School Heads' Psychosocial Behavior and Resiliency towards Positive School Culture

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Abstract

This study focused on the school heads' psychosocial behavior and resiliency towards positive school culture of selected schools in Pila Sub-Office and Santa Cruz Sub- Office. Specifically, it sought to answer the following: the level of school heads' psychosocial behavior, the level of school heads' resiliency, level of the school heads' response towards positive school culture. The significant correlation between the school heads' psychosocial behavior and positive school culture as to aforementioned variables and the significant correlation between the school heads' resiliency and positive school culture.

The study used descriptive correlational design. The respondents involved 100 elementary school teachers of chosen schools from the above-mentioned sub-offices. To gather information, appropriate statistical tool such as mean, standard deviation and pearson-r correlation.

Data from this study indicates that the level of school heads' psychosocial behavior is to a very great extent, as to the level of school heads' resiliency, all indicators are verbally interpreted as to a very great extent. Also, the level of the school heads response towards positive school culture is to a very great extent. Then the relationship between the school heads' psychosocial behavior and positive school culture has significant relationship. Lastly, a significant relationship between the school heads' resiliency and positive school culture was found.

The study shows that there is a significant relationship between the school heads' psychosocial behavior and positive school culture Thus, the researcher therefore concludes that the research hypotheses stating that there is no significant relationship between the school heads' psychosocial behavior and positive school culture is rejected. The second hypothesis result showed significant relationship between the school heads' resiliency and positive school culture. Thus, the researcher therefore concludes that the research hypotheses stating that there is no significant relationship between the school heads' resiliency and positive school culture is rejected between them.

Based on the conclusions, the following recommendations were drawn. It is recommended that school heads actively engage with the findings of this study, as it provides insight into their psychosocial behavior and resiliency. By understanding their strengths and weaknesses, they can embark on a journey of self-improvement and leadership development. This study serves as an opportunity for school heads to enhance their effectiveness in fostering a positive and supportive school environment. In addition, the study suggests that school heads, utilize the insights gained to address issues of psychosocial behavior among teachers. By crafting interventions informed by the study's results, school heads can support teachers in managing workplace challenges effectively. This proactive approach will contribute to a healthier and more resilient teaching workforce.

1. Introduction

Republic Act (RA) 9155, also known as the Governance of Basic Education Act of 2001, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school-based management within the context of transparency and local accountability.. One of the responsibilities of school heads based on this act is psychosocial behavior. While RA 9155 does not explicitly mention psychosocial behavior, the school head's responsibilities inherently involve addressing the well-being of students, teachers, and the entire school community. Psychosocial behavior encompasses emotional, social, and mental aspects. The school head should create an environment that supports positive interactions, emotional health, and overall well-being.

In summary, the school head's role under RA 9155 is multifaceted, combining leadership, management, and accountability. Their actions significantly impact the psychosocial climate within the school, influencing student and staff well-being.

Psychosocial well-being is a complicated notion comprised of psychological, social, and subjective factors that influence how well-rounded individuals are in fulfilling their full potential as contributors to society. Psychosocial well-being encompasses the physical, economic, social, mental, emotional, cultural, and spiritual aspects of health. A person must be able to manage the multiple pressures of everyday life to remain in good health (Kumar, 2020). Further, according to the East African Community (2019), psychosocial well-being "involves developing cognitive, emotional, and spiritual strengths among individuals, families, and communities, which creates overall positive social relationships among them." This state of well-being motivates the development of life skills that enable people, families, or communities to understand and engage with their environment and make healthy decisions.

On the other hand, resilient school leaders possess the ability to sustain their energy under pressure. They not only cope with changes but also adapt to them. Some key aspects of resilience for school heads are optimism and growth mindset, adaptability, community cohesiveness, prioritizing mental and psychosocial health, welcoming feedback, and disaster preparedness and mitigation.

Resilience isn't about avoiding challenges; it's about navigating them effectively. School heads play a critical role in creating a resilient educational environment for everyone involved.

With this, the conduct of the study focuses on the psychosocial behavior and resiliency of school heads towards positive school culture. The results of the study will serve as basis in crafting related program in addressing the difficulties and challenges encountered by school heads particularly on their psychosocial behavior.

