much Confident
I am confident about our readiness to address uncertainties effectively.	4.48	.64	Very Much Confident
I am confident in our ability to manage uncertainty, but it can be challenging.	4.48	.64	Very Much Confident
I am confident in our ability to cope with educational uncertainties.	4.47	.65	Very Much Confident
Weighted Mean		4.48	
SD		.64	
Verbal Interpretation		Good	

Table 16 presents the level of the principal management in school environment as to uncertainty.

The results present the principal's management in the school environment concerning uncertainty, demonstrating a consistent trend of confidence across all statements. The high mean scores, ranging from 4.47 to 4.49, indicate a prevailing belief in the principal's capability to navigate uncertain educational scenarios and make informed decisions. This confidence may stem from robust analytical skills, strategic planning, and a proactive approach to addressing uncertainties within the educational landscape. However, despite the overall confidence, some respondents acknowledge the challenges associated with managing uncertainty, as reflected in the statement, "I am confident in our ability to manage uncertainty, but it can be challenging." This suggests a recognition of the complexities inherent in dealing with uncertainties, which may arise from factors such as rapid technological advancements, shifting educational policies, or socio-economic changes.The consistency in responses, as indicated by the moderate standard deviation of .64, suggests a shared perception among principals regarding their readiness to confront uncertainty.

Table 17 *Level of the Principal Management in School Environment as to Complexity*

STATEMENTS	MEAN	SD	REMARKS

STATEMENTS	MEAN	SD	REMARKS
I feel very much confident in our capability to manage the intricacies and interconnections within the school system.	4.49	.64	Very Much Confident
I am confident in our capacity to simplify complex issues and facilitate understanding among stakeholders.	4.47	.65	Very Much Confident
I am confident about our readiness to handle complex educational challenges effectively.	4.48	.65	Very Much Confident
I am confident in our ability to manage complexity, but it can be overwhelming.	4.45	.67	Very Much Confident
I am confident in our ability to cope with the complexity of educational issues.	4.49	.64	Very Much Confident
Weighted Mean		4.46	
SD		.65	
Verbal Interpretation		Good	

Table 17 presents the level of the principal management in school environment as to complexity.

The results demonstrate a continuous trend of confidence across all claims, highlighting the principal's management of complexity in the school environment. The high mean scores, which fall between 4.45 and 4.49, indicate that stakeholders generally have faith in the principal's capacity to handle challenging educational situations and make difficult subjects easier to understand. This assurance could result from successful stakeholder engagement techniques, communication tactics, and a thorough comprehension of the interdependencies within the educational system. But some respondents recognize that managing complexity can also be overwhelming, as evidenced by the statement, "I am confident in our ability to manage complexity, but it can be overwhelming." This recognition points to an understanding of the complexity of educational challenges and their multifaceted nature, which may call for collaboration and strategic prioritization to address them successfully.

The consistency in responses, as indicated by the moderate standard deviation of .65, suggests a shared perception among principals regarding their readiness to tackle complex issues.

Table 18 *Level of the Principal Management in School Environment as to Ambiguity*

STATEMENTS	MEAN	SD	REMARKS
I feel very much confident in our ability to clarify ambiguous educational situations and provide guidance.	4.45	.63	Very Much Confident
I am confident in our capacity to communicate clearly in ambiguous scenarios.	4.46	.64	Very Much Confident
I am confident in our readiness to address ambiguity effectively.	4.46	.65	Very Much Confident
I am confident in our ability to manage ambiguity, but it can be perplexing.	4.45	.66	Very Much Confident

I am confident in our ability to cope with ambiguous educational situations.	4.46	.66	Very Much Confident
Weighted Mean		4.46	
SD		.65	
Verbal Interpretation		Good	

Table 18 presents the level of the principal management in school environment as to ambiguity.

