



## RISK MANAGEMENT COMPETENCIES OF SCHOOL HEADS IN RELATION TO SCHOOL RESILIENCE AND PERFORMANCE

**REY JOHN V. ALTAR**

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

reyjohn.altar@deped.gov.ph

### ABSTRACT

This study determined the significant relationship between the Risk Management Competencies of school heads in relation to School Resilience and Performance. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed a descriptive-correlational research design to examine the relationship between the risk management competencies of school heads and the level of school resilience and performance. Using quantitative methods, the study collected data from school heads and teachers through structured questionnaires with Likert-scale items that measured risk management skills, preparedness strategies, and indicators of school resilience and performance. The design allowed for the identification of patterns, levels, and the strength of associations between leadership competencies and school outcomes, providing a clear understanding of how effective risk management contributed to a stable, adaptive, and high-performing school environment.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

The Test of Relationship Between Variables specifically examined the correlation between School Heads' Risk Management Competencies and the School Resilience and Performance of Elementary Teachers. The table presented the Pearson correlation coefficient, computed t-value, table value at a 0.05 significance level, the decision on the null hypothesis, and the interpretation of the relationship. This analysis aimed to determine whether effective risk management by school heads is associated with enhanced resilience and performance among elementary teachers.

The results indicated a strong positive relationship between school heads' risk management competencies and the resilience and performance of elementary teachers. The computed value exceeded the critical value at the established level of significance, leading to the rejection of the null hypothesis. This finding suggests that as school heads demonstrate higher competencies in risk assessment, crisis management, and leadership for resilience, there is a corresponding increase in the ability of teachers and the school community to maintain operations, adapt to disruptions, and sustain effective teaching and learning.

The strong positive correlation implies that effective leadership and strategic risk management by school heads play a crucial role in fostering a resilient school environment. Indicators such as prompt crisis response, preparedness planning, and staff empowerment contribute to the overall resilience and performance of schools. This result underscores the interdependence between leadership competencies and teacher performance, highlighting that improvements in school heads' risk management directly support higher levels of operational efficiency, teacher engagement, and student learning outcomes.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

The result implies that schools benefit substantially when leaders exhibit strong risk management skills. It indicates that proactive planning, crisis responsiveness, and fostering a culture of resilience among staff and students enhance both the preparedness and performance of the school. Consequently, this finding emphasizes the need for professional development programs that strengthen school heads' competencies in risk management, which in turn can lead to improved school resilience, efficient administration, and greater teacher and student engagement.

**Keywords:** *Risk Management Competencies, School Heads, School Resilience, Performance*

## INTRODUCTION

Risk management competencies of school heads refer to the knowledge, skills, and abilities that educational leaders possess to identify, assess, and mitigate potential risks within the school environment. These competencies include the ability to anticipate challenges, develop contingency plans, make informed decisions, and implement strategies that safeguard school operations. In relation to school resilience, these skills are crucial because they enable schools to withstand and recover from disruptions, whether caused by natural disasters, financial constraints, health emergencies, or unexpected administrative challenges. School performance, which encompasses both academic outcomes and operational efficiency, is also influenced by how effectively school heads plan and manage risks. A school head who demonstrates strong risk management skills can maintain consistent school operations, support teacher productivity, and ensure that students continue to receive quality education

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
even in adverse situations. Organizational planning complements these competencies, as systematic planning ensures that resources, staff roles, and policies are aligned with the school's objectives, creating a proactive rather than reactive approach to challenges.

Hernandez (2022) found that Philippine school administrators who prioritized risk management training and structured organizational planning were able to maintain operational efficiency during periods of uncertainty, such as natural disasters and the COVID-19 pandemic. In each case, evidence suggests that schools led by administrators with well-developed risk management competencies are better equipped to maintain both teacher engagement and institutional performance, highlighting the critical link between leadership preparedness and the overall stability of the school environment.

