Original Research Article
A Multiple Case Study on the Resilient Leadership in Integrated Schools:School Heads' Perspective in Focus

ABSTRACT

Navigating the ever-changing difficulties in the educational world requires resilient leadership from school heads. These leaders navigate their organizations through unanticipated challenges like pandemics, economic downturns, and changing educational paradigms with agility, resilience, and strategic vision. This study employed qualitative multiple case study, having three (3) distinct cases aimed to explore the perspectives of the school heads on resilient leadership in integrated schools of Division of Davao del Norte and Division of Tagum City. There were three (3) participants and six (6) informants undergone in depth interview. Participants were chosen through purposive sampling technique. Each data were analyzed through thematic analysis and cross case analysis. Each case had distinct characteristics and communalities such as openness to diversity and trusted character. Their experience had different emerged themes, the only common wasthe improved literacy level of learners. Their coping mechanism were good conflict management skills and resourcefulness. Their policy recommendations were adherence to policies and having a framework for resiliency. This implies that resilient leadership in handling integrated schools was significant for the school heads on how they manage and lead the school despite of the challenges and circumstances in their workplace. Teachers and learners were benefitted in the sense that they will be the one to experience the type of school heads leadership styles. A sequential mixed method or other methodology may be employed and investigated in the future to support and gather more saturated results.

Keywords: Resilient Leadership, School Head, Multiple Case Study, Integrated School, Tagum City, Davao del Norte

1. INTRODUCTION

Leadership requires resilience since it has been identified as a vital skill for leaders[22],[8]. The concept of leadership is one of the most complex ideas in literature due to its dynamic nature, thus, its definition is quite challenging [12]. But in the context of resilience, King and Rothstein [21] as cited by Lombardi et. al [22] state that leaders are expected to inspire, mentor, and develop a sense of involvement and commitment for any organization to operate well, especially true during times of crisis.

In South Africa, numerous issues, such as extreme poverty, inequality, and violence, are affecting South Africa's educational system. Creating a secure and encouraging learning environment can be challenging for school administrators due to these issues.Furthermore,

many South African school leaders lack the education and assistance necessary for them to function well [10].In Brazil, most of the Brazilian schools had a major problem in violence that test the resiliency of the school leaders. It was identified that 6.2% of the students had already been bullied with a prevalence of 6.6% in males and 5.9% in females [17].

In the Philippines, COVID-19 pandemic had a profound impact on school heads in the Philippines. School heads had to adjust to a new manner of teaching and learning, as well as deal with the obstacles of remote learning. In addition, principals had to assist students and staff who have been affected by the pandemic. This has put principals under a lot of strain and tested their resilience [9]. The journey to accomplishing the global agenda for education is inevitably difficult and fraught with ambiguity. There is a need to establish a clear trajectory toward this vision to accomplish our national aspirations, particularly those related to the quality of education.

In the Division of Davao del Norte, school heads were provided with professional development programs and technical assistance focusing more on School-Based Management highlighting Fiscal Management and Instructional Leadership, no data on division initiatives to improve the competence of school heads in the area of resiliency taking into account that one of the identified risks indicated in the BEDP is the limited coordination between DepEd and other agencies for interventions related to equity, empowerment, and resilience considering also the recent calamities experienced in the region. Specifically, in Integrated Schools who are handling Kindergarten to Senior High School Curriculum with different concern and issues in terms of instructional and administrative task.

Through this study, the researchers will be able culled out different perspective of Integrated School Heads in terms of their unique characteristics, experiences, the mechanisms on how to face challenges, and policy recommendations to be utilized by the Department of Education. The study will focus on the difficulties of being school heads with the changes in school management and shall likewise analyze the skills needed to perform resilient leadership. Moreover, this study will highlight how to develop and nurture leaders' resilience, particularly on how to collaborate with other agencies for interventions related to resilience.The necessity for further research is also underlined to comprehend how to foster resilience in all categories of educational leaders, including principals, administrators, teachers, and administrative leaders at the school level.

1.1 Purpose of the Study

The purpose of this multiple case study was to explore the perspective of the school heads on resilient leadership in Integrated Schools at the Division of Tagum City and Davao del Norte. In addition, it attempted to discover the mechanisms employed by each case in addressing the problems encountered as they push their perspective about resilient leadership as well as the insights gained.

