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Leadership Resiliency and Adaptability: Effect on Crisis Management in Multigrade Schools

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Abstract

Aim: This study determined the leadership resiliency and adaptability of Public Schools District Supervisors, School Heads, and teachers and their effectiveness on crisis management in multigrade schools in the Fifth Congressional District, Camarines Sur Division. This study determined the relationship between leadership resiliency and adaptability levels of School Heads. It also determined the relationship between the degree of crisis management, leadership resiliency, and adaptability of School Heads.

Methodology: This study used a descriptive-correlational research design. The descriptive method was used to find out the extent of leadership resiliency as rated by the teachers and School Heads of multigrade schools in the Fifth Congressional District (Rinconada Area), Division of Camarines Sur along: a. Modular Distance Learning, b. Budget Allocations, c. Parental Involvement, and d. Technological Advancement. To find out the level of adaptability of School Heads and teachers along with four areas: a. Curriculum and Instructions, b. School Financial Management, c. Parental Involvement, and d. Technological Advancement, the researcher also used the descriptive method. The same method was used to find out the degree of effectiveness of crisis management along with: a. Safe Learning Facilities, b. School Disaster Management, and c. Disaster Risk Reduction (DRR) in Education. The correlational aspect of this research lies in testing the following hypotheses, that there was a significant relationship between leadership resiliency and adaptability. There was a significant relationship between the degree of crisis management and leadership resiliency and adaptability. The collection and analysis of quantitative data were done using a modified survey questionnaire.

Results: Analyzed data revealed that all indicators under the extent of leadership resiliency, adaptability, and crisis management were obtained with ratings of a 'Very High'. All variables were found statistically significant relationship (Pearson $r > 0.05$).

Conclusion: Respondents were very resilient, transformative, and highly effective along with the Leadership Resiliency, Adaptability, and Crisis Management of School Heads and teachers. There is a significant relationship between Leadership Resiliency and Adaptability of School Heads. There is a significant relationship between Crisis Management and Leadership Resiliency and Adaptability.

Keywords: Leadership Resiliency, Adaptability, Crisis Management

INTRODUCTION

Leadership Resiliency is the capacity to recover quickly from difficulties and adapt to change. In the educational context, resiliency is crucial for both institutions and individuals. It also refers to a leader's ability to withstand, recover, and grow from challenges, setbacks, and crises. Leadership resiliency is the capability to maintain a steady course and positive outlook even in difficult situations, enabling School Heads to remain focused, supportive, and effective under pressure.

Resilient leaders can inspire others, manage stress constructively, and create an environment of stability, which is crucial for fostering trust and motivation among members of the educational organization. Leadership Resiliency is the foundation for effective crisis management because it empowers School Heads to model perseverance, manage stress, and instill confidence in the academe. In the words of Foster et.al. (2021), leadership resilience is the way to handle stress, uncertainty, and setbacks.



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Adaptability in leadership is the ability of School Heads to adjust their strategies, approaches, and behaviors to respond effectively to changing circumstances. Adaptive leaders are flexible, open to learning, and quick to reassess priorities, which allows them to navigate unexpected obstacles or new challenges. Adaptable leaders are skilled at evaluating evolving circumstances, reconsidering priorities, and modifying strategies to respond effectively. In a crisis, adaptability allows School Heads to quickly pivot instructional methods and reassign resources.

Crisis Management involves the processes, strategies, and decisions school leaders use to address, mitigate, and resolve emergencies or unexpected situations. Effective crisis management requires quick decision-making, clear communication, and strategic action to reduce negative impacts and support recovery. It aims to maintain or restore order, minimize harm, and ensure continuity of operations, often involving planning for future contingencies to prevent or better handle similar crises. Educational institutions must be equipped to handle a wide range of crises. Crisis Management is divided into 3 areas which are Safe Learning Facilities, School Disaster Management, and Disaster Risk Reduction (DRR) in Education.

The program is grounded in several key DepEd Orders and national laws. DepEd Order No. 50, s. 2011 mandates the creation of the Disaster Risk Reduction and Management Office (DRRMO), which is responsible for establishing mechanisms to prepare and protect DepEd constituents in the face of disasters. DepEd Order No. 37, s. 2015 outlines the Comprehensive Disaster Risk Reduction and Management (DRRM) in the Basic Education Framework, which guides DRRM efforts in the education sector to ensure resilience and continuity of education during disasters.

Additionally, Republic Act No. 10121, known as the Philippine Disaster Risk Reduction and Management Act of 2010, mandates all national government agencies to institutionalize DRRM policies, structures, and programs. These orders and laws provide the framework and authority for implementing comprehensive contingency planning in schools, ensuring that educational institutions are well-prepared to handle emergencies and disasters. By adhering to these guidelines, schools can create a safer and more resilient environment for their learners and teachers, ultimately contributing to the continuity and quality of education even in the face of unforeseen events.