1.1 Statement of the Problem

Specifically, it seeks answers to the following questions:

1.   What is the level of the school heads' psychosocial behavior in terms of:
    1.1   Positive affirmation;
    1.2   Identity and Self- Concept;
    1.3   Coping strategies;
    1.4   Cognitive Processes; and
    1.5   Goal orientation?
2.   What is the level of the school heads' resiliency as to:
    2.1   Self-awareness;
    2.2   Self-regulation;
    2.3   Cognitive flexibility;
    2.4   Self-efficacy; and

      2.5   Emotional expression?

3.   What is the level of school heads' response towards positive school culture in terms of;

      3.1   Supportive leadership;

      3.2   Respect and inclusivity;

      3.3   Safety and well-being;

      3.4   Effective communication; and

      3.5   Conflict resolution?

4.   Is there a significant relationship between the school heads' psychosocial behavior and positive school culture?

5.   Is there a significant relationship between the school heads' resiliency and positive school culture?

2. Methodology

The research design used by researcher is descriptive correlational design. The descriptive method is preferred since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. A survey instrument was used to obtain data from the randomly selected respondents.

The process of descriptive survey research goes beyond mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is being described. The researcher believes that descriptive method is the best research method to be used in this research.

3. Results and Discussion

This chapter enumerates and discusses the results that were yielded from the treatment of the gathered data in this study. The following tabular presentations and discussions will further characterize the School Heads' Psychosocial Behavior and Resiliency towards Positive School Culture.

Level of School Heads' Psychosocial Behavior

Table 1. Level of school heads' psychosocial behavior in terms of positive affirmation

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Encourage affirmations among other people.	4.64	0.52	Strongly Agree
Give encouragement for every member of the organizations.	4.61	0.55	Strongly Agree
Promote positive energy in the workplace.	4.67	0.49	Strongly Agree
Promotes healthier and productive working environment.	4.69	0.53	Strongly Agree
Give positive affirmations and rewards for every job well done.	4.74	0.48	Strongly Agree
Weighted Mean	*4.67*		
SD	*0.45*		
Verbal Interpretation	*To the very great extent*		

Table 1 illustrates the level of school heads' psychosocial behavior in terms of positive affirmation.

From the statements above, "*Give positive affirmations and rewards for every job well done*" yielded the highest mean score *(M=4.74, SD=0.48)* and was remarked as Strongly Agree. On the other hand, the statement "*Give encouragement for every member of the organizations*" received the lowest mean score of responses with *(M=4.61, SD=0.49)* yet also remarked as Strongly Agree.

The level of school heads' psychosocial behavior in terms of positive affirmation, attained a weighted mean score of 4.67 and a standard deviation of 0.45 and to a very great extent among the respondents

Table 2. Level of school heads' psychosocial behavior in terms of identity and self-concept.

STATEMENTS	MEAN	SD	REMARKS
Notice good things as it happens and discover what brings hope.	4.67	0.51	Strongly Agree
Train mind to believe that make good things happen in life.	4.65	0.50	Strongly Agree
See that things will always have a positive outcome.	4.68	0.53	Strongly Agree
Put a reminder that setbacks are only temporary.	4.56	0.54	Strongly Agree
Practice gratitude and learn from the past.	4.67	0.53	Strongly Agree
Weighted Mean	*4.65*		
SD	*0.45*		
Verbal Interpretation	*To a very great extent*		

Table 2 illustrates the level of school heads' psychosocial behavior in terms of identity and self-concept.

From the statements above, "*See that things will always have a positive outcome*" yielded the highest mean score *(M=4.68, SD=0.53)* and was remarked as Strongly Agree. On the other hand, the statement "*Train mind to believe that make good things happen in life*" received the lowest mean score of responses with *(M=4.65, SD=0.50)* yet also remarked as Strongly Agree.