At this stage of the research, school heads perspective on resilient leadership in integrated schools generally defined as the unique strategies, and best practices of participating school principal.

1.2 Research Questions

1. What are the unique characteristics of being a resilient school heads handling integrated school?
2. What are the experiences of an integrated school head as a resilient leader?
3. How do resilient school head cope with the challenges in an integrated school?

4. What policy recommendations should school head propose to institutionalize resilient leadership?

2. METHODOLOGY

This section presents the methods that used in the conduct of this multiple case study. It presents the research design, the research participants, the data sources, the data collection procedure, and data analysis. the trustworthiness of the study, and ethical considerations.

2.1 Research Design

With the identified research questions, the research design is qualitative research employing a multiple case study approach. The approach's fundamental goal is to describe the nature of the particular case [7]. As previously indicated, this study examined how school leaders perceived themselves as resilient leaders, hence, qualitative approaches are most helpful in researching to gather information based on human perceptions and understanding, and the desire to understand an event or perception drives the need for qualitative methodologies to make something better [32]. In addition, qualitative research works to identify the quality and themes of the replies or data instead of quantifying the numerical data. The qualitative data including participant observation data, documents, and interviews was used to comprehend and explain social phenomena [34]. Thus, the researchers chosen this method primarily because through it, the researchers will be able to gather data directly from the three (3) cases of School Principals managing Integrated Schools focusing on the presentation of the common and distinct experiences of being resilient leaders with the changes in school management. In this study, an in-depth interview was conducted with the participants and the key informants. The researchers also used other secondary sources of data such as observations and documents.

2.2 Research Participants

In this multiple case study, three (3) participants were all public-school school heads assigned to Integrated Schools in the divisions of Tagum City and Davao del Norte. Also, an informant for each of the participants such as teacher and the matrix public schools district supervisor were interviewed to support their distinct responses to the given research questions. Further, the researchers followed the suggestion of K. Shcoch[29] that in a multiple study, having three or four cases for comparison is probably the most cases that one can realistically handle. This is also supported by Stumpfegger[33] that typically in a multiple case study, a small number of selected individuals are enough to saturate the information. Moreover, in this study, the researchers used purposive sampling in choosing the participants. In this way, uncovering and generating rich-case-related data were extracted based on the phenomenon of interest [25]. To maintain a high level of anonymity in the conduct of the study, pseudonyms were given to the three (3) participants. Each subject will be asked voluntarily to participate in the study. The first case is an Integrated School Head assigned in a Medium Category; the second case is an Integrated School Head assigned in a Small School Category; and the third case is an Integrated School Leader assigned in a Large School Category. The key informants of each case were the teachers, that served as the driving hand of the school heads in implementing school programs, activities and projects; and Public School District Supervisors, that served as the monitoring and evaluation overseer of the school heads.

2.3 Data Collection Procedure

Qualitative researchers will collect and gather data from interviews, observations, and documents [7]. The researchers explained that interviews had to be based on the data sources. The phases of Creswell's data collection are applied in this study. Locating the site or person, acquiring access, building rapport, doing purposive sampling, gathering data, recording data, and storing data will all be included. The in-depth interviews were conducted during the participants' free time. The data gathered after the interview helped the researchers to have a clear understanding of the experiences of school heads. The individual in-depth interview shall commence at the designated time, location, and modality. The signed informed consent from the participants were served as evidence that they agree to participate in the study. The researchers were used validated open-ended questions. With the participants' permission, a voice recorder was utilized.

2.4 Data Analysis

The recorded data from the interviews was transcribed verbatim. The constant comparative approach is used to analyze the transcriptions. Based on Creswell [7], the constant comparative approach of data analysis involves comparing data from a sample to newly created categories. The subjects' significant statements were extracted from the transcription. To help identify the emerging trend that would provide answers to the study questions, patterns, and parallelism statements were gathered together. The content analysis in analyzing the collected data was used in the study. According to Hseih and Shanon [19], content analysis is a research method for the subjective interpretation of the content of text data through a methodical coding and theme-identification process.