As a cornerstone of societal development, the global educational system is tasked with preparing individuals to navigate and contribute to the fast-paced world of education. Nowadays, the necessity for leadership resiliency, adaptability, and effective crisis management within the educational organization has become increasingly apparent. These attributes are not just supplementary but they are considered fundamental to ensuring that education remains effective and relevant in the face of rapid educational changes and unforeseen challenges.

The Philippine educational system is gearing up for a potential transition to modular distance learning brought by different crises such as natural disasters; extreme heatwaves, typhoons, floods, earthquakes, other environmental obstacles, and health problems such as the COVID-19 pandemic. The transition of the mode of instruction allowed the School Heads and teachers to experience leadership resiliency, adaptability, and effectiveness in crisis management in the Department of Education.

According to Razali et. al., (2021), resilient leadership is a requirement. Despite the calls for an academic freeze due to the coronavirus outbreak considered a health disaster, the Department of Education still believes that education should not be compromised. According to former DepEd Secretary Leonor Briones, "Education cannot wait and it must continue even amid disasters". So, for the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the DepEd implemented Distance Learning.

As stipulated in DepEd Order no. 22 s. 2024, 'Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies', recognizes the need to adopt flexible measures such as modular distance learning in case of face-to-face class suspensions. This move reflects the desire to safeguard our learners and the need to promote the continuity of learning amidst potential natural disasters.

Regional Memorandum No. 098 s. 2023 states that, in the matter of canceled or suspended classes due to disasters and emergencies, modular distance learning shall be implemented to ensure that learning competencies are still met. Further, this pandemic has paved the way for the implementation of Modular Distance Learning as an urgent response to ensure continuity of education (DepEd Order No.31 s. 2020). Furthermore, Chin (2020) added that Modular Distance Learning was highly convenient for typical Filipino learners based on the conducted Learning Enrollment and Survey Form (LESF).

Some of the school settings in the Philippines have adopted the multigrade program of the government wherein combining two grade levels with only one adviser exists. There were 24 selected schools in the Fifth Congressional District (Rinconada Area) in the Division of Camarines Sur that adopted the multigrade program of the Department of Education. These multigrade schools utilized the printed self-learning modules (SLMs), used as an innovative approach to implement the Modular Distance Learning Modality (MDLM).



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Embracing the unprecedented changes, Public Schools District Supervisors, School Heads, and teachers met an educational crisis in implementing the Modular Distance Learning Modality. Looking at the current educational setting in the New Normal form of education, they are trying to do their best to attain the demands of the Department of Education to provide the pupils with an education that will surface in the global community.

The present study is being conducted to determine the leadership resiliency and adaptability of Public Schools District Supervisors, School Heads, and teachers and their effectiveness in crisis management in multigrade schools in the Fifth Congressional District (Rinconada Area), Division of Camarines Sur, School Year 2021-2022.

This foregoing study also aims to explore how resiliency and adaptability in leadership influence crisis management effectiveness, focusing on strategies that enhance these qualities and examining how they impact the educational experience within multigrade schools.

Hence, as the implementation of Modular Distance Learning Modality (MDLM) is in its first tranche, the researcher hopes that this study will reveal meaningful results that could help Public Schools District Supervisors, School Heads, and teachers to manage the changes and challenges they have met along with the different areas. The findings may help the administrators to improve their leadership style to enhance the academic performance of the pupils by implementing the modular distance learning modality.

Lastly, by analyzing how leadership qualities contribute to crisis management outcomes, this study seeks to provide actionable insights and recommendations for school leaders, policymakers, and stakeholders, fostering a better understanding of how to support and strengthen leadership capacities in a multigrade school context.

Objectives

The study determined the leadership resiliency and adaptability of Public Schools District Supervisors, School Heads, and teachers and their effectiveness on crisis management in multigrade schools in the Fifth Congressional District (Rinconada Area), Division of Camarines Sur.

Specifically, it answered the following questions:

1. What is the extent of leadership resiliency of School Heads and teachers along with:
 - 1.1. Modular Distance Learning
 - 2.2. Budget Allocations
 - 2.3. Parental Involvement
 - 2.4. Technological Advancement
2. What is the level of adaptability of School Heads and teachers in terms of:
 - 2.1. Curriculum and Instruction
 - 2.2. School Financial Management
 - 2.3. Parental Involvement
 - 2.4. Technological Advancement
3. Is there a significant relationship between leadership resiliency and the adaptability levels of School Heads?
4. What is the degree of effectiveness of crisis management of School Heads and teachers along with:
 - 3.1. Safe Learning Facilities
 - 3.2. School Disaster Management
 - 3.3. Disaster Risk Reduction in Education
5. Is there a significant relationship between the degree of crisis management and leadership resiliency and adaptability of School Heads?

Hypotheses

Given the stated research problem, the following hypotheses were tested on a 0.05 level of significance:

Hypothesis 1: There is a significant relationship between leadership resiliency and adaptability.