School heads' risk management competencies in relation to school resilience and performance is essential to understand how leadership can mitigate challenges and foster a positive learning environment. Observations indicate that schools with well-prepared leaders are more capable of handling emergencies, implementing smooth administrative operations, and supporting teacher morale. Effective risk management practices—such as creating emergency plans, delegating responsibilities, and monitoring ongoing school operations—directly contribute to both teacher satisfaction and institutional effectiveness.

Initially, the researcher considered focusing solely on one aspect but realized that these competencies are closely intertwined and both crucial for school resilience and performance. Another difficulty involved locating recent and relevant literature linking risk management competencies directly to school performance and resilience, as most studies

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
examine these concepts separately. The researcher also encountered challenges in operationalizing abstract constructs like “school resilience” and “administrative performance” to ensure measurable indicators could be applied in the study.

The research aims to provide practical insights that can strengthen leadership practices, enhance teacher satisfaction, and ensure that schools remain functional and effective even in challenging circumstances. Ultimately, the findings will serve as a guide for developing leadership training programs and policies that support proactive, resilient, and high-performing schools.

This study determined the significant relationship between the Risk Management Competencies of school heads in relation to School Resilience and Performance. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of the Risk Management Competence of school heads in terms of:

- 1.1 Risk Assessment and Planning;
- 1.2 Crisis Management & Response; and
- 1.3 Leadership for Resilience & Performance?

2. What is the level of School Resilience and Performance in terms of:

- 2.1 School Resilience;
- 2.2 Administrative Performance;
- 2.3 Teacher and Student Engagement;

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



- \*\*\*\*\*
3. Is there a significant relationship between Risk Management Competencies of school heads and School Resilience and Performance?
  4. What Instructional Supervisory plan can be proposed based on the findings of the study?

### Statement of Hypothesis

H0 – There is no there a significant relationship between Risk Management Competencies of school heads and School Resilience and Performance.

## METHODOLOGY

**Design.** This study employed a descriptive-correlational research design to examine the relationship between the risk management competencies of school heads and the level of school resilience and performance. Using quantitative methods, the study collected data from school heads and teachers through structured questionnaires with Likert-scale items that measured risk management skills, preparedness strategies, and indicators of school resilience and performance. The design allowed for the identification of patterns, levels, and the strength of associations between leadership competencies and school outcomes, providing a clear understanding of how effective risk management contributed to a stable, adaptive, and high-performing school environment.

The main locale of the study was in Tugas Elementary School, Vicente V. Sereño Elementary School & Lecencio Erejer memorial Elementary Schools. The respondents of the study were the school heads and Elementary Teachers. The research instrument for this study was a

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
structured questionnaire divided into two parts. Part I assessed the Risk Management Competencies of School Heads through three indicators: Risk Assessment & Planning, Crisis Management & Response, and Leadership for Resilience & Performance, with each indicator containing five statements rated on a 4-point Likert scale (1 = Rarely to 4 = Frequently). Part II evaluated School Resilience & Performance across three indicators: School Resilience, Administrative Performance, and Teacher & Student Engagement, each with five statements rated on a 5-point Likert scale (1 = Very Low to 5 = Very High). This instrument was designed to capture both the competency levels of school heads in managing risks and the resulting impact on school operations, resilience, and performance, allowing for a clear analysis of the relationship between leadership practices and school outcomes.

The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were the School Heads (3), Elementary Teachers (20) that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure.** To gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter was provided to the Public School District Supervisor, School Principal, and the teachers under whose supervision the respondents were.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

The researcher distributed the survey questionnaires to the School Heads, which were answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's  $r$ . Data were collated and analyzed through the appropriate statistical procedures.