Also, the study used thematic analysis in analyzing the collected and gathered data. It is a method of analyzing and reporting the pattern of a theme with the data [28]. It entails concentrating on defining and representing both implicit and explicit ideas in the theme. Mack and Thompson [23] added that thematic analysis is the most widely used form of analysis in qualitative research.

Further, in this study, cross case analysis was employed to look for similarities of the three (3) cases and to give more details on the study. Fàbregues et al., [13] stated that cross case analysis is an in depth exploration of commonalities and the distinct within across cases to support empirical generalizability and theoretical prediction.

3. RESULTS AND DISCUSSION

This section presented the information gathered in this study, which revolves around the cases and resilient leadership of the school heads in integrated schools. The school heads as participants were interviewed about their unique characteristics, experiences, challenges in handling integrated schools in Division of Davao del Norte and Division of Tagum City. Similarly, informants were also interviewed to support the statement of the school head in enriching data. There were four (4) research questions in this study. Each question has a sub-question to cull out the essential details of the participant's unique characteristics and experiences, which were needed in answering the main objectives of the study.

The first question of this study was focused on the unique characteristics of a resilient school head in handling integrated school, which led to a distinct characteristic in handling integrated school. The second question of this study was focused on the shared experiences of an integrated school head as resilient leader, which served as guidelines in handling integrated school. The third question on this study was focused on coping mechanism of resilient school head in facing challenges, which serve as strategies on how to solve

technical problems and concern in handling integrated schools. Last, the fourth question focused on the policy recommendations proposed by the school head to institutionalize resilient leadership, which led to a DepEd Order or Memorandum on the effectiveness of being a resilient leader.

3.1 Case 1- School Head A

School Head A is a forty-year-old School Head, who has been in the public service for sixteen years and thirteen years in his current position as Principal II. She is the School Head of the identified IP Integrated Schools in the Division of Davao del Norte with a total of 450 learners from Kinder to Senior High School.

Table 1. School Head A Emerged Themes as a Resilient Leader in handling Integrated School

CASE/PSEUDONYM	RESEARCH QUESTION	EMERGED THEMES
SCHOOL HEAD A	Unique Characteristics of Resilient School Head in handling Integrated Schools	Openness to Diversity and Collaboration
		Trusted Character
		Parental Perspective
	Experiences of an Integrated School Head as Resilient Leader	Improved Literacy Level of Learners
		Empowering Teachers towards Career Advancement
	Coping Mechanism of Resilient School Head in facing Challenges	Being Resourceful
		Ensuring Safe Learning Environment
		Good Conflict Management Skills
	Policy Recommendations proposed by the School Head to Institutionalize Resilient Leadership	Integration of Resilient Leadership in Development Plan
		Adherence to Policies
		Having a Framework for Resiliency

3.2 Case 2- School Head B

School Head B is a thirty-two (32) year old School Leader, who has been in public service for eight years and six in his current position as Head Teacher 1. He is the School Head of the Integrated Schools that are tagged as Geographically Isolated and Disadvantaged Area (GIDA) with a total of 292 learners from Elementary to Junior High School only.

Table 2. School Head B Emerged Themes as a Resilient Leader in handling Integrated School

CASE/PSEUDONYM	RESEARCH QUESTION	EMERGED THEMES
SCHOOL HEAD B	Unique Characteristics of Resilient School Head in handling Integrated Schools	Openness to Diversity and Collaboration
		Equipped and Well-Versed Leader
	Experiences of an Integrated School Head as Resilient Leader	Teachers Punctuality
		Improved Literacy Level of Learners

	Coping Mechanism of Resilient School Head in facing Challenges	Good Conflict Management Skills
		Cultivating Calmness Amidst Challenges
	Policy Recommendations proposed by the School Head to Institutionalize Resilient Leadership	Adherence to Policies
		Learning in Action
		Having a Framework for Resiliency

3.3 Case 3- School Head C

School Head C is a forty-five (45) year old, who has been in the service for 18 years. He effectively handled the school as Principal II for 11 years. The Pioneer School Head of an Integrated School with a total population of 1,575 from Kindergarten to Senior High School. Specifically, 79 pupils in kindergarten, 673 in Elementary, 549 in Junior, and 274 in Senior High schools.