Hypothesis 2: There is a significant relationship between the degree of crisis management, leadership resiliency, and adaptability.



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METHODS

Research Design

This study used descriptive-correlational design, a descriptive method using surveys to determine leadership resiliency and adaptability and their effectiveness in crisis management in multigrade schools. The correlational design tests the hypotheses of the three variables.

Population

This study was conducted at the 24 multigrade schools in the Fifth Congressional District, Division of Camarines Sur. The researcher employed a full enumeration of Seven (7) Public Schools District Supervisors, twenty-four (24) School Heads as the participants of the study, and Seventy-Three (73) teachers from Twenty-Four (24) multigrade schools with a total of one hundred four respondents.

Instrument

A survey questionnaire was used to collect the necessary data for this study. Said instrument was validated by external experts in the field.

Treatment of Data

Statistical Analysis was used to analyze the extent of leadership resiliency, level of adaptability, and degree of effective crisis management of School Heads and teachers in multigrade schools, the relationship between the level of leadership resiliency and adaptability, and the relationship between crisis management and leadership resiliency and adaptability. The mean will help find the average of all data gathered to represent the data set. Mean was also used to find out the extent of leadership resiliency, the level of adaptability of Public Schools District Supervisors, School Heads, and teachers, and their effectiveness on crisis management among respondent multigrade schools of Fifth Congressional District (Rinconada Area) in the Division of Camarines Sur.

Pearson R was used to examine the significant relationship between leadership resiliency and adaptability. The said statistical tool was also used to examine the significant relationship between the degree of effectiveness in crisis management and leadership resiliency and adaptability in multigrade schools of the Fifth Congressional District (Rinconada Area) in the Division of Camarines Sur. The correlation coefficients and their corresponding probability values were computed. It was used specifically to answer problems 3 and 5.

Ethical Considerations

The researcher ensured that all research protocols involving ethics research were complied with for the protection of all people and institutions involved in the conduct of the study. The informed consent stated that the respondents fully understood the purpose of the study and that they agreed to be participants in the said study. It was signed by the participating respondents as a statement agreeing to be part of the data collection procedures.

The respondents were informed that they may withdraw from the study at any time without prejudice. They assured that all information disclosed will be treated as strictly confidential. Those who did not sign were excluded from the study. Ethical consideration was observed by the researcher in the inclusion of the respondents of the study.

Furthermore, the respondents were informed about the reasonably foreseeable risks of being in the study, the possible benefits of being in the study, informed of whether there are any costs associated with being in the study, and whether they will be compensated for participating in the study, informed whom to contact with in case of research questions, and about research-related injury.

In any situation, research respondents should not be subjected to any harm whatsoever, respect for their dignity, and should be prioritized, and the protection of the privacy of research participants be ensured.

In addition, respondents were made aware of the confidentiality of their answers and identities. After the consent forms were completed and collected, appropriate permission was ensured for the use of the given data. Lastly, the researcher complied with and observed all these necessary ethical considerations throughout the study.

RESULTS and DISCUSSION

Tables 1 to 5 presented the summary results of the extent of leadership resiliency, the level of adaptability, and the degree of effectiveness of School Heads and teachers in the twenty-four (24) multigrade schools in the Fifth Congressional District (Rinconada Area) in the Division of Camarines Sur is revealed in the present study. Furthermore,



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the significant relationship between leadership resiliency and adaptability; and significant relationships between crisis management and leadership resiliency and adaptability as perceived by School Heads were tested.

The extent of leadership resiliency of School Heads and teachers in multigrade schools

Table 1 presents the summary of the respondents’ leadership resiliency in multigrade schools. In general, the leadership resiliency of School Heads and teachers along with ‘modular distance learning’, ‘budget allocations’, ‘parental involvement’, and ‘technological advancement’ as perceived by School Heads is at 3.26 as shown in the grand mean interpreted as a ‘very high’.

The leadership resiliency of School Heads and teachers along ‘modular distance learning’, ‘budget allocations’, ‘parental involvement’, and ‘technological advancement’ as perceived by teachers is at 3.58 as reflected in the grand mean interpreted as ‘very high’. Taken together with the general average or overall mean, the leadership resiliency of School Heads and teachers is at 3.42, classified as ‘very high’.

Table 1
Summary Table of the Extent of Leadership Resiliency of School Heads and Teachers in Multigrade Schools in the Division of Camarines Sur

Parameters	School Heads	Teachers	OM	I
Parental Involvement	3.57	3.78	3.68	VH
Modular Distance Learning	3.21	3.69	3.45	VH
Budget Allocations	3.19	3.51	3.35	VH
Technological Advancement	3.06	3.32	3.19	H
Overall Mean (OM)	3.26	3.58	3.42	VH

Legend: 3.26 - 4.00-Very High (VH); 2.51 - 3.25-High (H); 1.76 - 2.50-Low (L);2.0-1.75-Very Low (VL)

Out of four (4) parameters along this concern, only one (1) got the rating of ‘high’, and three (3) with a rating of ‘very high’ interpretation. In summary, the leadership resiliency of School Heads and teachers as perceived by both respondents shows a ‘very high’ leadership resiliency, with their differences on the scale of their rating in which teachers were higher than the School Heads.

