Leading the Leader: Positive and Resilient Leadership (PRL) in Urban Public Schools through Filipino Public-School Teachers’ Metaphorical Perspectives

Abstract: Positive leadership and resilient leadership are two types of leadership that share several commonalities, both of which seemingly respond and offer suitability to the unpredictable and volatile landscape and requirements of the times. While separately, there has been substantial empirical work on positivity and resilience in leadership, no study has been undertaken to combine both so that one type of leadership, i.e. Positive and Resilient Leadership (PRL), can emerge. Further, positivity and resilience in leadership have so far remained understudied among public organizations, particularly in urban public schools, a sector that considers ineffective leadership as among the major problems that hinder the quality of public education. Also, while previous studies have focused on such leadership from the perspective of school leaders, there remains a dearth of literature on understanding it from the standpoint of those being led, such as the teachers. To fill these gaps, this study examined the possible nature and characteristics of PRL by employing qualitative content analysis and thematic analysis in an attempt to (a) determine the metaphors Filipino teachers in urban schools use to describe leadership that is both positive and resilient, (b) identify how these metaphors capture the traits of positive and resilient school leaders in these schools, and (c) explore various situational practices of PRL in the Philippine urban public school sector. Findings showed five (5) categorizations of metaphors that were drawn from the responses of the public school teachers, indicating how PRL can provide them P.O.W.E.R., i.e. positivity, opportunity, wisdom, empathy, and reinforcement in six (6) aspects of school management, namely: (a) planning and implementation of school policies, programs, activities, and projects, (b) decision-making, (c) personnel management, (d) implementation of innovation and change, (e) resource generation and utilization, and (f) communication within and outside the organization that could improve urban public school teachers performance and well-being.

Keywords: metaphorical lens, positive and resilient leadership, public school teachers, urban public schools

Background

In this climate of volatility, uncertainty, complexity, and ambiguity, it becomes noteworthy to explore further a type of leadership that can seemingly respond and offer suitability to the landscape and requirements of the times. Positive leadership and resilient leadership are two more recent theories that have received a lot of attention in recent years as the field of positive psychology has grown (Masten, 2001; Schimschal & Lomas, 2018; Eliot, 2020).

The role of leadership in organizations cannot be underestimated since it has a direct impact on the productivity and welfare of its workforce, which directly impacts the welfare of its clientele. Since the 1990s, organizations have been consistently active, emphasizing leaders who can promote good teamwork relationships, exude confidence, and show optimism (Hartel et al., 2008 as cited by Malinga et al., 2019).

Resilient leadership, on the other hand, is capacity-building to deal with unexpected events and problems as they arise in order to recover from crises (Wakhlu, 2013; Duchek, 2020). Resilience is central to the whole notion of sustainable leadership (Hilton 2020). Organizations face internal and external adversity, difficulties, and crises on a daily basis that can challenge their ability to succeed (Williams et al., 2017; Eliot, 2020). As such, effective leadership in the present time requires a high level of resiliency to be able to surmount whatever bumps are faced along the leadership journey.
The current landscape in which organizations exist, summed up in the now popularly labeled VUCA environment, offers additional challenges to any organization and its members (Miller et al., 2018; Day and Sammons, 2014). Volatile changes happen all the time, and they can cause hesitation—due to uncertain changes, or those about which leaders are unsure; complex changes, or those that are based on the interconnectedness of processes and information; and ambiguous changes, or those that have no precedent (Bennett & Lemoine, 2014).

The public sector is not exempted from these observed challenges. Franken & Plimmer (2019) argue that despite numerous existing public leadership studies, not many of these examine facets of poor leadership in the particular context of the public school system.

Casas (2017) revealed that the biggest issue facing public education is ineffective leadership. The negative aspects of school leadership have so far been significantly overlooked, resulting in teachers’ lack of cooperation as well as harming the well-being and morale of those experiencing such circumstances, thus impeding the development of a school's quality culture (Arif, 2018). Many leaders have been noted to have been better off outside the realm of leadership because they micromanage, lack pedagogical understanding, and regard their teachers as mere subordinates rather than as team members (De Witt, 2016).

It is the aim of this study to explore how a combined positive and resilient leadership (PRL), viewed from the metaphorical perspectives of urban public school teachers instead of their school leaders, can possibly offer a suitable and relevant leadership type in the public education sector as it faces various situations under a VUCA environment.