Table 3. School Head C Emerged Themes as a Resilient Leader in handling Integrated School

CASE/PSEUDONYM	RESEARCH QUESTION	EMERGED THEMES
SCHOOL HEAD C	Unique Characteristics of Resilient School Head in handling Integrated Schools	Equipped and Well-Versed Leader
		Trusted Character
		The Great Provider
	Experiences of an Integrated School Head as Resilient Leader	Conversion of Elementary to Integrated School
		Establishment of SHS-STEM Curriculum
		Collaboration and Partnerships with Stakeholders
	Coping Mechanism of Resilient School Head in facing Challenges	Being Resourceful
		Good Conflict Management Skills
	Policy Recommendations proposed by the School Head to Institutionalize Resilient Leadership	Adherence to Policies
		Innovation Driven

3.4 Cross Case Analysis

This section provides cross-case analysis of three (3) of the study's cases. Each instance presented had commonalities that were highlighted in order to provide more details on this study. Singh (2018) describes cross case analyses as the investigation and discovery of each situational feature, as well as instructional methodologies discovered in specific scenarios and applied to other cases. It provides an opportunity to learn from diverse experiences and gather critical evidence to improve policy. Table 4 presented the case description. As shown in table 4, School Head A, handled medium category integrated school. It is a school also identified as one of the IP schools in the division. School Head B handled small school category that tagged as Geographically Isolated and Disadvantaged Area (GIDA) that has elementary and junior high school level. School Head C handled a

large category integrated school that considered as a pioneered integrated school and located in an urban area.

Table 4. School Head's Case Description

CASE/PSEUDONYMS	DESIGNATION	YEARS IN SERVICE	SCHOOL SIZE	CASE DESCRIPTION
School Head A	Principal II	13 years	Medium School	The school is identified as an IP school with complete basic education curriculum from Kinder to Senior High School.
School Head B	Head Teacher I	6 years	Small School	The school is one of the Geographically Isolated and Disadvantaged Area (GIDA). It has Elementary and Junior High level only.
School Head C	Principal II	11 years	Large School	A pioneered integrated school located at the urban area with a complete basic education curriculum from Kinder to Senior High School

3.1.1 Cross Case Analysis on the Unique Characteristics of Resilient School Head in handling Integrated Schools

It was shown on Table 1 to 3 that on the cross-case analysis on the unique characteristics of resilient school heads in handling integrated schools has similarities when bringing up all the responses of the participants, the researchers found out the two (2) common themes (1) Openness to Diversity and Collaboration, and (2) Trusted Character.

3.1.1.1 Openness to Diversity and Collaboration

In the context of integrated schools, resilient school heads play a crucial role in effectively managing and leading diverse teaching communities spanning elementary, junior, and senior high school levels. The unique challenge lies in fostering collaboration among teachers with distinct methodologies and addressing varied student needs. The need for resilience arises from the dynamic nature of an integrated educational environment, where adaptability and flexibility are paramount. Two observed cases highlight the importance of leadership approaches that prioritize collaboration to achieve the overarching goal of

education, emphasizing the essential role of school heads in navigating and unifying diverse educational settings.

School Head A said that;

> "Although I don't have to be an expert, I must learn to deal withElementary, Junior High, and Senior High School teachersbecausethey have distinct characteristics."

School Head B shared that;

> "I need to be open in dealing with my teachers considering they have different qualities. Elementary teachers are not the same as junior and senior high school teachers."

It was supported with the work of Gomez-Hurtado, et al.,[15] stated their primary findings highlight the role that leaders play in fostering an inclusive, collaborative culture, emphasizing the knowledge and cultural capital of international students in the classroom, and developing organizational and instructional strategies that are founded on the acknowledgement and involvement of the educational community.

Further, the process of developing partnerships between schools and the community focusing on how important it is to take into account the requirements and goals of collaborators and adjust collaborative activities over time to better suit the needs [18].