Based on the given general results in Table 1, it is interesting to note that both respondents have regarded leadership resiliency as a ‘very high’ rating by School Heads and teachers in multigrade schools. The parameter ‘parental involvement’ got the highest total mean of 3.68 interpreted as ‘very high’. Conversely, the ‘technological advancement’ got the lowest total mean of 3.19 with a ‘high’ interpretation.

Generally, the data revealed that ‘parental involvement’ receives the highest rating alongside leadership resiliency as rated by School Heads and teachers showing shared responsibility between schools and families to ensure the academic success of pupils and develop them holistically. Both School Heads and teachers see parental involvement as foundational to pupils’ academic success and sustaining school effectiveness.

Further, the collaboration between School Heads, teachers, and parents enhances the academic progress of the learners and the entire school performance as well. Further, School Heads and teachers are conscious and aware of how important the involvement of parents is, in modular distance learning. They build strong relationships with parents to encourage their presence in supporting the schools through active participation in school activities.

With these general data, it could be inferred that most of the respondents are very resilient, able, and capable to adapt changes in educational programs such as the implementation of distance learning modality. Teachers feel supported when their School Heads foster a culture of collaboration with parents. They feel less stress when there is collaboration and can create a positive working environment. This is positive feedback to the efforts of DepEd Secretary Briones that education must continue and should not be compromised amidst the pandemic. The two (2) years of implementation of modular distance learning has gained ground and is said to be successful through the support of the parents, stakeholders, pupils, teachers, and School Heads.

In addition, ‘parental involvement’ was at the top because it contributed to the better academic performance of the pupils. Parental involvement and leadership resiliency of the teachers and School Heads were imperative to improve the academic performance of the pupils implementing the modular distance learning modality. Parental involvement is also one of the positive predictors of the academic resilience of the pupils especially during the implementation of modular distance learning wherein pupils stay at home and their parents serve as their teachers.



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Based on DepEd Order No. 31 s. 2020 stated that in the implementation of modular distance learning modalities, parents and guardians will play a crucial role in guiding their children to adapt to the changes in distance learning processes through the utilization of Self-Learning Modules (SLMs). Thus, parents and guardians are requested to assist in the assessment process by communicating with the teacher to give updates on their child's situation, progress, and challenges encountered; and guiding their children in accomplishing the assessment tasks and/or monitoring tools designed by their teachers.

Further, the present study indicated that parental involvement would account for the grades, it was supported by Almazan's study (2017), which emphasized that the family is an important predictor for various domains of children including academic outcomes. She added that the amount of time to assist their children significantly influences the level of their performance.

On the other hand, the parameter with the lowest ratings as perceived by the teachers in multigrade schools is the 'technological advancement' aspect. Teachers face challenges such as inadequate technology resources and limited internet connections. This indicator was the lowest rating among indicators knowing the fact that some of the respondents of the present study were situated in a far-flung mountainous barangay wherein there was unavailability of current supply and internet access. In addition, the pupils enrolled in the 24 multigrade schools in the Fifth Congressional district belonged to the lowest level of living so they could afford to provide their own gadgets like cellphones and computers.

The result implies that multigrade schools need to invest in improving access to technology, ensuring that School Heads and teachers have the resources and internet connections to integrate technology into the teaching and learning process. Despite this real situation in the 24 multigrade schools the School Heads and teachers are still resilient to implement the DepEd program which is the implementation of modular distance learning. They are doing their parts to access the internet for their online reports and to download the needed modules, and other paraphernalia in the teaching and learning process. School Heads and teachers adjust and adapt to the changes in the educational landscape such as embracing the technologies in the teaching and learning process.

The present study was supported by the based on the research conducted by the American Psychological Association (2019), the top challenges that School leaders face, as enumerated by the SuperEvalBlog, recommends that Technology Advances schools are required to invest in or replace costly modern technology solutions that range from security systems to computer labs, and maker spaces (U.S. Department of Education).

Further, the study of Bartone (2017), who found that there is a need to adjust and adapt to changing circumstances has indeed grown substantially in today's world. New technologies, equipment, and systems appear at a fast pace, forcing changes in the way many jobs get accomplished especially in the educational landscape.

Level of adaptability of School Heads and teachers in multigrade schools

Table 2 provides the assessment summary on the level of adaptability of multigrade schools as rated by the two groups of respondents. School Heads and teachers assess the level of adaptability along the four parameters; parental involvement, curriculum and instruction, school financial management, and technological advancement.