The level of school heads' psychosocial behavior in terms of identity and self-concept attained a weighted mean score of 4.65 and a standard deviation of 0.45 and to a very great extent among the respondents

Table 3. Level of school heads' psychosocial behavior in terms of coping strategies

STATEMENTS	MEAN	SD	REMARKS
Ask others to help or assist whenever it is needed.	4.66	0.52	Strongly Agree
Take responsibility for every action made.	4.70	0.46	Strongly Agree
Maintain emotionally supportive relationships.	4.65	0.50	Strongly Agree
Learn to minimize, and deal with stressful situations in life.	4.60	0.57	Strongly Agree
Maintain emotional composure or, alternatively, expressing distressing emotions.	4.70	0.50	Strongly Agree
Weighted Mean	*4.66*		
SD	*0.43*		
Verbal Interpretation	*To a very great extent*		

Table 3 illustrates the level of school heads' psychosocial behavior in terms of coping strategies.

From the statements above, "*Take responsibility for every action made and Maintain emotional*

composure or, alternatively, expressing distressing emotions" yielded the highest mean score *(M=4.70, SD=0.46, SD=0.50)* and remarked as Strongly Agree. On the other hand, the statement "*Learn to minimize, and deal with stressful situations in life*" received the lowest mean score of responses with *(M=4.60, SD=0.57)* yet was also remarked Strongly Agree.

The level of school heads' psychosocial behavior in terms of coping strategies attained a weighted mean score of 4.66 and a standard deviation of 0.43 and to a very great extent among the respondents.

Table 4. Level of school heads' psychosocial behavior in terms of cognitive process

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Communicate clear expectations along the objectives.	4.61	0.53	Strongly Agree
Increase productivity and work efficiency among the staffs by dividing the work equally.	4.60	0.57	Strongly Agree
Encourage time management and proper regulation of task.	4.62	0.55	Strongly Agree
Specify the task and objectives that are needed in the organization.	4.67	0.51	Strongly Agree
Monitor the progress of each department to ensure that goals are being accomplished.	4.62	0.53	Strongly Agree
Weighted Mean	*4.62*		
SD	*0.45*		
Verbal Interpretation	*To a very great extent*		

Table 4 illustrates the level school heads' psychosocial behavior in terms of cognitive process.

From the statements above, "*Specify the task and objectives that are needed in the organization*" yielded the highest mean score *(M=4.67, SD=0.51)* and was remarked as Strongly Agree. On the other hand, the statement "*Increase productivity and work efficiency among the staffs by dividing the work equally*" received the lowest mean score of responses with *(M=4.61, SD=0.53)* yet also remarked as Strongly Agree.

The level of school heads' psychosocial behavior in terms of cognitive process attained a weighted mean score of 4.62 and a standard deviation of 0.45 and to a very great extent among the respondents.

Table 5. Level of school heads' psychosocial behavior in terms of goal orientation

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Separate larger goals into smaller actions.	4.59	0.51	Strongly Agree
Plan ahead of time and organize task by priority.	4.65	0.52	Strongly Agree
Develop productive habits and track the progress regularly.	4.66	0.50	Strongly Agree
Set achievable goals and focus on achieving it.	4.68	0.51	Strongly Agree
Organize task and maintain motivation in doing task.	4.71	0.48	Strongly Agree
Weighted Mean	*4.66*		
SD	*0.43*		
Verbal Interpretation	*To a very great extent*		

Table 5 illustrates the level school heads' psychosocial behavior in terms of goal orientation.

From the statements above, "*Organize task and maintain motivation in doing task.*" yielded the

highest mean score *(M=4.71, SD=0.48)* and was remarked as Strongly Agree. On the other hand, the statement "*Separate larger goals into smaller actions*" received the lowest mean score of responses with *(M=4.59, SD=0.51)* yet also remarked as Strongly Agree.

The level of school heads' psychosocial behavior in terms of goal orientation attained a weighted mean score of 4.66 and a standard deviation of 0.43 and to a very great extent among the respondents.

Table 6. Level of school heads' resiliency as to self-awareness

STATEMENTS	MEAN	SD	REMARKS
Assess own strengths and weaknesses that can help in the improvement of own personality.	4.54	0.58	Strongly Agree
Reflect on own's actions and take responsibilities if needed.	4.57	0.57	Strongly Agree
Willingness to be an open minded and develop skills and personalities.	4.59	0.53	Strongly Agree
Discover own's blind spots and ask feedback for self-evaluation.	4.56	0.57	Strongly Agree
Create positive environment that can nurture self-capability.	4.68	0.51	Strongly Agree
Weighted Mean	*4.59*		
SD	*0.48*		
Verbal Interpretation	*To a very great extent*		

Table 6 illustrates the level of school heads' resiliency in terms of self-awareness.

