



Resonant leadership characteristics and instructional supervision of school heads: Basis for a proposed training design

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Abstract

This study employed a descriptive research method to explore the characteristics of resonant leadership and instructional supervision of school heads in the schools of the San Pablo City Division. Utilizing a researcher-made survey questionnaire with a Cronbach alpha of 0.87, data were gathered from randomly sampled school heads and teachers across seven districts and three clusters with a total participant of eighty-two school heads and three hundred twenty-four teachers. The study focused on self-assessment of resonant leadership traits and the level of instructional supervision by school heads. Findings revealed that school heads rated themselves highly in resonant leadership traits such as vision, compassion, positive mood, and altruism. Teachers also rated their school heads positively, though slightly lower than the self-assessments. No significant differences were found in resonant leadership based on demographic variables except for educational attainment, where higher qualifications were linked to stronger leadership traits. Both school heads and teachers rated the principals' instructional supervision very highly across various domains. A strong positive correlation was identified between resonant leadership characteristics and effective instructional supervision. The study proposed a targeted training program to enhance these leadership qualities and improve instructional supervision practices.

Keywords: *instructional supervision, resonant leadership, educational attainment, school culture, San Pablo City*

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1. Introduction

As primary instructional leaders, school principals are tasked with the critical responsibility of maintaining the overall quality of teaching and learning within their schools. Effective instructional supervision, which involves observing, evaluating, and providing feedback on teaching practices, is essential for this purpose. This requires principals to possess strong leadership skills, a deep understanding of instructional methods, and a collaborative approach to working with teachers. In the release of Dep Ed Order 002 s, 2024 or the immediate removal of administrative task of public teachers, which directly be performed by school heads and non-teaching personnel. This shift aims to streamline operations and enhance efficiency by delegating administrative tasks to those specifically designated for such roles. However, it also means that school heads now must balance their educational leadership responsibilities with these administrative duties, which require daily attention to ensure smooth school operations (Al-Husseini et al., 2021; Bakker et al., 2023). Furthermore, data required by the various management coordinatorships remain under their control, including learner data, learner profiles, and performance reports required for reporting on various administrative tasks that have been removed from them. While curriculum instruction and supervision should be the primary focus, the governance and operations section spend more time in the management system. As a result, resonance among leaders plays an increasingly important role in instructors' understanding.

The sudden implementation of this DepEd order in the middle of the school year could indeed pose challenges, as school heads adjust to their new roles and responsibilities while maintaining educational standards and addressing the immediate needs of their schools. Flexibility and effective communication will be crucial in managing this transition smoothly. With the ongoing challenges in learning recovery, there is a pressing need to examine the interplay between resonant leadership and instructional supervision in schools. This study aims to explore these aspects to develop a leadership training program tailored for school leaders within the division. The focus will be on enhancing leadership qualities and supervisory skills to better support teachers and improve student outcomes in this new educational landscape. According to Squires et al. (2010), emotional intelligence, defined as the ability to regulate one's emotions while concurrently balancing those of others to generate harmony and a sense of shared purpose, is the foundation of resonant leadership. Resonant leadership is characterized by kindness and compassion, as well as a positive perspective and

vision (Gaan & Shin, 2024). In addition, He et al. (2024) argue that leaders performing instructional leadership have responsibilities which include advocating for staff, offering access to numerous resources, and using their influence to create positive change in the educational community. Principals have a wide range of responsibilities, including not only the administration of school resources but also comprehensive human capital management.

2. Literature Review

2.1. Leadership

Leadership qualities and supervisory skills are critical components for supporting teachers and enhancing student outcomes in today's evolving educational landscape (Asrar-ul-Haq & Kuchinke, 2016; Bawafaa et al., 2015; Hughes et al., 2018; Hutchinson & Jackson, 2013). Emotional intelligence, which involves managing one's own emotions while attuning to and balancing those of others, serves as the foundation for effective leadership (Squires et al., 2010; Sharma, 2024; Khokhar et al., 2024; Martínez-Marín et al., 2021). This skill enables school leaders to build harmonious relationships and foster a shared sense of purpose among staff, which is essential for creating a positive and collaborative school environment. Developing emotional intelligence allows principals to navigate the complexities of their roles with greater empathy and resilience, thereby enhancing their capacity to lead effectively (Singh & Manser, 2008; Floman et al., 2024; Kaur & Hirudayaraj, 2021).