Table 2
Summary Table of the Level of Adaptability of School Heads and Teachers
in Multigrade Schools in the Division of Camarines Sur

Parameters	School Heads	Teachers	OM	I
Parental Involvement	3.84	3.78	3.81	VH
Curriculum and Instruction	3.41	3.71	3.56	VH
School Financial Management	3.36	3.67	3.52	VH
Technological Advancement	3.13	3.43	3.28	VH
Overall Mean (OM)	3.44	3.65	3.54	VH

Legend: 3.26-4.00-Very High (VH), 2.51-3.25-High (H), 1.76-2.50-Low (L), 1.00-1.75- Very Low (VL)

It can be gleaned from the data that the School Heads got a total mean of 3.44, described as 'very high'; the teachers' rating with an average mean of 3.65, classified as 'very high'; and the general mean of both respondents are 3.54, interpreted as 'very high'. All parameters under the level of adaptability of School Heads and teachers have a 'very high' adjectival interpretation.



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Generally, the parameter 'parental involvement' garnered the highest mean rating of 3.81, interpreted as 'accomplished' as perceived by School Heads and teachers. Conversely, the parameter 'technological advancement' had the lowest mean rating of 3.28, interpreted as 'accomplished'.

The data revealed that both School Heads and teachers acknowledge the significant role of parents in supporting the learning of their children, particularly in facilitating learning at home. During modular learning, parents effectively adapted to their new responsibilities in guiding, supervising, and supporting their children's education because they serve as parent-teachers in home-based learning.

Having this high rating of parental involvement of the two groups of respondents indicates successful partnerships between schools and parents. This also indicates that the School Heads and teachers are capable of dealing with changes and challenges encountered in times of crisis particularly the implementation of modular distance learning in attaining the goal of education.

Additionally, the ratings given by the School Heads and teachers insinuate that parents are doing their part as the parent-teacher of their children. They actively participated in school activities and in the program of the DepEd which is the implementation of modular distance learning. The School Heads and teachers were aware that building stronger relationships with the parents is important for the success of the pupils' performance and the entire school as well.

From the presented data, it is evident that both respondents affirmed that the level of adaptability of multigrade schools in Camarines Sur is 'accomplished'. Noticeably, on 'parental involvement' both have 'accomplished' regard for the level of adaptability. Evidently, this was so from the 'accomplished' ratings they both gave to this particular indicator. Indeed, enhancing 'parental involvement' was seen through the encouragement, support, and influence of the School Heads and teachers.

More so, the resiliency, collaboration of School Heads, teachers, and parents, and adaptation to change in the educational landscape as well as performing parental duties and responsibilities were imperative. This implies that School Heads and teachers exhibited resilient, collaborative, and adaptive leadership practices. Parents are supportive because the School Heads and teachers built a good and trusting relationship.

In the words of Lathan (2020), affirmed the implications that families are supportive because the principal and teachers have built trusting relationships with them. They empower teachers and cultivate leadership skills. They create collaborative, adaptive, and resilient relationships to drive continuous improvement and development.

The level of adaptability along 'technological advancement' receives the lowest rating as perceived by both School Heads and teachers, which signifies that they acknowledge significant challenges in adapting to technology. Some of the challenges in multigrade schools are inadequate devices, no access to the internet, and limited digital literacy.

Schools need to prioritize investment in technological infrastructure to reduce barriers. The School Heads should allocate a budget for internet connections and devices such as computers and televisions. Teachers are required to attend training programs to enhance their digital skills in integrating technology effectively into teaching methods. The budgets for Internet connections, devices, and training are allowed to be charged in MOOE funds.

The present result is supported by DepEd Order No. 008, s. 2019 emphasizes that the budget for investment in technological infrastructure can be taken from MOOE funds. DepEd Internet Connectivity Program and training programs to enhance teachers' skills will also be part of the regular school MOOE budgets. The school budget is one of the most powerful tools to promote and strengthen school-based management and accountability. This DepEd Order aims to guide all public schools on the release, utilization, monitoring, and reporting of school MOOE, and other funds managed by schools.

The relationship between the extent of leadership resiliency and the level of adaptability of School Heads

Table 3 presents the results of the relationship between leadership resiliency and leadership adaptability using the Pearson Rho correlation. Leadership resiliency consists of modular distance learning, budget allocations, parental involvement, and technological advancement. However, leadership adaptability was measured in terms of curriculum and instruction, school financial management, parental involvement, and technological advancement.

This particular aspect presents the relationship between leadership resiliency and leadership adaptability as perceived by School Heads. There were 16 correlations tested both for leadership resiliency and leadership adaptability. Results are shown in Table 3. In the ratings of School Heads, it could be noted that all correlations were statistically significant. The correlations had positive and significant relationships. Therefore, the hypothesis was accepted since the R-value is greater than the significance level of 0.05.