From the statements above, "*Create positive environment that can nurture self-capability*" yielded the highest mean score *(M=4.68, SD=0.51)* and was remarked as Strongly Agree. On the other hand, the statement "*Assess own strengths and weaknesses that can help in the improvement of own personality*" received the lowest mean score of responses with *(M=4.54, SD=0.58)* yet also remarked as Strongly Agree.

The level of school heads' resiliency in terms of self-awareness attained a weighted mean score of 4.59 and a standard deviation of 0.48 and to a very great extent among the respondents.

Table 7. Level of school heads' resiliency as to self-regulation

STATEMENTS	MEAN	SD	REMARKS
Aware with own feelings and emotions that could possibly affect work efficiency.	4.56	0.57	Strongly Agree
Know how to positively manage consequences and failures.	4.59	0.57	Strongly Agree
Reduce disruptive problem that may affect learning stability.	4.58	0.57	Strongly Agree
Manage time effectively and regulation own school works, performance task and activities.	4.58	0.57	Strongly Agree
Find time to enhance own learning skills and abilities.	4.62	0.53	Strongly Agree
Weighted Mean	*4.59*		
SD	*0.49*		
Verbal Interpretation	*To a very great extent*		

Table 7 illustrates the level school heads' resiliency in terms of self-regulation.

From the statements above, "*Find time to enhance own learning skills and abilities*" yielded the highest mean score *(M=4.62, SD=0.49)* and was remarked as Strongly Agree. On the other hand, the statement "*Aware with own feelings and emotions that could possibly affect work efficiency*" received the lowest mean score of responses with *(M=4.56, SD=0.57)* yet also remarked as Strongly Agree.

The level of school heads' resiliency in terms of self-regulation attained a weighted mean score of 4.59 and a standard deviation of 0.49 and to a very great extent among the respondents.

Table 8. Level of school heads' resiliency as to cognitive flexibility

STATEMENTS	MEAN	SD	REMARKS
Practice mindfulness and meditation to enhance own capabilities.	4.59	0.57	Strongly Agree
Expose own self into new experiences that can improve cognitive abilities.	4.57	0.56	Strongly Agree
Develop emotional intelligence and change habits.	4.54	0.58	Strongly Agree
Limit distractions and learn to prioritize things that are mostly needed.	4.56	0.57	Strongly Agree
Promote lifelong learning by participating into various activities that can positively shape your personality.	4.64	0.58	Strongly Agree
Weighted Mean	*4.58*		
SD	*0.50*		
Verbal Interpretation	*To a very great extent*		

Table 8 illustrates the level school heads' resiliency in terms of cognitive flexibility.

From the statements above, "*Promote lifelong learning by participating into various activities that can positively shape your personality*" yielded the highest mean score *(M=4.64, SD=0.58)* and was remarked as Strongly Agree. On the other hand, the statement "*Develop emotional intelligence and change habits*" received the lowest mean score of responses with *(M=4.54, SD=0.57)* yet also remarked as Strongly Agree.

The level of school heads' resiliency in terms of cognitive flexibility attained a weighted mean score of 4.58 and a standard deviation of 0.50 and to a very great extent among the respondents

Table 9. Level of school heads' resiliency as to self-efficacy

STATEMENTS	MEAN	SD	REMARKS
Handle own behavior, emotions and foster intrinsic motivations.	4.59	0.59	Strongly Agree
Seek positive role models and seek for constructive criticism	4.61	0.53	Strongly Agree
Foster emotional health and well-being by promoting positive working environment among colleagues.	4.67	0.51	Strongly Agree
Set higher goals to enhance self-efficacy as coping mechanism.	4.63	0.53	Strongly Agree
Persevere to face the difficulties in achieving goals and improve resilience to adversity.	4.58	0.57	Strongly Agree

Weighted Mean		*4.62*	
SD		*0.48*	
Verbal Interpretation		*To a very great extent*	

Table 9 illustrates the level of school heads' resiliency in terms of self-efficacy.