Resonant leadership, as defined by Gaan and Shin (2024), emphasizes kindness, compassion, and maintaining a positive vision that inspires and motivates others. Such leadership is essential in schools, where principals must create an atmosphere of trust and support to encourage teacher growth and professional development (Loucks-Horsley et al., 2015; Leithwood & Louis, 2019). The positive perspective fostered by resonant leaders helps staff to overcome challenges and stay committed to their educational mission. This style of leadership not only improves staff morale but also contributes to the overall climate and culture necessary for successful teaching and learning.

Furthermore, instructional leadership extends beyond emotional and interpersonal skills to include advocating for teachers and leveraging resources to drive educational improvement (He et al., 2024; Kranthi et al., 2024; Grošelj et al., 2020). Principals are tasked with managing human capital strategically, which involves recruiting, developing, and retaining quality staff, alongside overseeing school resources efficiently. Their influence is

pivotal in shaping policies and practices that promote positive change within the school community. As such, effective instructional leadership combines emotional intelligence, advocacy, and resource management to support teachers and ultimately enhance student achievement.

2.2. Instructional Leadership

Effective instructional supervision remains a cornerstone of school leadership, crucial for maintaining and improving the quality of teaching and learning. Recent research emphasizes that principals' ability to lead instructional practices through observation, evaluation, and feedback directly influences teacher effectiveness and student outcomes (Nguyen et al., 2022; He et al., 2024; Leithwood & Jantzi, 2019; Robinson et al., 2017; Harris & Jones, 2019). Instructional leadership now demands not only management skills but also deep pedagogical knowledge and a collaborative mindset, which fosters professional growth among teachers (Robinson et al., 2008). As such, principals are positioned as catalysts for continuous instructional improvement (Grošelj et al., 2020; Rafique et al., 2022; Hur et al., 2018; Tajasom et al., 2015), ensuring that teaching aligns with evolving curriculum standards and learners' needs.

The implementation of DepEd Order No. 002, s. 2024, which transfers administrative responsibilities from teachers to school heads and non-teaching personnel, introduces new challenges to the principalship. Although this policy aims to reduce teachers' administrative burdens and increase operational efficiency, it places additional administrative demands on school heads, requiring them to balance leadership with day-to-day management tasks (Thomson & Greany, 2024). Studies on contemporary school leadership suggest that this dual role may compromise the principal's ability to focus adequately on instructional supervision, potentially impacting school effectiveness (Martinez & Lee, 2023). The expanded workload underscores the need for strategies that help principals prioritize and integrate administrative and instructional roles efficiently.

Despite the reassignment of some administrative duties, school heads maintain responsibility for critical data management, including learner profiles and performance reports vital for decision-making and accountability (Forrester, 2019). This dual responsibility highlights the importance of resonant leadership, which fosters emotional intelligence, communication, and trust within the school community to support teachers

amidst complex demands (Chaudhary et al., 2024; Sulaiman et al., 2024; Farooq et al., 2024).). Resonant leadership enables principals to align staff efforts with school goals and sustain motivation, facilitating a shared understanding of instructional priorities even as administrative pressures increase (Zadok et al., 2024). Therefore, the evolving leadership context demands a nuanced balance of governance, management, and instructional focus to optimize school outcomes.

3. Methodology

The study used a descriptive method to gather information on resonant leadership and instructional supervision in schools. Conducted in the San Pablo City Division, it involved a total participant of eighty-two school heads and three hundred twenty-four teachers from seven districts and three clusters. A researcher-made survey, tested for validity and reliability (Cronbach alpha 0.87), collected data ensuring anonymity.