**Ethical Issues.** The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the extent of relationship between Risk Management Competencies of school heads in relation to School Resilience and Performance

Pearson  $r$  Moment Correlation Coefficient was used to determine the significant relationship between Risk Management Competencies of school heads in relation to School Resilience and Performance.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## RESULTS AND DISCUSSION

TABLE 1

### SCHOOL HEADS' RISK MANAGEMENT COMPETENCIES

Dimension	Indicator	Weighted Mean	Interpretation
<b>Part 1 – Risk Assessment &amp; Planning</b>	The school head identifies potential risks that may affect school operations.	4.39	High
	The school head develops strategic plans to mitigate identified risks.	4.39	High
	Risks are prioritized based on likelihood and potential impact.	4.26	High
	Contingency plans are prepared for emergencies or disruptions.	4.09	High
	Risk management plans are regularly reviewed and updated.	4.57	Very High
<b>Dimension Mean</b>		<b>4.36</b>	High
<b>Part 2 – Crisis Management &amp; Response</b>	The school head responds promptly to unexpected events or crises.	4.57	Very High
	Effective communication with staff during crises is ensured.	4.57	Very High
	Actions are taken to minimize the impact of crises on students and staff.	4.26	High
	Resources are allocated efficiently during emergencies.	4.26	High
	Post-crisis evaluation is conducted to implement lessons learned.	4.35	High

\*\*\*\*\*

#### Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Dimension	Indicator	Weighted Mean	Interpretation
<b>Dimension Mean</b>		<b>4.40</b>	High / Very High
<b>Part 3 – Leadership for Resilience &amp; Performance</b>	The school head fosters a culture of preparedness and proactive problem-solving.	4.39	High
	Staff are empowered to participate in risk management activities.	4.26	High
	Policies and procedures support continuity of learning and school performance.	4.17	High
	Collaboration among staff to strengthen school resilience is encouraged.	4.09	High
	Regular training on risk management is provided to staff.	4.22	High
<b>Dimension Mean</b>		<b>4.22</b>	High
<b>Grand Mean</b>		<b>4.32</b>	High

**Legend (5-Point Likert Scale)**

- 4.21 – 5.00 = Very High
- 3.41 – 4.20 = High
- 2.61 – 3.40 = Neutral
- 1.81 – 2.60 = Low
- 1.00 – 1.80 = Very Low

This table presents the School Heads’ Risk Management Competencies as measured across three dimensions: Risk Assessment & Planning, Crisis Management & Response, and

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
Leadership for Resilience & Performance. The table provides the weighted mean scores and interpretations of specific indicators under each dimension, illustrating the extent to which school heads demonstrate skills in identifying and mitigating risks, managing crises, and fostering a resilient and high-performing school environment.

In Part 1 – Risk Assessment & Planning, the results indicate that school heads are highly competent in identifying potential risks that may affect school operations and in developing strategic plans to address these risks, both scoring a weighted mean of 4.39 (High). Prioritization of risks based on likelihood and potential impact received a slightly lower mean of 4.26 (High), while contingency planning for emergencies scored 4.09 (High). The highest score in this dimension was for regularly reviewing and updating risk management plans, with a weighted mean of 4.57 (Very High). The dimension mean of 4.36 reflects a generally high level of competency among school heads in assessing and planning for risks.

For Part 2 – Crisis Management & Response, school heads demonstrated strong ability to respond promptly to unexpected events and maintain effective communication during crises, both receiving a weighted mean of 4.57 (Very High). Taking actions to minimize the impact of crises and allocating resources efficiently were both rated 4.26 (High), while post-crisis evaluations received 4.35 (High). The dimension mean of 4.40 indicates an overall high to very high capacity of school heads to manage and respond to crises effectively. In Part 3 – Leadership for Resilience & Performance, all indicators were rated High, ranging from 4.09 to 4.39, showing that school heads actively foster a culture of preparedness, empower staff

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
participation, encourage collaboration, and provide training to strengthen school resilience.

The dimension mean of 4.22 confirms a consistently high competency level in this area.

The grand mean of 4.32 (High) implies that school heads are overall highly competent in risk management, encompassing the identification, planning, crisis response, and leadership dimensions. The results suggest that effective risk management practices are being implemented in schools, which likely contribute to a stable and resilient learning environment. Specifically, the very high scores in developing risk management plans and responding promptly to crises imply that school heads prioritize both preparation and immediate action, ensuring minimal disruption to school operations and continuity of learning. These competencies are critical for fostering school resilience and enhancing overall school performance.