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Table 3
Significant Relationships Between Leadership Resiliency and Adaptability as Perceived by School Heads

A. Leadership Resiliency and Adaptability			
Leadership Resiliency	Leadership Adaptability	R-value	Statistical Significance
Modular Distance Learning	Curriculum Instruction	0.2368	Significant
	School Financial Management	0.6667	Highly Sig.
	Parental Involvement	0.2222	Significant
	Technological Advancement	0.2857	Highly Sig.
Budget Allocations	Curriculum Instruction	0.9596	Highly Sig.
	School Financial Management	0.2821	Highly Sig.
	Parental Involvement	0.6745	Highly Sig.
	Technological Advancement	0.5901	Highly Sig.
Parental Involvement	Curriculum Instruction	0.4949	Highly Sig.
	School Financial Management	0.2521	Significant
	Parental Involvement	0.4041	Highly Sig.
	Technological Advancement	0.6667	Highly Sig.
Techno Advance	Curriculum Instruction	0.8721	Highly Sig.
	School Financial Management	0.5901	Highly Sig.
	Parental Involvement	0.3146	Highly Sig.
	Technological Advancement	0.2857	Highly Sig.

Note: *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; $p > 0.05$

The results also showed positive correlations in all pairs. Specifically, leadership resiliency along with modular distance learning, curriculum and instruction, school financial management, parental involvement, and technological advancement had positive correlation coefficient values of 0.2368, 0.6667, 0.2222, and 0.2857, respectively.

From the foregoing, it can then be deduced that the level of leadership adaptability among School Heads can positively and significantly contribute to leadership resiliency among multigrade schools in the Fifth Congressional District in Camarines Sur. This further signifies that the level of leadership adaptability along curriculum and instruction, school financial management, parental involvement, and technological advancement were affected by leadership resiliency exhibited by School Heads along the aspect of modular distance learning.

The finding implies that the level of leadership adaptability along modular distance learning as rated by School Heads themselves was a clear indicator that they support their teachers' needs in the implementation of modular distance learning. Therefore, they can easily adapt to the changes and work with resiliency. The words of Bartone (2017) affirm this result that the need to adjust and adapt to changing circumstances has indeed grown substantially in today's world. Support of educational leaders is important to easily adapt to the changes.

Similarly, along budget allocations, all variables had registered positive correlations; they were along curriculum and instruction (0.9596), school financial management (0.2821), parental involvement (0.6745), as well as technological advancement (0.590). In the area of parental involvement, all pairs still had a positive correlation that exists along curriculum and instruction with a 0.4949 correlation, school financial management with a 0.2521 correlation, parental involvement with a 0.4041, and as well as technological advancement with a 0.6667 correlation coefficient value. Along with technological advancement, four components of leadership adaptability likewise revealed a positive correlation. They had the registered R-values of 0.8721, 0.5901, 0.3146, and 0.2857 respectively which were all greater than the significance level of .05.



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Among the correlations, the pair with the highest registered correlation coefficient value was between 'budget allocations' and 'curriculum instruction' with 0.9596, whereas, the pair with the lowest was observed between 'modular distance learning' and 'parental involvement'. This had only 0.2222 correlation coefficient values.

As such, this means that the variable 'curriculum and instruction' contributed the most to the leadership adaptability specifically along modular distance learning. On the contrary, the 'parental involvement' variable contributed very little to modular distance learning.

The highest correlation was between budget allocations and curriculum instruction, implying that the Department of Education allocated funds to implement modular distance learning. School Heads of multigrade schools were very resilient and adaptive in this program. Higher offices together with the School Heads and teachers work together to effectively deliver quality education. It was affirmed the words of De Villa et.al., (2020) say that the higher offices and School Heads should work with teachers to address their needs in resources and training to effectively facilitate the delivery of quality education for pupils.

On the contrary, the 'parental involvement' variable contributed very little to modular distance learning. On the other hand, the pair with the lowest correlation was parental involvement and modular distance learning which implies that some parents in multigrade schools were not resilient in the implementation of modular distance learning. Knowing the fact that they served as a teacher at home for their child, and worried about how to assist and guide their child because even they did not understand the lesson/topic.

It was supported by Olivo's study (2021), which said that some parents claimed that they could not understand some topics in the modules so they could not help their children in answering the learning activities. The research then recommended a review of the learning activities and conduct seminars for parents to guide them in assisting their children during their "classes" at home.

Degree of effectiveness in crisis management of School Heads and teachers in multigrade schools

Table 4 presents the summary of the degree of effectiveness of crisis management of School Heads and teachers in multigrade schools. As a general result, the School Heads obtained an overall mean personal rating of 3.65, classified as 'very high'; the teachers got an overall mean rating of 3.93 typified as 'very high'; and they achieved the overall rating mean of both respondents of 3.79, categorized as 'very high'. The 3 out of 3 parameters, along with the degree of crisis management of the School Heads and teachers, garnered a 'very high' adjectival interpretation.

Generally, as revealed in the data, the School Heads and teachers gave the following ratings: The parameter "Disaster Risk Reduction (DRR) in education" got the highest rating mean of 4.29 which belonged to the 'very high' interpretation. Conversely, the parameter with the lowest rating was 'school disaster management' has a numerical rating of 3.48, but is still interpreted as 'very high'.