3.1.1.2Trusted Character

Effective leadership requires substantial character development from school leaders in the context of managing integrated schools with three separate curricula. The position requires not only oversight of academic areas, but also negotiating the complexity of various educational techniques. The study focuses specifically on the observed behaviors of School Head A and School Head C, emphasizing the critical importance of trust and respect in leadership, claiming that school heads must cultivate high moral standards and a commendable character in order to serve as trusted figures within the school community. This includes not only displaying curriculum management ability, but also embodying ethical concepts that contribute to a positive and inclusive educational environment.

School Head A shared her experienced;
> "Just by looking at me, teachers will follow because of my stern nature. I don't have any trouble enforcing regulations on my teachers because of this personality."

IF3 confirmed that;

> "You know, that school immanent the performance of the leader. He managed well the extreme functions and roles by level. Take note it's not easy to handle Integrated School but he did itvery well."

Seijts et al., [30] emphasizes the value of character in leadership and the discrepancy between how leaders are recruited, chosen, promoted, and developed, and how much emphasis is placed on character versus how it is really used. However, another study contradict that the results imply that teachers' trust in school principals is low. The primary

cause is inexperience and incompetence. Teachers have expressed worries about principals' lack of management and administrative expertise in schools, which has made them less trusted to run the institution. In addition, teachers have a complaint about inefficient school management: they want their principals to respect them, administer the school well, and treat them equally. Teachers, however, believe that things are becoming worse every day, which shows that they don't trust the principals to live up to these standards [1].

3.1.2 Cross-Case Analysis on the Experiences of an Integrated School Head as Resilient Leader

Despite the differences in the problems each leader faced, School Head A and B have a shared story of successfully raising literacy in their respective schools. Their stories serve as examples of flexible and effective leadership in the setting of integrated school. By negotiating hurdles and implementing techniques adapted to their own school environments, these leaders have proved not only resilience, but also the critical role of a school head in supporting literacy growth.

3.1.2.1 Improved Literacy Level of Learners

The pivotal role of a school head extends to enhancing the overall literacy level within the educational institution. School Head A and B have notably excelled in this endeavor, with a significant achievement being the attainment of high proficiency results and a marked improvement in reading performance. This success underscores the school head's commitment to fostering an environment conducive to literacy development.

School Head A shared that:

> *"I consider it a big achievement that we were able to teach theindigenous learners to read."*

Teacher A confirmed that:

> *"It is very challenging on our part assigned in far-flung school areas compared to urban areas, it made us really happy if our students could identify letters, and numbers especially if they can read as this is our main goal. "*

School Head B stated that:

> *"The learners' proficiency level improved since they have longer contact and engagement with them. More learners were able to read"*

This was supported by Bhujel [4] his study backs up more than thirty years of research showing how crucial school leadership is to raising teacher effectiveness and setting the direction of the school's curriculum. Further, Plaatjies,[26] on his study encourage principals to participate in topic-specific professional development to improve their comprehension of data-driven decision-making and tackle challenging areas in literacy instruction and learning. Moreover, Plaatjies [20] principals contend that their responsibilities include supervising and assessing teaching methods, monitoring and assessing student progress, and establishing high standards for student accomplishment.

3.1.3 Cross-Case Analysis on the Coping Mechanism of Resilient School Head in facing Challenges

Resilient school heads, as shown by the situations of School Head A, School Head B, and School Head C, exhibit distinct coping methods to manage problems in the dynamic landscape of integrated schools. The skillful use of good conflict management skills is a notable commonality in these examples. School Principals A, B, and C show a remarkable capacity to mediate and resolve problems, building peaceful settings across their various school communities. The emerging themes of effective conflict resolution strategies serve as a vital pillar in their resilience, allowing them to face the complex difficulties that arise in integrated educational environments. Furthermore, this overview delves into the shared trait of resourcefulness, observed in School Head A and School Head C, as an additional coping strategy that contributes to their success in managing the multifaceted challenges posed by integrated schools.

3.1.3.1 Good Conflict Management Skills

The emerging themes of good conflict management skills serve as hallmark coping mechanisms for resilient school leaders, as demonstrated by the distinct approaches of School Head A, School Head B, and School Head C. School Head A demonstrates a proactive and inclusive conflict resolution strategy, fostering open communication channels and addressing issues promptly to maintain a positive school climate. A collaborative and consensus-driven conflict resolution strategy wins in the case of School Head B, emphasizing collective problem-solving and participatory decision-making to traverse issues within the integrated school setting. Meanwhile, School Head C exhibits skill in combining firmness and empathy, utilizing a sophisticated approach to dispute resolution that takes into account the school community's different opinions.