**TABLE 2**

**SCHOOL RESILIENCE AND PERFORMANCE OF ELEMENTARY TEACHERS**

<b>Dimension</b>	<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
<b>School Resilience</b>	The school can maintain operations during unexpected disruptions.	4.74	Very High
	Staff adapt quickly to changes or emergencies.	4.39	High
	Contingency plans effectively reduce school vulnerability.	4.39	High
	Students and staff demonstrate preparedness in emergencies.	4.43	High

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Dimension	Indicator	Weighted Mean	Interpretation
	The school recovers efficiently after crises or disruptions.	4.57	Very High
<b>Dimension Mean</b>		<b>4.50</b>	Very High
<b>Administrative Performance</b>	School programs and activities are executed efficiently and on schedule.	4.48	Very High
	Administrative goals are consistently met.	4.39	High
	The school head's leadership ensures smooth operations.	4.35	High
	Resource allocation supports effective school performance.	4.52	Very High
	Administrative tasks are completed with minimal errors or delays.	4.35	High
<b>Dimension Mean</b>		<b>4.42</b>	Very High
<b>Teacher &amp; Student Engagement</b>	Teachers feel motivated and supported in their work.	4.35	High
	Teachers actively participate in school improvement initiatives.	4.52	Very High
	Students remain engaged and perform well despite disruptions.	4.39	High
	Collaboration between teachers and school head enhances performance.	4.39	High
	A positive and organized school environment is maintained consistently.	4.35	High
<b>Dimension Mean</b>		<b>4.40</b>	High
<b>Grand Mean</b>		<b>4.44</b>	Very High

\*\*\*\*\*

## Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## Legend (5-Point Likert Scale)

- 4.21 – 5.00 = Very High
- 3.41 – 4.20 = High
- 2.61 – 3.40 = Neutral
- 1.81 – 2.60 = Low
- 1.00 – 1.80 = Very Low

This table presents the School Resilience and Performance of Elementary Teachers, highlighting the level of resilience, administrative performance, and teacher and student engagement in schools. It provides weighted mean scores and interpretations for each indicator under these three dimensions, illustrating how well teachers and the school community maintain operations, adapt to disruptions, and sustain effective teaching and learning processes despite challenges.

In the dimension of School Resilience, the results show that elementary teachers and their schools exhibit a very high level of preparedness and adaptability. The school's ability to maintain operations during unexpected disruptions received the highest weighted mean of 4.74 (Very High), while staff adaptation to changes and contingency planning both scored 4.39 (High). Preparedness among students and staff was rated 4.43 (High), and the school's efficiency in recovering after crises scored 4.57 (Very High). The dimension mean of 4.50 indicates that overall, the schools demonstrate a very high level of resilience, ensuring continuity of learning even in challenging circumstances.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

For Administrative Performance, all indicators were rated high to very high, reflecting effective leadership and operational efficiency. Execution of school programs and activities on schedule scored 4.48 (Very High), while administrative goals met consistently received 4.39 (High). Leadership in ensuring smooth operations was rated 4.35 (High), and resource allocation supporting performance scored 4.52 (Very High). Completion of administrative tasks with minimal errors or delays was rated 4.35 (High). The dimension mean of 4.42 demonstrates that school administrative functions are carried out efficiently, contributing to overall school performance. In the dimension of Teacher & Student Engagement, indicators ranged from 4.35 to 4.52, showing that teachers feel supported, actively participate in school initiatives, and that students remain engaged in learning. The dimension mean of 4.40 reflects a high level of engagement, further supporting effective school performance.