**Literature Review**

**Positive and Resilient Leadership**

Within the realm of positive organizational psychology, positive leadership is among the most critical variables (Gomez, 2019) as it provides a valuable starting point for programs in the workplace to make real improvements (Murphy et al., 2017). According to Gauthier (2016), positive leadership started when scholars applied the rudiments of positive psychology to leadership. It is defined as the introduction of positive ideas in the area of organizational knowledge, psychology, and change (Cameron et al., 2003; Seligman, 1991; Cooperrider & Srivastva, 1987). Positive leadership consists of three fundamental elements: (1) it focuses on the strengths and abilities of individuals, (2) highlights outcomes and encourages more-than-the-average efficiency in individuals and organizations, and (3) puts emphasis on “the components that can be seen as necessary human condition’s virtues” (Cameron et al., 2003 as cited by Blanch et al., 2016, p. 170-176).

Positive leaders, therefore, are those who identify and focus on employees' strengths and achievements (Ramdas & Patrick, 2019); demonstrate compassion, emphasize the value of work, treat staff with respect, and express gratitude and appreciation (Cameron et al., 2011; Seppala & Cameron, 2015); reflect fluid communication, inspire employees, and hold employees responsible for their actions (Wijewardena et al., 2014); consistently show their own courage and strength (Schimschal & Lomas, 2018); care, encourage, support their workers, and deliver constructive input (Ackerman, 2019).

The most notable positive leadership theory is the one developed by Cameron (2013). It goes beyond many existing leadership theories such that it is an umbrella under which several types of leadership reside, namely: authentic, transformative, constructive, servant, and strategic (Ackerman, 2019).

Jordan (2016) defines positive leadership as a set of actions taken by people in positions of power and influence to empower, engage, and collaborate on meaningful work in order to inspire and nurture others. The concept of positive leadership illustrates the notion that leaders execute their duties dynamically and powerfully in order to accomplish organizational goals. It requires a defiant style, tactics, and acts of leadership, which fall outside the usual scope of leadership (Ackerman, 2019).
Organizational resilience has multifarious applications in the properties, procedures, and processes of an organization (Xiao & Cao, 2017). Xiao & Cao argue that organizations need to be resilient at many levels: individual, group, and organizational. They further argue that resilient individuals are likely to draw positive influences for organizations to improve their capacity for resilience as part of the entire organizational structure. Individual resilience is reinforced by support systems such as family and friends, personal self-restraint, and the innate ability to address problems (Zimmerman, 2020). In addition, an individual’s resilience is aided by their personal characteristics of trust, hope, confidence, and belonging (Cunha et al., 2013). Therefore, a resilient organization requires effective leadership that encourages unified and interdependent teams.

Resilient groups develop the ability to see mistakes and flaws as opportunities for growth and learning, according to Southwick et al. (2017). They further claim that organizational longevity increases over time as management and teams adhere to the company's mission and core principles. In the matter of organizational resilience, Okuwa et al. (2016) posit that organizations that can improve the resilience of their workers are more likely to maintain the most important assets of the organization and sustain the company’s functionality amidst a crisis. Moreover, in order to have organizational resilience, there must be a focus on promoting diversity in the workplace. If diversity is well-handled and embedded in an organization’s set of beliefs and practices, action plans, and policy on personnel, it can have a wide range of positive impacts on the organization, team, and individual levels (Van Beek & Doorne-Huiskes, 2011).

Resilience is central to the whole notion of sustainable leadership (Hilton 2020). Organizations face internal and external adversity, difficulties, and crises on a daily basis that can challenge their ability to succeed (Williams et al., 2017; Eliot, 2020). As such, effective leadership in the present time requires a high level of resiliency to be able to surmount whatever bumps are faced along the leadership journey.

While traits and abilities are fundamental to building resilience (Hilton, 2020), situational aspects (private and work settings) and behavioral aspects (personal and relational behavior) are very significant and the resilience of leaders benefits from the collaboration of these aspects (Förster & Duchek, 2017). According to Jagger and Lewith (2016), leaders can minimize stress and encourage resilience by empowering people to take control of their working environment and build a support mechanism.

Southwick et al. (2017) described a resilient leader as a person who can rebound from challenging situations quickly and see defeat as just a temporary setback. To develop resilient leadership, one must see failure as an opportunity to develop, think positively and optimistically, cultivate adaptability and a ‘hero’ mentality to move forward, learn from the past and plan for the future, develop perseverance, and have a strong conviction (Wakhlu, 2013). Meanwhile, Kohlrieser et al. (2015) posited that leaders must be resilient in order to progress and flourish. In order to run successful organizations, it is necessary to draw attention to the ways in which leaders can increase resilience (Moglin, 2017).

In the past years, studies have begun relating positive leadership with resilient leadership as both appear to find relevance in a situation-subtle relationship and response system and offer focus on factors such as service, genuine changes, responsibilities, critical relationship with the quality of life of employees, balancing and deciphering.
increasing positive emotions within an organization, and creating an impact on employees’ confidence in the workplace (Samba et al., 2017; Sommer et al., 2016; Cameron, 2012; Hur et al., 2011).