School Head A reiterated that;

> *"I met with the Baranggay officials, the Municipal Mayor, and the Indigenous People (IP) Leaders at the District Office to find a solution to the problem. I lay out the rules for them to abide by. The Schools Division Superintendent supported my decision and the terms I set, and stated that the school would close if they did not comply.*

School Head B also shared that:

> *"Being the school head, you need to check and observe the behaviors of your teachers, you need not be physically present but mentally aware of everything that is happening in your school so that if there are conflicts, you can do something to resolve it".*

School Head C stated that;

> *"My leader instinct is to really check everyone's concerns. We need to have open communication, discuss matters to resolve issues and go back to our main tasks naturally. "My principle is to think that every individual is good. Let's avoid thinking negatively of our fellows because we do not know what's their struggles.*

Gomez et al., [16] shared that by assisting in the resolution of disputes and fostering good communication, conflict resolution skills are crucial for developing a happy and encouraging

work atmosphere. Similarly, another study supports that there is a strong correlation between principals' integration approach of conflict management and their servant leadership style [5]. It was supported also by Dewi and Saputra [11] that individualism, conflicting interests, and resource heterogeneity all contribute to conflicts in educational institutions. Conflicts must be appropriately resolved by the principal using conflict management techniques.

3.1.3.2 Being Resourceful

When faced with adversity, being resourceful emerges as a critical coping mechanism for resilient school leaders, as demonstrated by the experiences of School Heads A and C. When faced with budget limits and little external support, School Head A's resourcefulness reveals itself in strategic allocation of existing resources, creatively utilizing community partnerships, and developing cost-effective solutions to ensure the school's smooth operation. School Head C recognizes the limitations of relying primarily on Maintenance and Other Operating Expenses (MOOE) in solving the situation of classroom shortage. Recognizing the need for a more holistic strategy, the resilient leader engages the school community and seeks support from the Barangay, demonstrating a resourceful and collaborative problem-solving approach. This strategic initiative emphasizes the need of looking beyond current resources and cultivating community relationships in order to solve educational problems.

School Head A shared that;

> *"There are instances when the school needs to repair the classroom ceiling since it may cause harm to the students and it was not a planned expense as it is not found in our School Improvement Plan, you need to find a solution to address such urgent concern"*

School Head C gave his thought that;

> "*MOOE alone is not enough to address our problem of classroom shortage, we need to strategize, and we need to ask for assistance from the Barangay."*

It was supported by Teacher C stated that;

> *"Yes, our School Head is truly very resourceful. He doesn't gave us a false hope about our MOOE instead he encouraged us, teachers to think possible ways to resolve our problem."*

According to Marwiang et al.,[24] based on their empirical findings that the protype model or indicator such as having visions for the schools, have a good network to the stakeholders, there is a teamwork on the school community, and openness to learned are suitable and consistent indicator in developing resourceful leadership. Further, based on the results of this study, principals who had resourceful management styles were less prone to procrastinate and were less overwhelmed by their job[6].

3.1.4 Cross-Case Analysis on the Policy Recommendations proposed by the School Head to Institutionalize Resilient Leadership

In response to the dynamic problems that educational institutions face, School Heads A, B, and C have suggested a set of policy suggestions focusing on two important topics. For

starters, there is a communal emphasis on adhering to set policies. Recognizing the critical function of strong policy frameworks in guiding decision-making and preserving consistency, school leaders emphasize the importance of strict adherence to these principles. School Heads A, B, and C advocate for a consistent commitment to policy adherence as a cornerstone of good institutional leadership, drawing on their unique experiences.

3.1.4.1 Adherence to Policies

Within the context of their respective leadership styles, School Heads A, B, and C jointly support a policy recommendation focusing on policy adherence as a cornerstone for institutional resilience. School Head A advocates for a proactive approach to risk management by taking calculated risks that are aligned with existing regulations, producing an environment that supports innovation within set bounds. School Head B, on the other hand, promotes tight policy and order implementation, resulting in an organized and disciplined corporate culture. School Head C takes a pragmatic approach to addressing circumstances as they emerge, expertly navigating through hurdles while keeping to the specified policies.