Table 4
Summary Table of the Degree of Effectiveness on Crisis Management of School Heads and Teachers in Multigrade Schools in the Division of Camarines Sur

Parameters	School Heads	Teachers	OM	I
Disaster Risk Reduction (DRR) in Education	4.13	4.45	4.29	VH
Safe Learning Facilities	3.51	3.70	3.61	VH
School Disaster Management	3.32	3.64	3.48	VH
Overall Mean (OM)	3.65	3.93	3.79	VH

Legend: 3.26-4.00- Very High (VH), 2.51-3.25- High (H), 1.76-2.50- Low (L), 1.00-1.75- Very Low (VL)

The data revealed that the degree of effectiveness of School Heads and teachers was of great degree. This indicates that the School Heads and teachers of multigrade schools in the Fifth Congressional District are well-prepared to ensure the safety of teachers and learners during emergencies that might occur in attaining the goal of education. They perceive that DRR education fosters a culture of safety and resilience within schools, empowering teachers to see themselves as critical players in disaster preparedness. Effective communication and coordination between School Heads and teachers make the success of the implementation DRR education.

This also implies that School Heads coordinate in vertical and horizontal directions and create meaning for teachers out of the recent disaster in the school. They implement effective communication strategies to relay the plan



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ensuring the safety of pupils, parents, teachers, and School Heads as well. Ensuring the safety of the composition of the school is their top priority.

It affirmed the words of Razali et.al., (2021), who said that during crisis times, leaders should be able to early recognize the situation, create a sense of what should be done, make serious decisions, coordinate in vertical and horizontal directions, and create meaning for the followers out of the situation. Further, the words of Enterkin (2021), affirm this result that relies on education institutions and local government authorities to work hand-in-hand in ensuring that safety is always the top priority.

On the other hand, the data revealed that the degree of effectiveness along with the parameter 'school disaster management' received the lowest rating as perceived by the School Heads and teachers, which signifies how well disaster preparedness, response, recovery, and mitigation measures are planned and implemented within a multigrade school environment. This suggests challenges in handling disasters effectively. Multigrade schools have few enrollees, therefore the MOOE allocation is also very minimal amount which cannot afford to buy safety equipment and emergency supplies for disaster management programs.

The result implies that multigrade schools face insufficient resources, such as a shortage of essential safety equipment and emergency supplies for disaster management programs. Given this situation in multigrade, School Heads and teachers are not sufficiently equipped to handle potential disasters. They lack the necessary skills and knowledge to respond effectively during emergencies.

Table 5 shows the summary of all the variables and their correlations. It can be seen in the Table, the results of the relationships between leadership resiliency and academic crisis management, as well as leadership adaptability and academic crisis management using the Pearson r , correlation coefficient computed. There were 24 correlations tested both for leadership resiliency and academic crisis management, another pair was leadership adaptability and crisis management.

The leadership resiliency aspect consists of modular distance learning, budget allocations, parental involvement, and technological advancement. The crisis management, however, was measured in terms of safe learning facilities, school disaster management, and Disaster Risk Reduction (DRR) in education. This particular aspect presents the relationship between leadership resiliency and crisis management as viewed by the School Heads.

Interestingly, in the correlations based on the ratings of School Heads, between leadership resiliency and academic crisis management, all the correlations displayed statistical significance. It means that all correlations had positive and significant relationships. The R -values were both greater than the significance level of .05. Thus, there is a significant correlation between these variables. From the foregoing, it can then be deduced that the level of leadership resiliency among School Heads, and teachers can positively and significantly contribute to the management of academic crises among multigrade schools.

The relationship between the degree of effectiveness in crisis management and leadership resiliency and adaptability of School Heads

Significant relationships were found when modular distance learning as an aspect of leadership resiliency was correlated with the different aspects of crisis management. These are reflected in the R -values of 0.4845 for safe learning facilities; 0.7418 for school disaster management; and 0.5169 for Disaster Risk Reduction (DRR) in Education. This result further means that modular distance learning of leadership resiliency is related to all 3 aspects of crisis management. The positive correlation shown indicates that the implementation of modular distance learning in multigrade schools is one way of answering crisis management along these 3 aspects.

The implication of leadership resiliency affected by crisis management within the context of 'modular distance learning' is significant, particularly in multigrade schools. School Head resiliency in managing crises within modular distance learning directly impacts the effectiveness of education delivery, equity, and stakeholder confidence. Successful crisis management enhances a School Head's adaptability, fosters trust and ensures learning continuity despite challenges. This implies that School Heads were very resilient and that their teacher delivered quality education even in crisis times. The utilization of modular materials was effective in assessing the learning, performance, and achievement of learners.

The result of the present study was affirmed by the study conducted by Sadiq et.al. (2019) about the effectiveness of the modular approach in teaching to assess pupil learning, performance, and achievement and to determine whether modular teaching is more effective than traditional methods. The result scores were in the favor of usage of the modular teaching approach. So, it is recommended that the modular approach should be widely used at various levels of education.