Notably, cultivating a positive mindset is fundamental to resilience (Sommer et al., 2016; Kohlrieser, 2015). Resilient leaders recognize that underestimating risk and overestimating capability can both lead to disappointment (Southwick, et al., 2017).

Current studies suggest that there is a need for more research to establish and unify the idea and application of positive leadership (Blanch et al., 2016; Dutton & Spreitzer, 2014; Kelloway et al., 2013; Cameron & Spreitzer, 2012) to develop and combine the theory and practice of positive leadership (Blanch et al, 2016; Kelloway et al., 2013), and to prove its effectiveness in practice (Murphy & Louis, 2018). On the other hand, further studies on resilient leadership in the public sector need to be pursued as previous researches have been done in the context of private organizations (Eliot, 2020; Renjen, 2020; Williams et al., 2017; Joy, 2017; Southwick et al., 2017).

School Leadership in the Urban Public Education Sector

The tasks and functions of employees in organizations have been found to have their own share of complexities and stress as employees deal with upward, horizontal, and downward relationships, having to relate with their leaders, their colleagues, and the constituents of their respective domains (Leonard, 2018; Cartwright, 2019; Martinez & Fernandez, 2018; Akella, 2016; Reich & Hershcovis, 2011; Torfing & Sørensen, 2011; Minnesota State Careerwise, n.d; Ebeid et al., 2011).

The urban public sector is not exempted from these observed challenges. Franken & Plimmer (2019) argue that there remains a dearth of studies that examine poor leadership in the public sector, identifying numerous damage trails such as decreased employee confidence, morale, teamwork, and learning and development.

Schartz, as cited by Cruz et al (2016), observed that the external challenges faced by public school leaders and the school are (1) political, meaning new roles, school activities, and assessment; (2) economic, including a tougher budget and minimal expenditure; (3) social, in terms of the status and picture of professional teaching; (4) global, which involves ranking and rivalry between schools; (5) educational, which means productivity in schools; (6) didactic-methodical, which needs dynamic teaching; and (7) digital, which implies modern ways of communication and media.

The principal’s role as an administrator includes financial management, building repairs, public relations, discipline-related school policies, instructional program planning, and curriculum and instruction supervision. Due to increased pressure to enhance teaching and learning, this role has grown to include the responsibility of being the primary change agent in order to improve learner efficiency, cascade the school vision among internal stakeholders, and succeed in introducing innovative frameworks to share decision-making functions with teachers (Buckner Jr., n.d.).

Due to exposure to a high volume of work, school leaders are prone to emotional and physical exhaustion and this in turn affects their conduct toward their teachers which also affects teachers’ performance and disposition. The unfavorable working conditions cause a large number of teachers, particularly those who are just starting out in their careers, to unavoidably leave the profession (Kutsyuruba & Walker, 2017).

There is sufficient and significant literature showing negative effects related to coercive management, either on workers’ mental health or performance, according to Lam et al. (2017) and Warr et al. (2018). As a result, when principals are abusive to teachers, it can negatively impact employees’ well-being and health, as well as their duties and responsibilities (Blase and Blasé, 2003; Khumalo, 2019); provoke resignation (Shapira-Lischinsky and Rosenblatt, 2009; Anthony, 2020); increase stress or fatigue (Harms et al., 2017); and trigger teacher non-attendance (Shapira-Lischinsky & Raftar-Ozery, 2016).
Metaphors

Over the years, researchers have advanced the use of language and narratives in educational inquiry. Language has been identified as a reliable tool for researcher-participant communication in the exploration of new educational meanings and understandings (Sha & Gabel, 2020). Because discussions on teachers’ experiences and their workplace are co-reflected with the researcher, narrative approaches were able to provide more light on the teachers’ introspection.

In terms of methodology, narrative inquiry uses language devices like images, metaphors, similes, and explanations to analyze data since these are the language tools that participants most often use in order to extract meaning from complex reality. As a result, metaphors gained ground in epistemology and phenomenology as a method of research in education.

Greene (1994) and McFague (n.d.) posited that metaphor is at the core of language and is a cognitive skill that aids in people's ability to transfer perceptions, imagine alternative states of being, and think about what might happen if circumstances were different. Metaphors allow the creation of an imaginative sense of the world and the memories that come with it (Rathje, 2018).

Metaphors are a fundamental cognitive technique for solving analogical problems (Keefer, 2016; Moser, 2000). It is contextually adaptive while it remains an abstract representation of meaning, similar to conceptual frameworks in cognitive psychology. Metaphors, therefore, help bridge the gap between quantitative and qualitative methods. Hence, studies have shown that metaphors are common in daily life and can easily be found in thought or action as well as evoking very personal and in-depth accounts. (Lakoff & Johnson, 1980 as cited by Li & chi, 2016). Our everyday conceptual structure, which governs how we think and act, is essentially metaphorical.