School Head A discussed that;

> *"Just abide by the policy however, leaders should take a risk sometimes because nothing will happen to your school if the leader is not a risk taker."*

School Head B stated that;

> *"Being the school head, I will just follow what is in the policy, I don't care what others will tell me if I strictly implement what is in the policy or order."*

School Head C shared that;

> *"We need to show appropriateness in managing according to what is in the policy. Learn to appreciate the situation because it will not come back again."*

Galan et al., [14] shared their study that a schools with better physical activity promotion programs had a higher compliance with the policy, regardless of individual and family characteristics. Moreover, Isaac [20] the manager will create, disseminate, and remind staff members to read and follow policies. As a result, policies contribute to increased process efficiency while also reducing the amount of direct management monitoring.

3.1.4.2 Having a Framework for Resiliency

The emerging topic of creating a framework for resiliency, promoted by both School Heads A and B, emerges as a critical policy recommendation aimed at improving the schools' ability to negotiate uncertainties. School Head A emphasizes the need of developing a thorough policy framework, describing it as a necessary guide that not only directs decision-making but also provides an organized path for tackling difficulties and stimulating creativity. School Head B, on the other hand, underlines the need of having a guide as a strategic reference, allowing for a clear grasp of the procedures to be done in reaction to unforeseen circumstances.

School Head A shared her thoughts;

> *"For the school heads to be guided on the proper approach to challenges, the creation of framework is essential so that we will be guided with our decisions based on the framework."*

School Head B supports that;

> *"It would be very nice if we have a guide so we will know what to do next, a framework in addressing disaster would greatly help"*

The fundamental blueprints that influence the organization, content, and style of instruction are educational frameworks. These frameworks define the essential elements, goals, and criteria that instructors and students should follow, offering a methodical and coherent approach to education. By providing a road map for curriculum development, teaching tactics, and assessment techniques, they guarantee a reliable and successful learning environment [2]. It was also supported by Bentacourt [3] that frameworks are essential tools for organizing efforts related to professional development because they create a shared understanding of best practices. They provide an organized method that directs efforts to improve professional expertise. By using these frameworks, professionals and educators can work together to develop a common understanding of what constitutes best practices in their respective domains.

4. CONCLUSION AND RECOMMENDATION

This study has tackled multiple cases of Resilient School Leaders assigned in the Integrated Schools in Davao Del Norte and Tagum City Divisions. Here, the researchers accounted for the unique identities and characteristics of each case namely: School Head A, School Head B, and School Head C. Researchers believe that these cases represent the picture of other School Heads in the Integrated Schools of the Region. Another, it focused on the experiences of a Resilient School Head, their challenges and coping mechanisms, as well as the policy recommendations.

In this study, the researcher analyzed each data through thematic analysis and cross case analysis. Each case had distinct characteristics and communalities such as openness to diversity and trusted character. Their experience had different emerged themes, the only common was improved the literacy level of learners. Their coping mechanism were good conflict management skills and resourcefulness. Their policy recommendations were adherence to policies and having a framework for resiliency. This indicates that school heads' ability to manage and guide integrated schools in spite of obstacles and unfavorable work environments was greatly influenced by their resilient leadership. Teachers and students benefited since they will be the ones to observe the leadership styles of the school heads. In the future, a different methodology, such as a sequential mixed method, might be used to support and enhance more saturated results.

With those learnings and experiences, possible policy recommendations be proposed to institutionalize Resilient Leadership in all schools in the Region. One of those is adherence to the policy provided which all School Heads are obliged to follow what is indicated in the policy of the department.

CONSENT

All authors declare that 'written informed consent was obtained from the patent(or other approved parties) for publication of this case report andaccompanying images.

ETHICAL APPROVAL

All authors hereby declare that ethical considerations were properly observed in the conduct of the study. The researchers cited and acknowledged all the authors involved in this study. The researchers also read carefully the articles and paraphrased these to properly state the findings without changing the content.

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