From the statements above, "*Foster emotional health and well-being by promoting positive working environment among colleagues*" yielded the highest mean score *(M=4.67, SD=0.51)* and was remarked as Strongly Agree. On the other hand, the statement "*Persevere to face the difficulties in achieving goals and improve resilience to adversity*" received the lowest mean score of responses with *(M=4.58, SD=0.57)* yet also remarked as Strongly Agree.

The level of school heads' resiliency in terms of self-efficacy attained a weighted mean score of 4.62 and a standard deviation of 0.48 and to a very great extent among the respondents.

Table 10. Level of school heads' resiliency as to emotional expression

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Pay attention in the present situation and be mindful on every action taken.	4.64	0.54	Strongly Agree
Practice positive affirmations and do not entertain negative thoughts.	4.59	0.62	Strongly Agree
Concentrate and focus on the target goals despite of distractions in the surroundings.	4.56	0.59	Strongly Agree
Regulate own emotions to effectively facilitate job related task.	4.69	0.49	Strongly Agree
Notice own's emotion and reduce triggering factors.	4.63	0.56	Strongly Agree
Weighted Mean		*4.62*	
SD		*0.50*	
Verbal Interpretation		*To a very great extent*	

Table 10 illustrates the level of school heads' resiliency in terms of emotional expression.

From the statements above, "*Regulate own emotions to effectively facilitate job related task*" yielded the highest mean score *(M=4.69, SD=0.49)* and was remarked as Strongly Agree. On the other hand, the statement "*Concentrate and focus on the target goals despite of distractions in the surroundings*" received the lowest mean score of responses with *(M=4.56, SD=0.59)* yet also remarked as Strongly Agree.

The level of school heads' resiliency in terms of emotional expression attained a weighted mean score of 4.62 and a standard deviation of 0.50 and to a very great extent among the respondents

Table 11. Level of school heads' response towards positive school culture in terms of supportive leadership

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Build relationship among all the members of the school organization.	4.60	0.55	Strongly Agree
Pinpoint the needs and help each other to achieve success.	4.56	0.57	Strongly Agree
Facilitate relationship building between the colleagues.	4.59	0.57	Strongly Agree

Help the colleagues overcome the challenges they encounter.	4.56	0.56	Strongly Agree
Encourage teamwork, pay attention to workmates, relationships, and also show commitment.	4.62	0.55	Strongly Agree
Weighted Mean		*4.59*	
SD		*0.48*	
Verbal Interpretation		*To a very great extent*	

Table 11 illustrates the level of school heads' responses towards positive school culture in terms of supportive leadership.

From the statements above, "*Encourage teamwork, pay attention to workmates, relationships, and also show commitment*" yielded the highest mean score *(M=4.62, SD=0.55)* and was remarked as Strongly Agree. On the other hand, the statement "*Pinpoint the needs and help each other to achieve success and Help the colleagues overcome the challenges they encounter*" received the lowest mean score of responses with *(M=4.56, SD=0.57, SD=0.56)* yet also remarked as Strongly Agree.

The level of school heads' responses towards positive culture in terms of supportive leadership attained a weighted mean score of 4.59 and a standard deviation of 0.48 and to a very great extent among the respondents.

Table 12. Level of school heads' response towards positive school culture in terms of respect and inclusivity

STATEMENTS	**MEAN**	**SD**	**REMARKS**
Listen to what everyone has to say and avoid biases among the members.	4.58	0.54	Strongly Agree
Recognize the strengths and accomplishments of others.	4.60	0.53	Strongly Agree
ctice common courtesy and politeness.			Strongly Agree
Delegate meaningful work and give equal chances for each and everyone.	4.73	0.47	
Keep the workplace open for suggestions and conversation positive.	4.68	0.49	Strongly Agree
The	4.69	0.46	Strongly Agree
Weighted Mean		*4.66*	
SD		*0.40*	
Verbal Interpretation		*To a very great extent*	

Table 12 illustrates the level of school heads' responses towards positive culture in terms of respect and inclusivity.

From the statements above, "*Delegate meaningful work and give equal chances for each and every one*" yielded the highest mean score *(M=4.73, SD=0.47)* and was remarked as Strongly Agree. On the other hand, the statement "*Listen to what everyone has to say and avoid biases among the members*" received the lowest mean score of responses with *(M=4.58, SD=0.54)* yet also remarked as Strongly Agree.