The Study

Having mentioned that gaps exist in terms of (a) studies that can allow the concept of PRL to attain more maturity and consolidation, (b) studies that look into PRL in the urban public sector instead of the private sector, and (c) local studies that deal with leadership from the viewpoint of the led instead of the leaders, the present study examined PRL based on the experience-based viewpoint of urban public school teachers, collected, interpreted, and articulated through a metaphorical lens.

Specifically, the researchers sought to answer the following questions: (a) What metaphors do teachers use to describe PRL, and in what ways do these metaphors capture the traits of positive and resilient leaders? (b) What situational practices of PRL are manifested by school leaders, as experienced by teachers?

It focused on PRL elicited from the actual experiences and situations encountered by secondary school teachers from the urban public sector in the Philippines. Concepts of PRL were drawn from metaphors they themselves provided, explanations of which were given through written texts, and both of which were subjected to content and thematic analysis. Implications of the study are expected to contribute to policymaking relevant to the school leaders’ continuing leadership and professional development significant to managing teachers’ welfare and well-being.

Methodology

Research Design

A Qualitative Content Analysis (QCA) and Thematic Analysis (TA) were utilized to explore the PRL practices of urban public-school leaders through the metaphorical perspectives of teachers, to determine the metaphors
teachers use to describe positive and resilient leaders/leadership, and to know the ways these metaphors capture the traits of positive and resilient leaders.

The selections of the study were secondary school teachers in the urban public sector who met the following inclusion criteria, namely: teachers must be (a) 26 years old and above; (b) licensed public school teachers; (c) serving for at least two (2) years in the same school, and; (d) a resident of the National Capital Region (NCR) in the Philippines. The exclusion criteria, on the other hand, were as follows: (a) school leader appointees to a particular position; (b) substitute teachers; (c) teachers on leave; (d) teachers handling auxiliary services, and; (e) floating and non-advisory teachers.

Five highly populated urban public schools in Metro Manila have been chosen as the study site for the participants, namely: Camarin High School in Caloocan City, Parañaque National High School Main in Parañaque City, Rizal High School in Pasig City, Tala High School in Caloocan City, and Batasan Hills National High School in Quezon City. These secondary public schools are among the top 10 schools in NCR in terms of the number of student enrolment (Guidaben, 2015). Fifty (50) Filipino public school teachers participated in this design, shedding light on the nature of their experiences with PRL practices. Ten selections came from each of the five schools which were chosen purposively based on the completeness of the data they provided.

Data Collection

The data-gathering instruments consisted of a researcher-made tool and a semi-structured interview questionnaire. The researcher-made tool is composed of two parts. The first part was the participant’s name, signature, and date of their participation. Also asked was their demographic profile as to school, age, gender, civil status, years in service, rank, email address, Facebook account, and messenger account. The second part was a space where the participants drew an object or image to capture the kind of leader they need to cope with daily school tasks and functions, as well as with school problems, uncertainties, frustrations, and other various challenging situations at work. The next part consisted of the participant’s explanation or discussion in text form in order to provide the reason for the visual representation that was chosen. A semi-structured interview questionnaire was used for the interviews with the study selections, questions of which were based on the data results collected from them. Questions were designed to probe more deeply, validate, and offer clarificatory insights on previous responses obtained.

Coordination letters were sent to the concerned principals. Upon proper endorsement, department heads identified the teachers who could participate in the study based on the inclusion and exclusion criteria and their willingness to participate. In view of the pandemic, a Messenger group chat (GC) per school was created by the researchers. It was in the GC where the data-gathering instruments were forwarded to the subjects, and the meetings and text conversations were channeled. Follow-up questions were sent to the participants’ individual accounts as per their request since they did not have much time or opportunity in accommodating the researchers for a face-to-face interview given the prevailing conditions.

Data Analysis

The metaphorical images drawn by the teachers were identified and counted according to the number of times the participants used them. To increase understanding of why the metaphors have been used by the teachers, the researchers reviewed and analyzed the textual descriptions for each drawing provided at the back of the sheets. As per the instruction given, the metaphors were selected as a reflection of the actual experiences of teachers. Items recorded were reorganized into categories of symbols or images that were similarly interpreted. To create meaningful patterns and trends, characteristics that underlie the items that form part of each category were analyzed.

The units were analyzed using a dendrogram, which was based on theoretical sensitivity and resonance. Theoretical sensitivity is required to determine which concepts or categories were similar or different, what
commonalities exist between them, and which concepts or categories should be combined. The openness and receptivity to potential meanings embedded in the text were noted while using the resonance view. The meaning units’ codes were then created. The core meaning of each value was preserved while categorizing it. The qualitative contents (Aruta, 2018) of the key findings were also examined using cool and warm analyses.