From the statement above, the data showcases the principal's management in the school environment concerning ambiguity, demonstrating a consistent level of confidence across all statements. With mean scores ranging from 4.45 to 4.46, there is a big possibility in the principal's capability to clarify ambiguous educational situations and provide guidance effectively. This confidence likely stems from effective communication skills and a proactive approach to addressing ambiguity within the school context. Nonetheless, some respondents recognize the difficulty in handling ambiguity, as evidenced by the statement, "I am confident in our ability to manage ambiguity, but it can be perplexing." This acknowledgement implies that one is aware of the difficulties presented by ambiguous or uncertain situations, emphasizing the value of flexibility and problem-solving abilities in navigating such situations.

` The moderate standard deviation of .65 indicates a degree of consistency in responses, implying a shared perception among principals regarding their readiness to address ambiguity within the school environment.

Test of Significant Relationship Between the Transformational Leadership Qualities of the Principals and their Management of People

The "Test of Significant Relationship Between the Transformational Leadership Qualities of the Principals and their Management of People" assesses the extent to which transformational leadership traits exhibited by principals correlate with their effectiveness in managing people within the school community. This test is crucial as it provides valuable insights into the connection between leadership style and organizational dynamics, shedding light on how leadership behaviors influence the management of stakeholders and the overall functioning of educational institutions. Understanding this relationship is essential for designing targeted leadership development programs and implementing effective strategies to enhance school leadership and management practices.

Notable results emerge from the evaluation of the strong correlation between principals' people management skills and their transformational leadership attributes. These results provide insightful information on how transformative leadership qualities interact with stakeholder oversight in educational environments.

Table 19 presents the test of significant relationship between the transformational leadership qualities of the principals and their management of people.

Table 19

Test of Significant Relationship Between the Transformational Leadership Qualities of the Principals and their Management of People

		OV	CDI	PS	WE
SA	Pearson Correlation	.771**	.752**	.760**	.754**
	Sig. (2-tailed)	.000	.000	.000	.000

	Analysis	Significant	Significant	Significant	Significant
HUM	Pearson Correlation	.778**	.778**	.786**	.768**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
AUTH	Pearson Correlation	.378**	.387**	.375**	.343**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
AC	Pearson Correlation	.399**	.428**	.389**	.366**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
UI	Pearson Correlation	.368**	.398**	.369**	.347**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant

From the statement above, the table presents the results of the test of significant relationships between the transformational leadership qualities of principals and their management of people across various dimensions. Each cell displays the Pearson correlation coefficient (r) and the corresponding significance level (Sig. 2-tailed) for a specific transformational leadership quality and aspect of people management.

Across all dimensions, the correlation coefficients are consistently high and statistically significant at a significance level of .000, indicating a significant relationship between transformational leadership qualities and the management of people. This suggests that as principals in an SBM Level III schools exhibit stronger transformational leadership qualities, they are more effective in managing people within their educational settings.

Test of Significant Relationship between the Transformational Leadership Qualities of the Principals and their Management of VUCA School Environment

This section evaluates the statistical association between principals' transformational leadership attributes and their ability to navigate the volatile, uncertain, complex, and ambiguous (VUCA) school environment. This test is vital as it illuminates whether certain leadership qualities contribute to more effective management of the dynamic challenges and complexities prevalent in modern educational settings. Understanding this relationship helps identify the key leadership traits that are instrumental in fostering resilience, innovation, and adaptability in school leadership, ultimately leading to better outcomes for students and stakeholders amidst VUCA conditions. Notable results emerge from the evaluation of the strong correlation between Transformational Leadership Qualities of the Principals and their Management of VUCA School Environment. These results provide insightful information on how transformative leadership qualities interact with stakeholder oversight in educational environments.

Table 20 presents test of significant relationship between the transformational leadership qualities of the principals and their management of VUCA school environment.