The level of school heads' responses towards positive culture in terms of respect and inclusivity attained a weighted mean score of 4.66 and a standard deviation of 0.40 and to a very great extent among the respondents.

Table 13. Level of school heads' response towards positive school culture in terms of safety and well-being.

STATEMENTS	MEAN	SD	REMARKS
Spend time to talk with peers and help each other to reduce stress.	4.56	0.57	Strongly Agree
Create a working environment that is collaborative and open for all.	4.64	0.54	StrSongly Agree
Offer personal development and support each other.	4.66	0.52	Strongly Agree
Encourage each and every one to take responsibility for their own wellbeing.	4.68	0.53	Strongly Agree
Find ways to learn and be creative to increase positive well-being.	4.70	0.50	Strongly Agree
Weighted Mean		*4.65*	
SD		*0.46*	
Verbal Interpretation		*To a very great extent*	

Table 13 illustrates the level of school heads' responses towards positive school culture in terms of safety and wellbeing.

From the statements above, "*Find ways to learn and be creative to increase positive well-being*" yielded the highest mean score *(M=4.70, SD=0.50)* and was remarked as Strongly Agree. On the other hand, the statement "*Spend time to talk with peers and help each other to reduce stress*" received the lowest mean score of responses with *(M=4.56, SD=0.57)* yet also remarked as Strongly Agree.

The level of school heads' responses towards positive culture in terms of safety and well-being attained a weighted mean score of 4.65 and a standard deviation of 0.46 and to a very great extent among the respondents.

Table 14. Level of school heads' response towards positive school culture in terms of effective communication

STATEMENTS	MEAN	SD	REMARKS
Open positive conversation and allow each other to give opinions, suggestions and recommendations.	4.64	0.50	Strongly Agree
Understand different communication styles and habits of every member.	4.67	0.47	Strongly Agree
Plan weekly meeting and talk about the different things that may had happened on the past days.	4.56	0.54	Strongly Agree
Allow everyone to share their thoughts and communicate with each other.	4.67	0.49	Strongly Agree
Understand each person's role in the organization and recognize their importance.	4.72	0.45	Strongly Agree
Weighted Mean		*4.65*	
SD		*0.40*	
Verbal Interpretation		*To a very great extent*	

Table 14 illustrates the level of school heads' responses towards positive school culture in terms of effective communication.

From the statements above, "*Understand each person's role in the organization and recognize their importance*" yielded the highest mean score *(M=4.72, SD=0.45)* and was remarked as Strongly Agree. On the

other hand, the statement "*Plan weekly meeting and talk about the different things that may had happened on the past days*" received the lowest mean score of responses with *(M=4.56, SD=0.54)* yet also remarked as Strongly Agree.

The level of school heads' response towards positive culture in terms of effective communication attained a weighted mean score of 4.65 and a standard deviation of 0.50 and to a very great extent among the respondents.

Level of school heads' response towards positive school culture in terms of conflict resolution

Table 15. Level of school heads' response towards positive school culture in terms of conflict resolution

STATEMENTS	MEAN	SD	REMARKS
Focus on behavior and events, not on personalities of the workmates.	4.62	0.55	Strongly Agree
Identify points of agreement and disagreement through positive interaction.	4.52	0.45	Strongly Agree
Develop a plan to work on each conflict and communicate it with the colleagues.	4.66	0.56	Strongly Agree
Listen actively and let everyone have their say regarding the issue.	4.65	0.49	Strongly Agree
Determine ways to meet the common goal.	4.71	0.65	Strongly Agree
Weighted Mean		*4.63*	
SD		*0.47*	
Verbal Interpretation		*To a very great extent*	

Table 15 illustrates the level school heads' responses towards positive culture in terms of conflict resolution.
From the statements above, "Determine ways to meet the common goal" yielded the highest mean score (M=4.71, SD=0.65) and was remarked as Strongly Agree. On the other hand, the statement "Identify points of agreement and disagreement through positive interaction" received the lowest mean score of responses with (M=4.52, SD=0.45) yet also remarked as Strongly Agree.

The level of the school heads' response towards positive school culture in terms of conflict and resolution attained a weighted mean score of 4.63 and a standard deviation of 0.47 and to a very great extent among the respondents.