The researchers created themes using an inductive approach, in which coded categories are derived directly from textual data. The researchers consulted with two experts in content and thematic analysis to correctly surface the idea of the key results and to validate and substantiate categories.

**Findings and Discussion**

*Metaphors Used and Their Associated Meanings*

Relevant to the aim of identifying the metaphors used by Filipino urban public-school teachers for positive and resilient leaders/leadership and the meanings they ascribed to them, data that were collected and analyzed in terms of content and theme revealed that (a) the same image or object could provide several meanings or interpretations to different respondents; hence, one image or metaphor appeared several times in the drawings; and (b) at times also, a teacher-respondent provided several interpretations despite drawing only one image (Annex 1).

Going over all the collected data and the associated meanings provided by respondents, five (5) themes or categorizations of metaphors were finally identified by the researchers (Table 1), offering the following themes: (a) positivity, (b) opportunity, (c) wisdom, (d) empathy, and (e) reinforcement.

<table>
<thead>
<tr>
<th>Metaphors</th>
<th>Associated Meanings</th>
<th>Theme</th>
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<tbody>
<tr>
<td>bridge; sun; big arrow; flag on top of the mountain; coffee; lighted candle; torch; fountain; lighted bulb; bamboo; key; lion; the Transformer character; triangle; stone; ladder; floral garden; eagle; hands together; heart and brain holding hands; clock; cogs; cogs inside head</td>
<td>A school leader who instills hope and confidence in teachers and focuses on what is positive instead of negative in situations. It is not ignoring reality, but believing that there is good in every situation that makes him/her resilient and risk taker. It is also trusting that God is in control that keeps him/her stable and firm in the face of adversity, and this outlook brings light and happiness to teachers.</td>
<td>Provision of positivity</td>
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| big heart; key; balance scale; flag on top of the mountain; puzzle; giant hand; bridge; open hand; lighted candle | A school leader who gives a favorable situation for teachers for a positive outcome, making it possible for teachers to develop themselves through opening doors for improvement, cooperation, connections, and affiliations, listening to their voices, passing knowledge and expertise, adding value to them, and appreciating their accomplishments. | Provision of opportunity       |
Based on the perception of teachers, metaphors such as **bamboo, arrow, bridge, clock, coffee, eagle, flag, fountain, key, ladder, light bulb, candle, stone, sun, and torch**, among others, have meanings associated with hope and confidence, focusing on the positive aspects of a situation rather than the negative. It is not about ignoring reality, but believing that there is good in every situation, inspiring them to be resilient and risk-taking. It is also stable and firm in the face of adversity.

According to the respondents, positivity is provided and achieved in various ways, such as firmness and consistency in making decisions; self-knowledge; endurance amid challenges and difficulties; strength to make difficult decisions; provision of a good example; and demonstration of optimism. Positivity as part of PRL is also achieved through the promotion of unity, harmony, and trust in the workplace; willingness, if not ability, to take risks; and flexibility and adaptability as necessitated by circumstances. Furthermore, school teachers find positivity in leaders who are passionate and enthusiastic; contagious in their strong convictions and their trust in others’ potential, and; able to maintain a controlled demeanor in times of anger, anxiety, and displeasure.

School leaders’ positivity in both attitude and practices have been found to play an essential part in guiding and inspiring teachers in their everyday tasks. By exhibiting traits that create a positive environment in the workplace, school leaders provide teachers with a more open and focused atmosphere for their daily tasks and responsibilities. Teachers are also more likely to produce and learn novel solutions to problems as well as exhibit more work commitment (Diener et al., 2020).

The second category of metaphors consists of those that supposedly signifies opportunity, e.g. **balance scale, big heart, bridge, flag, giant hand, key, lighted candle, open hand, and puzzle**, among others. Teachers explained that a school leader should give them situations for favorable outcomes, making it possible for them to develop themselves, opening doors for improvement, cooperation, connections, and affiliations, listening to their voices, passing knowledge and expertise, adding value to them, and appreciating their accomplishments.

The metaphors given by the respondent school teachers illustrated how being a growth facilitator is a part of positive and resilient leadership practices. Teachers want school leaders who serve as benefactors of progress, those who will help them grow personally and professionally, enabling them to complete tasks that will highlight
their abilities, acknowledge their success, give them a voice in decision-making, and help them forge valuable connections and affiliations that will work to their advantage. Likewise, they view PRL as the kind of leadership that allows the provision of opportunities to teachers to keep the latter up-to-date on technological trends and encourages them to accept challenges, adapt to unavoidable changes, and turn trials, failures, and disappointments into windows of growth and success. By being opportunity providers, positive and resilient leaders are deemed to enable teachers to be more open-minded and resourceful, as well as cultivate change-seeking behaviors, in order to improve their knowledge and skills. Positive and resilient leaders who are opportunity providers are also considered to be aware of the need to place a high priority on ongoing professional development and thus motivate teachers to pursue or complete post-graduate degrees. They are expected to give teachers equal opportunities and promote their development as leaders.