Table 20 *Test of Significant Relationship between the Transformational Leadership Qualities of the Principals and their Management of VUCA School Environment*

		VOL	UNC	COMP	AMBI
SA	Pearson Correlation	.694**	.669**	.673**	.665**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
HUM	Pearson Correlation	.711**	.711**	.702**	.691**
	Sig. (2-tailed)	.000	.000	.000	.000

		Significant	Significant	Significant	Significant
AUTH	Pearson Correlation	.383**	.382**	.394**	.399**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
AC	Pearson Correlation	.397**	.407**	.408**	.436**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
UI	Pearson Correlation	.366**	.388**	.389**	.404**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	583	583	583	583

From the statement above, the table presents the results of the test of significant relationships between the transformational leadership qualities of principals and their management of a VUCA (Volatile, Uncertain, Complex, Ambiguous) school environment across various dimensions. Each cell displays the Pearson correlation coefficient (r) and the corresponding significance level (Sig. 2-tailed) for a specific transformational leadership quality and aspect of the VUCA environment.

Across all dimensions of a VUCA school environment, the correlation coefficients are consistently high and statistically significant at a significance level of .000, indicating a significant relationship between transformational leadership qualities and the management of the VUCA school environment. This implies that as principals exhibit stronger transformational leadership qualities, they are more effective in navigating and managing the challenges posed by a VUCA environment.

Test of Significant Relationship between the Resilient Leadership Qualities of the Principals and their Management of People

Notable results are revealed from the examination of the connection between principals' people management and their resilient leadership traits. These results offer insightful information about how resilient leadership qualities affect stakeholder engagement and effective oversight in educational settings.

Table 21 presents the test of resilient leadership qualities of the principals and their management of people.

Table 21 *Test of Significant Relationship between the Resilient Leadership Qualities of the Principals and their Management of People*

		OV	CDI	PS	WE
EMP	Pearson Correlation	.822**	.796**	.848**	.816**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
ADAP	Pearson Correlation	.825**	.810**	.804**	.828**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
TRANS	Pearson Correlation	.795**	.803**	.795**	.803**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
CUR	Pearson Correlation	.826**	.811**	.801**	.806**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
EM	Pearson Correlation	.822**	.821**	.797**	.828**

	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant

From the statement above, the table illustrates the outcomes of the test examining the significant relationship between the resilient leadership qualities of principals and their management of people across various dimensions. Each cell presents the Pearson correlation coefficient (r) and the corresponding significance level (Sig. 2-tailed) for specific resilient leadership qualities and aspects of managing people.

In all dimensions, the correlation coefficients exhibit strong positive relationships with values ranging from .795 to .848, all statistically significant at a significance level of .000. This indicates a significant association between resilient leadership qualities and effective management of people. This implies that the principals demonstrating higher levels of resilience are likely to excel in managing various aspects of the school community, including employee engagement, adaptability, transformational leadership, cultural understanding, and empathy.

Test of Significant Relationship between the Resilient Leadership Qualities of the Principals and their Management of VUCA School Environment

This section assesses the statistical correlation between principals' resilient leadership attributes and their effectiveness in managing the volatile, uncertain, complex, and ambiguous (VUCA) school environment. This test is crucial as it determines whether resilient leadership traits contribute significantly to navigating the challenges posed by the dynamic educational landscape. Understanding this relationship is essential for identifying the pivotal leadership characteristics that promote adaptability, innovation, and sustainable solutions in addressing VUCA conditions within educational institutions. Notable results are revealed from the examination of the connection between principals' people management and their resilient leadership traits. These results offer insightful information about how resilient leadership qualities affect stakeholder engagement and effective oversight in educational settings.

Table 22 presents the test of significant relationship between the resilient leadership qualities of the principals and their management of VUCA school environment.