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Table 5
Relationships between Leadership Resiliency and Adaptability,
and Crisis Management as Perceived by School Heads

Independent Variables Significant	Dependent Variable	R-value	Statistical
A. Leadership Resiliency			
Modular Distance Learning	Safe Learning Facilities	0.4845	Highly Sig.
	School Disaster Management	0.7418	Highly Sig.
	Disaster Risk Reduction in Edu	0.5169	Highly Sig.
Budget Allocation	Safe Learning Facilities	0.6852	Highly Sig.
	School Disaster Management	0.6228	Highly Sig.
	Disaster Risk Reduction in Edu	0.8611	Highly Sig.
Parental Involvement	Safe Learning Facilities	0.3823	Highly Sig.
	School Disaster Management	0.4975	Highly Sig.
	Disaster Risk Reduction in Edu	0.5909	Highly Sig.
Techno Advance	Safe Learning Facilities	0.5332	Highly Sig.
	School Disaster Management	0.2863	Highly Sig.
	Disaster Risk Reduction in Edu	0.8077	Highly Sig.
B. Leadership Adaptability and Crisis Management			
Curriculum Instruction	Safe Learning Facilities	0.3538	Highly Sig.
	School Disaster Management	0.3524	Highly Sig.
	Disaster Risk Reduction in Edu	0.4958	Highly Sig.
School Financial Management	Safe Learning Facilities	0.3205	Highly Sig.
	School Disaster Management	0.3214	Highly Sig.
	Disaster Risk Reduction in Edu	0.4512	Highly Sig.
Parental Involvement	Safe Learning Facilities	0.3757	Highly Sig.
	School Disaster Management	0.2197	Sig.
	Disaster Risk Reduction in Edu	0.2870	Highly Sig.
Techno Advance	Safe Learning Facilities	0.5948	Highly Sig.
	School Disaster Management	0.4342	Highly Sig.
	Disaster Risk Reduction in Edu	0.3267	Highly Sig.

Note: *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; $p > 0.05$

Conclusions and Recommendation

The findings revealed that all indicators under the extent of leadership resiliency were obtained with the ratings of “very high” except for one indicator, Technological Advancement with a rating of “high”. School Heads and teachers in multigrade schools in Camarines Sur Division are very resilient along with modular distance learning, budget allocations, and parental involvement.



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It is recommended that modular distance learning must continue even in the new normal form of education or when classes are suspended due to natural disasters.

On the level of adaptability was rated as 'very high', as perceived by School Heads and teachers. This indicates that they are capable of dealing with changes and challenges encountered in times of crisis in attaining the goal of education.

From the derived conclusion on curriculum and instruction, the following may be suggested: 1. Implement innovations designed to address learning needs; 2. Devote extra time for pupils mentoring and tutoring; 3. Constant monitoring of the progress of innovations; and 4. Authentic assessment conducted. 4. PSDSs/ SH conducted a Virtual Seminar for teachers to enhance their knowledge in writing and contextualization of modules. 5. Self-management, adapting to the changes of time. 6. Putting distribution and retrieval areas in the community, use of log sheets, and home visitation. 7. Constant communication with the parents and learners through online platforms, for example on GC or messenger for those who have gadgets, and home visitations for those who do not have gadgets.

All variables were found statistically significant relationship. The null hypothesis that there is a significant relationship between leadership resiliency and adaptability levels of School Heads was accepted.

All indicators on the degree of effectiveness in crisis management were categorized as 'very high'. School Heads and teachers in multigrade schools in the Division of Camarines Sur were highly effective in Safe Learning Facilities, School Disaster Management, and Disaster Risk Reduction in Education.

It is recommended that implementers observe all School Disaster Management strategies released by the Department of Education to secure the health and safety of the School Heads, teachers, pupils, and other stakeholders. They place signages such as wearing facemasks, sanitizing hands, and keeping social distancing, and hallway ground markings in visible areas to manage traffic systems and physical distancing. It is also recommended that they display school maps at the entrance area visible to the public indicating the location of the classrooms and exit areas if an emergency arises.

The hypothesis of the study was accepted which stated that 'There is a significant relationship between the degree of effectiveness, leadership resiliency and adaptability of School Heads'.

It is very indispensable to any paradigm shift in education for the implementers to be resilient in adapting the curriculum to be delivered to the clientele, the learners. Public Schools District Supervisors should develop and implement a comprehensive scheme of monitoring instructional delivery. School Heads of multigrade schools in likewise urged to conduct intensive classroom monitoring of class records or log sheets since face-to-face classes are not allowed to ensure that teachers are competent to reach thereby uplifting the academic performance level of the learners. Similarly, teachers must be provided technical assistance through school-based mentoring programs and regular conduct of the SLAC (School Learning Action Cell).

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