Teachers value school leaders who are able to empower them due to their adequate knowledge of the teacher’s personal and professional strengths (Miller et al., 2008). They appreciate leaders who give them a chance to prove their worth and contribute something to the welfare of the institution. Furthermore, teachers believe that leaders should provide stepping stones for them to advance in their professional careers. They value leaders who share their expertise, time, and efforts, including school resources, to help teachers improve their teaching abilities. In addition, school leaders must not only engage in critical thinking themselves, but they must also inspire teachers to do the same. When the use of critical thinking skills is promoted at all levels of the organizational structure, it benefits both management and staff (Kramer, 2020).

A third set of metaphors consisting of images such as ant, bow and arrow, rain, cell tower, clock, flag, giant hammer, pencil, torch, among others, emerged from the drawings and based on the explanations, represented wisdom. Public school teachers posit that school leaders should be able to give sound actions or decisions for their domain according to their knowledge, experience, and good judgment.

For the respondent teachers, positive and resilient leaders possess a “sage persona” attribute in the sense that they are able to solve a variety of school problems and issues, make fair and objective decisions on various matters, listen to suggestions for achieving school goals and projects, and effectively convey the school's mission and vision to teachers to direct their efforts and activities. In order to effectively address a variety of issues, positive and resilient leaders as wisdom providers also supposedly make good use of the lessons learned from prior experiences. Additionally, they are seen as conscious of their priorities and display exceptional intellectual prowess when it comes to decision-making in school administration. Likewise, PRL is displayed by wisdom providers who promote the use of stakeholder feedback to improve student, teacher, and school performance, initiate constant efforts for the continuous improvement of the school, and manage effectively school resources for projects and programs that support the school's mission and vision.

Experience matters because leaders are created, not born, claims Bashir et al. (2016). Effective leaders demonstrate the careful and strategic reflection of their experiences as heads of their units or organizations. Leaders benefit most from experiences that require them to leave their comfort zone, challenge their knowledge, and stretch their skills. Different lessons are taught by various experiences. Because leadership practices largely rely on experiences, the quality, quantity, and diversity of experiences are significant. Teachers look for a principal who could offer them support like giving them advice to help them get better at what they do (Miller et al., 2008; Tuio Staff, 2022).

Bashir et al. (2016) argued that constructive feedback can help teachers as well as students by giving them information that will help both parties learn more effectively. This will ultimately improve the student's learning experiences. In terms of decision-making, leaders always have the final say in every situation; hence, they have the major responsibility of using critical thinking skills, if not wisdom, in every circumstance. This entails assessing the situation, weighing the evidence, gathering information on the concerned parties, and making a just and sound decision.
A fourth set of metaphors, which includes *bridge, ear, fountain, hands together, heart, pencil*, among others, were provided by respondent teachers to pertain to empathy. Urban Public school teachers seek a leader who knows how to listen, understands and relates with the feelings of his/her teachers, and serves as his/her guide to do humane and morally upright practices. Positive and resilient leadership is described as requiring people skills. School leaders are able to create an environment friendly enough to balance work pressure. Similarly, they are expected to promote mutual respect among peers and school authorities, listen well to concerned parties when resolving workplace conflicts, and show fair consideration when assessing teachers' conditions and welfare. With empathy, school leaders are viewed to be able to boost teachers' morale, as positive and resilient leaders maintain both a physical and a moral presence. They are deemed able to use their understanding of human nature and psychology in their interactions with school staff, acknowledge the value of their members, and show genuine concern and care for teachers as members of the school “family.” For the respondent teachers, positive and resilient leaders also display empathy through the careful and appropriate use of language to communicate with different members of the school community. School leaders as empathy providers treat sensitive matters with care and confidentiality when dealing with various school issues.

Fairness can be expected from empathetic leaders, as they realize how injustice can easily demoralize members of any organization. Teachers want to know that they can address their concerns and suggestions to the school administrator and receive a fair response. According to Miller et. al. (2008), a trustworthy leader is one who both communicates and listens, mindful and receptive to the concerns, opinions, and recommendations of others. Respect requires that the principal knows the teachers at both professional and personal levels, promoting a caring attitude and a mutually respectful relationship. Teachers understand that their viewpoints may not always be accepted, but they want to be listened to and taken seriously.

Finally, a set of metaphors such as *boat, eagle, lighted, bulb, lighted candle, tree*, among others, was provided to refer to reinforcement. These metaphors are viewed to show that public school teachers desire a leader who encourages or strengthens teachers by establishing a favorable belief or behavior pattern of encouragement, support, or reward.