The grand mean of 4.44 (Very High) implies that elementary teachers and schools overall perform very well in terms of resilience, administrative efficiency, and engagement. The results imply that schools are capable of maintaining operations and quickly adapting to disruptions while sustaining quality teaching and learning. The very high ratings in maintaining operations and executing programs efficiently indicate strong leadership and preparedness, while the high scores in teacher and student engagement imply that collaborative practices and motivation are actively promoted. Collectively, these results suggest that resilient school systems and committed educators are key factors in sustaining school performance during emergencies or unexpected challenges.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**TABLE 3**

**TEST OF RELATIONSHIP BETWEEN VARIABLES**

<b>Variables Correlated</b>	<b>r (Pearson)</b>	<b>Computed t</b>	<b>Table Value @ 0.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
School Heads' Risk Management Competencies (Table 1) and School Resilience & Performance of Elementary Teachers (Table 2)	0.78	4.49	0.514	Reject Ho	Significant Relationship (Strong Positive)

This table presents the Test of Relationship Between Variables, specifically examining the correlation between School Heads' Risk Management Competencies and the School Resilience and Performance of Elementary Teachers. The table provides the Pearson correlation coefficient, computed t-value, table value at a 0.05 significance level, decision on the null hypothesis, and the interpretation of the relationship. This analysis aims to determine whether effective risk management by school heads is associated with enhanced resilience and performance among elementary teachers.

The results indicate a strong positive relationship between school heads' risk management competencies and the resilience and performance of elementary teachers, with a Pearson r-value of 0.78. The computed t-value of 4.49 exceeds the table value of 0.514 at

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
the 0.05 significance level, leading to the rejection of the null hypothesis. This finding suggests that as school heads demonstrate higher competencies in risk assessment, crisis management, and leadership for resilience, there is a corresponding increase in the ability of teachers and the school community to maintain operations, adapt to disruptions, and sustain effective teaching and learning.

The strong positive correlation implies that effective leadership and strategic risk management by school heads play a crucial role in fostering a resilient school environment. Indicators such as prompt crisis response, preparedness planning, and staff empowerment contribute to the overall resilience and performance of schools. This result underscores the interdependence between leadership competencies and teacher performance, highlighting that improvements in school heads' risk management directly support higher levels of operational efficiency, teacher engagement, and student learning outcomes.

The result, with a correlation of 0.78 and a significant t-value of 4.49, implies that schools benefit substantially when leaders exhibit strong risk management skills. It indicates that proactive planning, crisis responsiveness, and fostering a culture of resilience among staff and students enhance both the preparedness and performance of the school. Consequently, this finding emphasizes the need for professional development programs that strengthen school heads' competencies in risk management, which in turn can lead to improved school resilience, efficient administration, and greater teacher and student engagement.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## CONCLUSION

Based on the results of this study, it can be concluded that school heads demonstrate strong risk management competencies that significantly influence the resilience and performance of elementary schools. Their ability to effectively assess risks, manage crises, and promote a culture of preparedness contributes to sustained school operations, efficient administrative performance, and active teacher and student engagement. The significant relationship between leadership competencies and school outcomes underscores the vital role of proactive and strategic school leadership in strengthening the overall educational system and ensuring continuity of learning amidst challenges.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

The Teacher should actively participate in risk management initiatives, support the implementation of contingency plans, and engage in continuous professional development activities related to preparedness and resilience to help sustain school performance during disruptions.

The School Head should strengthen and institutionalize risk assessment, crisis management, and leadership strategies that promote a culture of preparedness, collaboration, and continuous improvement to further enhance school resilience and overall performance.

The Public Schools District Supervisor should provide consistent monitoring, technical

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
assistance, and capacity-building programs that enhance school heads' risk management competencies and ensure that resilience practices are effectively implemented across schools.

The Parents should collaborate with the school by supporting preparedness programs, participating in school-led activities related to safety and resilience, and reinforcing adaptive practices at home to contribute to a stable and supportive learning environment.

The Researcher should utilize the findings of this study to design intervention programs or instructional supervisory plans that will further strengthen risk management competencies and improve school resilience and performance.