The development of a strong goal consensus and a common language within the school regarding curriculum and instruction increases the probability that the conflict will be produced channeled in the organization.

Test of Correlation Between School Heads' Psychosocial Behavior And Positive School Culture

Table 16. Test of correlation between school heads' psychosocial behavior and positive school culture

			positive affirmation	identity and self-concept	coping strategies	cognitive process	goal orientation
Kendall's tau_b	Supportive leadership	Correlation Coefficient	.400**	.380**	.460**	.528**	.441**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	100	100	100	100	100

respect and inclusivity	Correlation Coefficient	.538**	.539**	.500**	.508**	.436**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	100	100	100	100	100
safety and well being	Correlation Coefficient	.476**	.452**	.444**	.430**	.499**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	100	100	100	100	100
effective communication	Correlation Coefficient	.476**	.475**	.480**	.427**	.532**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	100	100	100	100	100
conflict resolution	Correlation Coefficient	.553**	.510**	.519**	.538**	.551**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

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 16 demonstrates the test of correlation between school heads' psychosocial behavior and positive school culture

The *positive affirmation, identity and self-concept, coping strategies, cognitive process and goal orientation* of the school heads' psychosocial behavior was observed to have a significant correlation to the *supportive leadership, respect and inclusivity, safety and well-being, effective communication and conflict resolution* of positive school culture. This is based on the computed correlation coefficient values obtained from the tests. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the school heads' psychosocial behavior and positive school culture*" is rejected. Thus, the alternative should be accepted which incites that there is a significant correlation between them

Table 17. Test of correlation between school heads' resiliency and positive school culture

	Supportive leadership	respect and inclusivity	safety and well being	effective communication	conflict resolution

Kendall's tau_b	Self-Awareness	Correlation Coefficient	.709**	.499**	.632**	.618**	.602**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	100	100	100	100	100
	Self-regulation	Correlation Coefficient	.698**	.621**	.643**	.598**	.587**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	100	100	100	100	100
	Cognitive flexibility	Correlation Coefficient	.740**	.535**	.682**	.651**	.636**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	100	100	100	100	100
	self-efficacy	Correlation Coefficient	.598**	.432**	.526**	.459**	.508**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	100	100	100	100	100
	emotional expression	Correlation Coefficient	.600**	.521**	.527**	.489**	.559**
		Sig. (2-tailed)	.000	.000	.000	.000	.000
		N	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

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 17 demonstrates the test of correlation between school heads' resiliency and positive school culture.

The *self-awareness, self-regulation, cognitive flexibility, self-efficacy and emotional expression* of the school heads' psychosocial behavior was observed to have a significant correlation to the *supportive leadership, respect and inclusivity, safety and well-being, effective communication and conflict resolution* of positive school culture. This is based on the computed correlation coefficient values obtained from the tests. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the school heads' resiliency and positive school culture.*" is rejected.

Thus, the alternative should be accepted which incites that there is a significant correlation between them.

4. Conclusion and Recommendation

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows that there is a significant relationship between the school heads' psychosocial behavior and positive school culture Thus, the researcher therefore concludes that the research hypotheses stating that There is no significant relationship between the school heads' psychosocial behavior and positive school culture is rejected. The second hypothesis result showed significant relationship between the school heads' resiliency and positive school culture. Thus, the researcher therefore concludes that the research hypotheses stating that There is no significant relationship between the school heads' resiliency and positive school culture is rejected.

Based on the drawn conclusions resulted to the following recommendations:

1. It is recommended that school heads actively engage with the findings of this study, as it provides insight into their psychosocial behavior and resiliency. By understanding their strengths and weaknesses, they can embark on a journey of self-improvement and leadership development. This study serves as an opportunity for school heads to enhance their effectiveness in fostering a positive and supportive school environment.

2. The study suggests that school heads, utilize the insights gained to address issues of psychosocial behavior among teachers. By crafting interventions informed by the study's results, school heads can support teachers in managing workplace challenges effectively. This proactive approach will contribute to a healthier and more resilient teaching workforce.

3. It is recommended that schools recognize the value of the study's results as a basis for further research and initiatives aimed at enhancing teacher welfare and development. By prioritizing the well-being of their staff, schools can cultivate a culture of support and growth, ultimately benefiting the entire school community.

References:

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