According to the respondent teachers, positive and resilient leaders are able to guide teachers to perform their responsibilities beyond mere compliance and offer encouragement that helps teachers cope with both professional and personal challenges in life. They also promote teachers' success through assignments that further their skills and abilities. Reinforcement providers are expected to be supportive of teachers in enhancing their capacity in their field. They make themselves aware of the teachers' needs by asking the teachers. They also recognize the importance of teamwork and are familiar with each and every individual's skill and expertise. For the respondent teachers, school leaders display positive and resilient leadership when they acknowledge the valuable contributions and skills that teachers exhibit while carrying out their duties and are able to put together team efforts to facilitate the achievement of school goals and objectives.

*Situational Practices of Positive and Resilient Leadership*

In what particular situations do respondent teachers need, expect, or have in fact experienced positive and resilient leadership? Culled from the statements or explanations provided by the respondent teachers to their drawings, six (6) aspects of school management were elicited by the researchers from the statements provided by the respondent teachers, as shown in table 2 below:

<table>
<thead>
<tr>
<th>Aspects of School Management</th>
<th>Respondent Teachers’ Sample Statements</th>
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<tbody>
<tr>
<td>1. Planning and implementation of school</td>
<td>“A school leader, who serves as the shutter stock of the whole operation, plays a vital role in order for the engine to work effectively.”</td>
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policies, programs, projects, and activities

“A leader should have the ability to foresee and plan ahead of time. He should have concrete and specific plans like the bow and arrow.”

“The leader of an organization function as the brain of his/her institution as he/she usually governs or facilitates every function of the organization.”

“He should have a powerful way of thinking to create programs for the improvement of the school.”

“Our leader has a specific target and plan for the school and fast action in achieving it. He has a lot of programs that support the progress and development of the learners.”

2. Decision-making

“A key is made of iron, it is firm and sturdy, we need a leader who is firm and consistent in his/her decisions.”

“The lady wears a blindfold over her eyes which mean that her decisions in giving the tasks, orders, appointment, and evaluations to her teachers must not be influenced by unnecessary factors such as “palakasan system (favoritism)”, intimate relationships, “utang na loob (debt of gratitude)” from the teachers, etc.”

“A school leader must be full of wisdom, above all his employees, he must be on top, he should always make the wisest decision as much as possible.”

“Very firm in decision making that makes our school very organize and active despite of a large number of students and teachers.”

“A leader must exercise unbiased judgment. Gives sound and fact-based decisions”

3. Personnel Management

“A leader is powerful and can influence teachers to do better.”

“A goal-oriented leader could motivate the teachers to think of a lot of ways on how to encourage the students.”

“In these challenging times, a leader should know how to motivate and encourage teachers to make use of different platforms to communicate with students and parents.”

“The school leader must accompany his teachers to do the tasks. He must be the one to give and explain the instructions and then work with them.

“A leader who can inspire and motivate them to achieve extraordinary outcomes and positive perspective will be of great help.”

Career growth

“He/she must be fair in giving opportunities to teachers for their additional accomplishments for future promotions.”

“Good school leadership should have a strong focus on continued professional development and encourages to enroll in post-graduate school.”

“Providing training for teachers’ professional growth.”

“A good leader serves as a stepping stone for teachers to learn many things and improve their position.”

“They also help an employee to improve performance over time to develop them into a new role or pass on important expertise.”

Personal and interpersonal concerns

“Be understanding with the members if they have illnesses or not feeling well.

“As a leader, he/she must listen to the grievance of the teachers and provide a solution to the problems they face.”

“The school leader plays an important role in being a mediator if some of his subordinates have a misunderstanding.”

“Table also represents a barrier between two people, like a school leader he/she in between to solve the conflict.”
<table>
<thead>
<tr>
<th>Building morale</th>
<th>“A school leader should have a wide understanding because every teacher has his/her own problem in their home.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Even if they fail, they will stand and continue to serve. They exercise resilience.”</td>
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<tr>
<td></td>
<td>“He is approachable, no favoritism, all are welcome to any suggestions.”</td>
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<tr>
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<td>“He must also be reliable and trustworthy.”</td>
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<td>“Communicating with team members as equals regardless of position. Paying attention to what team members want to learn.”</td>
</tr>
<tr>
<td></td>
<td>“A good leader practices words and actions that are acceptable and not degrading to people.”</td>
</tr>
</tbody>
</table>

4. Innovation and change implementation

<table>
<thead>
<tr>
<th></th>
<th>“With education evolving and changing rapidly in the new normal, it is really essential for leaders in schools to be open to innovation and change and to drive new initiatives in the school environment.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“A good leader possesses confidence, empathy, integrity, and accountability and most importantly, he must be open-mindedly accepting the opinion of others, and adapt to the changes.”</td>
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<tr>
<td></td>
<td>“He encourages a culture of innovation and helps the community to dream big.”</td>
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<td></td>
<td>“Strong leaders should be able to change course if needed and find ways to reach goals.”</td>
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<td></td>
<td>“School leaders help forge a common agenda for finding and implementing solutions.”</td>
</tr>
</tbody>
</table>