Table 22 *Test of Significant Relationship between the Resilient Leadership Qualities of the Principals and their Management of VUCA School Environment*

		VOL	UNC	COMP	AMBI
EMP	Pearson Correlation	.721**	.720**	.718**	.715**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
ADAP	Pearson Correlation	.743**	.752**	.740**	.741**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
TRANS	Pearson Correlation	.738**	.740**	.751**	.725**
	Sig. (2-tailed)	.000	.000	.000	.000
	Remarks	Significant	Significant	Significant	Significant
CUR	Pearson Correlation	.748**	.734**	.729**	.724**
	Sig. (2-tailed)	.000	.000	.000	.000
	Analysis	Significant	Significant	Significant	Significant
EM	Pearson Correlation	.749**	.736**	.749**	.742**
	Sig. (2-tailed)	.000	.000	.000	.000

Analysis	Significant	Significant	Significant	Significant

From the statement above, the table presents the results of the test examining the significant relationship between the resilient leadership qualities of principals and their management of a VUCA (Volatile, Uncertain, Complex, Ambiguous) school environment across various dimensions. Each cell displays the Pearson correlation coefficient (r) and the corresponding significance level (Sig. 2-tailed) for specific resilient leadership qualities and aspects of managing the VUCA environment.

In all dimensions, the correlation coefficients demonstrate strong positive relationships, ranging from .718 to .752, all statistically significant at a significance level of .000. This indicates a significant relationship between resilient leadership qualities and effective management of the VUCA school environment. This implies that the principals exhibiting higher levels of resilience are likely to excel in navigating the complexities and uncertainties inherent in the school environment, fostering adaptability, transformation, cultural understanding, and empathy. The significance of these relationships underscores the critical role of resilient leadership in addressing the challenges posed by the VUCA environment and promoting organizational effectiveness and success.

4. Conclusion and Recommendations

Based on the results of this study, the researcher posited the following conclusions:

There is a relationship between transformational leadership qualities and the management of people among principals in SBM Level III schools. This was supported by the consistently high correlation coefficients across all dimensions underscore the importance of transformational leadership in fostering effective management practices within educational settings. Hence, "there is a significant relationship between the transformational leadership qualities of the principals and their management of people."

The results revealed a strong and statistically relationship between transformational leadership qualities and the management of the VUCA school environment across all dimensions. Principals with stronger transformational leadership attributes demonstrate greater efficacy in navigating and addressing the challenges inherent in a VUCA environment. Hence, "there is a relationship between the transformational leadership qualities of the principals and their management of VUCA school environment."

There is a positive correlation between resilient leadership qualities and effective management of people across all dimensions. This was supported by the results with correlation coefficients. This means that resilient leadership in various aspects of school community management – encompassing employee engagement, adaptability, transformational leadership, cultural understanding, and empathy – is an important role to be played by the school principals. Hence, "there is no significant relationship between the resilient leadership qualities of the principals and their management of people".

Data reveals a positive correlation between resilient leadership qualities and effective management of the VUCA school environment across all dimensions, with correlation coefficients. There is a vital link between resilient leadership and successful navigation of complexities and uncertainties within the school environment, fostering adaptability, transformation, cultural understanding, and empathy.

Hence, there is significant relationship between the resilient leadership qualities of the principals and their management of VUCA school environment.

On the basis of the aforementioned findings and conclusions, the following recommendations were set forth.

1. To further support principals in managing the complexities of the VUCA school environment, higher management offices may incorporate resilience-building strategies into leadership training and support programs. By offering opportunities for principals to develop coping mechanisms, decision-making skills, and

strategies for fostering a supportive and inclusive school culture amidst VUCA conditions, schools can enhance organizational resilience and effectiveness.

2. In line with the research findings highlighting the significance of resilient leadership, schools divisions and sub-offices may prioritize initiatives aimed at developing resilient leadership among principals. Providing resources and support to enhance principals' resilience, empathy, adaptability, and cultural understanding can contribute to fostering a positive school environment and effectively addressing VUCA challenges.

3. Building on the theoretical framework and results indicating the importance of resilience in navigating VUCA environments, leadership development programs may integrate components specifically aimed at enhancing principals' resilience, adaptability, and decision-making skills. By equipping principals with strategies to effectively address challenges in a volatile, uncertain, complex, and ambiguous educational landscape, schools can better prepare for and respond to dynamic changes.

Reference:

Thomas, D., Zubkov, P. (2023). Quantitative Research Designs. Retrieved from: https://www.researchgate.net/publication/370630979_Quantitative_Research_Designs