The Future Researchers should conduct similar studies in different contexts or include additional variables to further validate and expand the understanding of the relationship between school heads' risk management competencies and school resilience and performance.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## ACKNOWLEDGEMENT

This study becomes a reality with the kind support and help of many individuals. I would like to extend my sincere thanks and immeasurable appreciation to the following persons who in one way or another have contributed in making this study possible.

First and foremost, I want to offer this endeavor To God Almighty for the wisdom bestowed upon me, the guidance and strength, the peace of mind and good health all throughout this study.

To the researchers' family and friends, for the encouragement and inspiration to pursue this undertaking which helped me in completing this paper and also providing support and needs may it be financially, morally, and emotionally.

To Dr. Sabina B. Con-ui, Dean of the Graduate School, for her unwavering support, steadfast leadership, and generous encouragement throughout the course of this academic endeavor. Her guidance, dedication, and commitment to excellence have been a constant source of motivation and inspiration.

To Dr. Bryant C. Acar, Chairman of Graduate School for the exemplary recognition and meaningful advice that guided me for the better results of the study.

To Dr. Annabelle A. Wenceslao, the research adviser, for generously imparting her knowledge, expertise, and scholarly insight throughout the entire course of this study. Her

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
guidance, critical feedback, and unwavering support significantly strengthened the rigor and quality of the research and greatly contributed to its successful completion.

And to all the respondents, who spared their time in giving their honest and cooperative response to all the questions solicited in this study.



\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## REFERENCES

Aala, A. M., Buenvenida, L. P., Tan, C. S., Yazon, A. D., & Manaig, K. A. (2023). Relationship of school heads' managerial competencies for promoting positive teacher's resilience in the new normal. *FKIP International Journals*.

Alonzo, J. D., Yazon, A. D., Manaig, K. A., Buenvenida, L. P., & Bandoy, M. M. (2024). Lived experiences of school heads during post-pandemic: Building resilience and navigating schools to recovery amidst disruptive times. *Research Synergy Press Journals*.

Cortez, E. G. (2024). Risk management skills of school heads and disaster readiness of students. *EPRA Journals*.

Cruz, A. L. (2017). Perceived leadership styles and job satisfaction among teachers in selected public secondary schools in the Philippines.

Dela Cruz, A., & Garcia, R. (2018). Impact of directive supervisory leadership styles of school heads on the performance of teachers and students in Physical Science: Evidence from the Philippines. *Asian Journal of Educational Management*, 6(1), 45-58.

Galorio, I. J. N., & Bauyot, M. M. (2024). Cultivating resilience: Multiple case study of school heads' leadership in integrated senior high schools. *Asian Journal of Education*.

Park, J., & Nguyen, T. (2020). Participative supervisory leadership styles and their influence on the performance of teachers and students in Physical Science. *Journal of School Leadership*, 38(4), 451-467.

Reyes, J. R. (2016). Relationship between leadership styles of school administrators and teacher job satisfaction in selected private high schools in Metro Manila, Philippines.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Smith, J., & Doe, A. (2015). The impact of principal leadership styles on teacher job satisfaction.

Santos, M. M. (2019). Leadership styles of school principals and their impact on teacher job satisfaction in Philippine public elementary schools.



\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## AUTHOR'S PROFILE



### REY JOHN VALIENTE ALTAR

The author was born on March 20, 1993 at Tugas, Tabango, Leyte, Philippines. He finished his Bachelor's degree in Elementary Education at Palompon Institute of Technology – Tabango Campus. During his high school and college years, he actively participated in academic and school related activities and strong interest in teaching and educational research. His strong passion for teaching and genuine concern for others, particularly children, reflect his commitment to the field of education. In addition, his experience in supervising and leading groups helped shape his decision to pursue Administration and Supervision as his area of specialization in his master's studies. He is currently completing his Master of Arts in Education, major in Administration and Supervision, at Western Leyte College of Ormoc City. He is currently a Teacher III in the Department of Education and a Grade IV Teacher at Tugas Elementart School, Tugas, Tabango, Leyte Philippines.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*