Since this study is descriptive in nature, descriptive statistics such as frequency count, percentage, and mean were prescribed to treat quantitative data statistically. Preparing data for analysis, running various analyses, delving further and deeper into understanding the data, portraying the data and interpreting the wider meaning of data were all part of the data analysis process. Moreover, t-test and Pearson Correlation Coefficient (Pearson's R) were utilized to calculate the significant relationship between the results of the respondents' responses with the four components of resonant leadership and instructional supervision of school heads.

After securing all necessary permits and approval, letters were then sent to the principals of the school through the Public Schools Division Supervisor (PSDS) and personal message. The researcher describes the study's objectives and the measure to be used in the letter, as well as reassuring them that their responses would be treated with the utmost confidentiality.

4. Findings and Discussion

The study revealed that school heads rated themselves highly in vision, compassion, positive mood, and altruism, aligning with resonant leadership principles. While teachers also provided positive assessments, their ratings were slightly lower than those of the school

heads. This general alignment in perceptions between school heads and teachers is significant, as it fosters cohesive leadership and supervision strategies, leading to more effective policy implementation and school improvement. Notably, no significant differences in leadership characteristics were found based on demographic factors such as age, sex, marital status, position, or years of experience. However, higher educational attainment was associated with stronger resonant leadership traits, emphasizing the importance of continuous professional development for school leaders.

Both school heads and teachers also rated principals highly in instructional supervision, particularly in areas such as action research, curriculum development, and professional development. This suggests that school leaders are effectively guiding instructional practices to support teacher growth and student learning. Furthermore, the study identified a strong positive relationship between resonant leadership traits and effective instructional supervision, reinforcing the importance of emotionally intelligent and visionary leadership in driving educational success.

Table 1

Difference between the school heads and teachers' assessed extent of manifestation of resonant leadership and instructional supervision

Variables	Mean	T	p-value	Significance
Resonant leadership	SH 3.42 T 3.30	1.02	0.218	Not significant
Instructional supervision	SH 3.52 T 3.40	1.07	0.269	Not significant

** Tested at 0.05 level of significance*

For resonant leadership, school heads have a mean score of 3.42, while teachers have a mean score of 3.30. The t-value is 1.02, with a p-value of 0.218, indicating that the difference is not statistically significant at the 0.05 level. Resonant leadership is characterized by leaders who create emotional connections with their followers, fostering a positive and motivating environment. This type of leadership is crucial in educational settings as it promotes a culture of trust and collaboration, which can enhance the overall school climate and teacher satisfaction (Boyatzis, 2015). The similarity in scores suggests that both school heads and teachers have a comparable perception of the extent to which resonant leadership is manifested within their schools.

In the case of instructional supervision, school heads have a mean score of 3.52, while teachers have a mean score of 3.40. The t-value is 1.07, with a p-value of 0.269, again

showing no significant difference at the 0.05 level of significance. Instructional supervision involves the processes and practices aimed at improving teaching quality and student learning outcomes. Effective instructional supervision is essential for professional development and for fostering an environment of continuous improvement among teachers (Glickman et al., 2017). The lack of significant difference in the scores indicates that both school heads and teachers share a similar understanding and appreciation of the instructional supervision practices in their schools.

The findings of no significant differences in both resonant leadership and instructional supervision assessments highlight a shared perception among school heads and teachers. This alignment is crucial for the implementation of cohesive leadership and supervision strategies that can effectively address the needs of the school community. When both school heads and teachers are on the same page regarding these aspects, it facilitates smoother communication, better implementation of policies, and a unified approach to school improvement (Leithwood & Louis, 2019).

The consensus between school heads and teachers can be attributed to consistent training and professional development programs that emphasize the importance of resonant leadership and instructional supervision. Such programs help align the expectations and practices of different stakeholders, contributing to a more harmonious and effective educational environment (Fullan, 2014). Additionally, regular feedback mechanisms and collaborative decision-making processes can enhance the mutual understanding of leadership and supervision practices, further reinforcing this alignment (Marzano et al., 2015).

