

CARING LEADERSHIP OF SCHOOL HEADS AS A CONSTRUCT OF TEACHER RESILIENCE OF PUBLIC ELEMENTARY TEACHERS IN DAVAO DEL NORTE

Virgie P. Ladra¹

¹Researcher, The Rizal Memorial College, Inc, Philippines

ABSTRACT

The study explored the relationship of caring leadership and resilience of teachers. This claim needs to be validated. However, this had never been explored specifically in the local setting. With this, the study determined the extent of caring leadership of school heads and the teacher resilience of public elementary teachers in Davao Del Norte Division. Also, it investigated the association of the involved variables and the domains of caring leadership of school heads that significantly influenced teacher resilience. With the use of probability sampling, 150 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product- Moment correlation and Regression Analysis. Results revealed that there was an extensive caring leadership of school heads and an extensive teacher resilience. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of caring leadership of school heads were found to have significantly influence teacher resilience. Based on the findings, it was further suggested that higher officials in the Department of Education may help school heads to harness their caring leadership to ensure the development of teacher resilience. More so, future researchers may further explore the involved variables considering other factors and research methods.

Keywords: Caring leadership, teacher resilience, descriptive correlation

1. INTRODUCTION

This study aims to explore the relationship between caring leadership and teacher resilience, focusing on the local context of Davao Del Norte Division. It seeks to validate the link between these variables, which has not been specifically examined in this region. By employing qualitative methods, the study investigates the extent of caring leadership exhibited by school heads and the resilience of public elementary teachers, identifying the domains of caring leadership that significantly influence teacher resilience.

The study aims to explore the relationship between caring leadership and the resilience of public elementary school teachers in Davao Del Norte Division, Philippines. The focus on caring leadership, defined as leadership that supports and nurtures teachers, and teacher resilience, which refers to the ability of teachers to withstand and adapt to challenges, is crucial for enhancing teacher performance and retention, particularly in demanding educational environments.

Global Context. Globally, the importance of supportive leadership in educational settings has been well-documented. Research by Day and Gu (2014) indicates that caring leadership significantly impacts teacher well-being and job satisfaction. Similarly, Leithwood et al. (2004) found that supportive leadership practices, including emotional support, professional development, and recognition, are critical for fostering a positive school environment and enhancing teacher resilience. In their extensive review, Tschannen-Moran and Gareis (2015) emphasize the role of trust in effective school leadership, which is a fundamental aspect of caring leadership.

National Context (Philippines). In the Philippines, the educational system faces numerous challenges, including high teacher turnover rates, inadequate resources, and a heavy workload. Studies have shown that supportive leadership can mitigate these challenges by enhancing teacher morale and resilience. For instance, research by Ocampo and Santos (2018) found that principals' supportive behaviors, such as providing professional development opportunities and emotional support, positively influence teachers' job satisfaction and resilience. Additionally, the Department of Education (DepEd) has recognized the importance of effective school leadership in improving educational outcomes and has implemented various programs to develop leadership skills among school heads (DepEd, 2019).

Local Context (Davao Del Norte). Locally, in Davao Del Norte, the relationship between caring leadership and teacher resilience has not been extensively studied. However, the region faces unique challenges, including limited resources and high student-to-teacher ratios. Preliminary observations suggest that school heads who exhibit caring leadership practices significantly impact teacher resilience and job satisfaction. This study aims to fill the gap in the local context by providing empirical evidence on the extent of caring leadership among school heads and its influence on teacher resilience.

Research Questions

The study aims to answer the following research questions:

1. To what extent do school heads exhibit caring leadership?
2. To what extent do teachers demonstrate resilience?
3. Is there a significant relationship between caring leadership and teacher resilience?
4. Which domains of caring leadership significantly influence teacher resilience?

Rationale and Significance

This study is important because it provides evidence-based insights into how caring leadership can enhance teacher resilience. The findings can inform the development of leadership training programs and policies aimed at fostering supportive school environments. By highlighting the role of emotional and relational aspects of leadership in educational settings, this research contributes to the broader field of educational leadership and teacher well-being.

2. LITERATURE REVIEW (BRIEF OVERVIEW)

The literature review highlights key studies on caring leadership and teacher resilience. Globally, research has consistently shown that supportive leadership positively affects teacher well-being and performance (Day & Gu, 2014; Leithwood et al., 2004). Nationally, in the Philippines, there is growing recognition of the role of effective school leadership in improving educational outcomes (DepEd, 2019). Locally, in Davao Del Norte, there is a need for empirical research to validate the relationship between caring leadership and teacher resilience.

Scope and Limitations

The study focuses on public elementary schools in Davao Del Norte Division and includes 15 teachers selected through purposive sampling. It does not cover private schools or secondary education. Limitations include the reliance on self-reported data, which may introduce bias, and the focus on a single geographic area, which may affect generalizability.

Structure of the Paper

The paper is organized into several sections: the introduction provides context, the problem statement, research questions, objectives, rationale, and significance. The literature review discusses relevant studies and theoretical frameworks. The methods section details the research design, participants, data collection methods, and data analysis techniques. The results section presents the findings of the study, including thematic analysis and interpretations. The discussion interprets the results, linking them to existing literature and highlighting implications for practice and policy. Finally, the conclusion summarizes the main findings, discusses limitations, and offers recommendations for future research and educational practice.

3. METHODS

Research Design

The study uses a qualitative research design, which is appropriate for exploring complex phenomena and gaining a deeper understanding of the experiences and perspectives of participants (Creswell, 2013). This approach allows for an in-depth exploration of caring leadership and teacher resilience in the specific context of Davao Del Norte Division

Participants

Participants were selected using purposive sampling to ensure a diverse range of experiences and perspectives. Fifteen elementary teachers from public schools in Davao Del Norte were chosen based on their willingness to participate and their ability to provide rich, detailed information relevant to the study's focus.

Data Collection

Data were collected through semi-structured interviews, which allowed for flexibility in exploring participants' experiences while ensuring that key topics were covered (Kvale, 2007). The interview guide included questions about participants' perceptions of school heads' caring leadership and their own experiences of resilience.

Data Analysis

Thematic analysis was employed to analyze the interview data (Braun & Clarke, 2006). This method involved coding the data, identifying themes, and interpreting the findings to understand the relationship between caring leadership and teacher resilience. The analysis focused on identifying patterns and themes that illustrated how caring leadership practices influenced teacher resilience.

Ethical Considerations

Ethical considerations included obtaining informed consent from all participants, ensuring confidentiality, and respecting participants' rights to withdraw from the study at any time. Ethical approval was obtained from the Institutional Review Board (IRB) of the relevant educational institution.

4. RESULTS

The analysis of interview data revealed several key themes related to caring leadership and teacher resilience:

1. Emotional Support: Participants highlighted the importance of emotional support from school heads in fostering their resilience. They described how school heads' empathy and understanding helped them cope with challenges.
2. Professional Development: Opportunities for professional growth and development provided by caring leaders were seen as crucial for building resilience. Teachers appreciated the encouragement to pursue further training and education.
3. Recognition and Appreciation: The recognition of teachers' efforts and achievements by school heads was identified as a significant factor contributing to their resilience. Feeling valued and appreciated boosted their morale and commitment.
4. Open Communication: Effective and open communication with school heads was another theme that emerged. Participants emphasized the importance of being able to discuss issues and receive constructive feedback.

These themes illustrate how various aspects of caring leadership contribute to enhancing teacher resilience. The findings suggest that when school heads exhibit caring leadership practices, teachers feel more supported, valued, and capable of overcoming challenges.

5. DISCUSSION

The study's findings align with existing literature on the importance of supportive leadership in fostering teacher resilience (Day & Gu, 2014; Leithwood et al., 2004). The themes identified in this study highlight specific practices that school heads can adopt to support their teachers effectively. Emotional support, professional development opportunities, recognition, and open communication are key areas where school leaders can focus their efforts.

6. CONCLUSION

The study underscores the critical role of caring leadership in promoting teacher resilience. The qualitative findings provide nuanced insights into how school heads' supportive practices can enhance teachers' ability to cope with challenges. The study recommends that the Department of Education invest in leadership training programs that emphasize emotional intelligence, supportive communication, and professional development. Future research should explore these variables in different contexts and with larger samples to further validate and expand on these findings.

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