Table 9

Relationship between the assessed resonant leadership characteristics of school heads and their level of instructional supervision

Variables/ Aspects		Pearson-r	Sig	Ho	VI
Resonant leadership characteristics of school heads	Level of instructional supervision	.931	.000	R	S

Legend: R-Rejected; A-Accepted; S-Significant; NS-Not Significant

This finding is consistent with existing literature highlighting the impact of resonant leadership on improving educational outcomes and fostering a supportive school environment (Sultana et al., 2014). Resonant leadership has been linked to higher levels of teacher motivation and student achievement, underscoring its importance in educational settings (Boyatzis & McKee, 2013).

Overall, the findings underscore the importance of resonant leadership in enhancing instructional supervision and overall school effectiveness. The study provides a basis for developing targeted training programs aimed at fostering these leadership traits among school heads in the San Pablo City Division. By focusing on improving resonant leadership qualities, particularly through advanced educational opportunities, the division can enhance the overall quality of education and leadership within its schools. Such initiatives are supported by research emphasizing the need for continuous professional development and the cultivation of leadership skills to meet the evolving demands of educational leadership (Leithwood et al., 2020).

Given these findings, a targeted training program was proposed to enhance school heads' resonant leadership qualities, refine instructional supervision strategies, and address educational disparities. By investing in leadership development, the San Pablo City Division can strengthen educational leadership, improve instructional effectiveness, and ultimately elevate overall education quality.

5. Conclusion

This study found that school heads, typically more experienced and holding higher educational qualifications than teachers, exhibit strong resonant leadership traits. Despite a significant majority of female teachers, the gender distribution among school heads is more balanced. This indicates a positive trend towards gender equality in educational leadership positions. Both self-assessments by school heads and evaluations by teachers consistently rated the principals highly on resonant leadership traits such as vision, compassion, positive mood, and altruism. The study also identified significant differences in leadership effectiveness based on educational attainment, with school heads holding higher degrees exhibiting stronger resonant leadership traits. Hence, there is a significant positive correlation between resonant leadership characteristics and the level of instructional supervision. However, there is no significant differences between school heads' and teachers' assessments of resonant leadership and instructional supervision, suggesting a shared perception of these crucial aspects of school management. This alignment is beneficial for maintaining a cohesive and supportive educational environment, ultimately contributing to the overall effectiveness of the school.

The San Pablo City Division should implement the proposed training design aimed at enhancing resonant leadership traits among school heads. This training should focus on developing key areas such as vision, compassion, positive mood, and altruism to improve the overall leadership effectiveness and school climate.

To further enhance the leadership capabilities of school heads, it is recommended that the Department of Education (DepEd) in San Pablo City provide more opportunities and incentives for school heads to pursue advanced degrees and certifications. This can include scholarships, study leaves, and partnerships with higher education institutions.

Given the findings on gender dynamics, initiatives should be undertaken to encourage and support more female educators to pursue leadership roles. This can include mentorship programs, leadership development workshops tailored for women, and policies that promote gender equality in leadership positions.

Regular professional development programs should be organized to keep school heads updated on the latest educational leadership practices and instructional supervision techniques. These programs should include workshops, seminars, and online courses focusing on innovative and research-based practices.

School heads should be encouraged and supported to engage in action research to continuously improve teaching practices and student outcomes. This support can come in the form of providing resources, time allocation, and platforms for sharing research findings and best practices among educators.

Further studies should be conducted to explore the long-term impacts of resonant leadership on school performance and student achievement. Additionally, research should investigate the specific challenges and opportunities in implementing the proposed training design across different school contexts within San Pablo City and beyond.

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Institutional Review Board Statement

This study was conducted in accordance with the ethical guidelines set by San Pablo Colleges. The conduct of this study has been approved and given relative clearances by the Division of San Pablo City.

AI Declaration

The author declares the use of Artificial Intelligence (AI) in writing this paper. In particular, the author used ChatGPT in finding literature and other materials. The author takes full responsibility in ensuring that research idea, analysis and interpretations are original work.

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