5. Resource generation and utilization

<table>
<thead>
<tr>
<th></th>
<th>“He is powerful and very resourceful for the beautification and improvement of the school.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Our school fund was not in vain. It was used effectively and wisely. The school area looks so beautiful, neat, clean, and very conducive for learning. Many constructions and projects were built.”</td>
</tr>
<tr>
<td></td>
<td>“He/She is also generous by sharing his/her expertise with teachers as a mentor and advisor. And benevolent enough to share the school’s resources as long as it is for the benefit of the school and the students, instead of being selfish or selective”</td>
</tr>
<tr>
<td></td>
<td>“A leader knows what he wants and goes after it with all his means and resources to achieve his goals.”</td>
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<tr>
<td></td>
<td>“Establish partnerships with NGOs that will lead to teachers/students’ improvement.”</td>
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</table>

6. Communication within and outside the organization

<table>
<thead>
<tr>
<th></th>
<th>“Ability to connect with different audiences/stakeholders.”</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>“A school leader should be able to go down from his/her position so teachers will find it easier to talk or to open up his or her problem and most importantly to have an open communication.”</td>
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<tr>
<td></td>
<td>“Open and honest. If goals changed he doesn’t wait to communicate. He tells the team what has changed. We appreciate transparency.”</td>
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<td></td>
<td>“A fair and brainy leader with a heart could help me in a way that during the parent-teacher conference, the school leader can reiterate to the parents that the grades were being computed and not manipulated.”</td>
</tr>
<tr>
<td></td>
<td>“As a good and productive leader, the way he says and talks to everyone. You can feel the assurance that he is a great speaker, a spokesperson who delivers the real meaning of leadership, a motivator and mentor to his team.”</td>
</tr>
</tbody>
</table>
Conclusion

Considering the dearth of literature on studies that look into PRL in the public sector instead of the private sector, and on local studies that deal with leadership from the viewpoint of the led instead of the leaders, this study has explored PRL based on the experience-based viewpoint of public-school teachers, articulated through a metaphorical lens.

Categorizations of PRL situational practices covered six (6) aspects of school management namely the planning and implementation of school policies, programs, activities, and projects; decision-making; personnel management; implementation of innovation and change; resource generation and utilization; and communication within and outside the organization. Personnel management is divided into four (4) categories: capacity building, career development, personnel concerns and interpersonal issues, and morale building.

There were five (5) categorizations of metaphors drawn by public school teachers. Metaphors that signify optimism, which instills hope and confidence in teachers and focus on the positive aspects of a situation rather than the negative; metaphors that signify progress, which give a favorable situation for teachers for a positive outcome, making it possible for teachers to develop themselves through opening doors for improvement, cooperation, connections, and affiliations, listening to their voices, passing knowledge and expertise, adding value to them, and appreciating their accomplishments; metaphors that signify excellence which is the application of knowledge, experience, and good judgment; metaphors that signify kindness that serves as a guide to do humane and morally upright leadership practices; and metaphors that signify support that reinforces teachers by establishing a belief or pattern of behavior through encouragement, support, or reward.

In addition, the ways in which these metaphors captured the characteristics of PRL have been found to yield five (5) clusters of traits that may be represented by P.O.W.E.R., characterizing positive and resilient leaders as Positivity provider, Opportunity provider, Wisdom provider, Empathy provider, and Reinforcement provider.

Statements and Declarations

The authors declare that they have no known competing interests or personal relationships that could have appeared to influence the work reported in this paper.

References:


Annex I. Metaphors Drawn to Describe Positive and Resilient (PRL) and the Meanings Attributed to them by Respondent Teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Metaphors</th>
<th>Significant statements</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>Key</td>
<td>“Great leaders open doors for improvement”</td>
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<tr>
<td></td>
<td></td>
<td>“They are the ones who give opportunity for professional growth.”</td>
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<td></td>
<td></td>
<td>“They know they have to share success with their subordinates.”</td>
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<td></td>
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<td>“A key is made of iron, it is firm and sturdy, we need a leader who is firm and consistent in his/her decisions”</td>
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<tr>
<td>Table</td>
<td>Description</td>
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<td>-------</td>
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<tr>
<td>01</td>
<td>A key follows a certain consistent pattern, we need leaders who have their consistent pattern or consistent plan to achieve certain goals. &quot;She should be a role model. So she must be a good follower herself.&quot; &quot;A key is unique, it may have a duplicate, but it cannot be copied with any alterations to open doors.&quot; &quot;A key like a leader should be straightforward. No &quot;palabok&quot; needed when talking. He must be direct to the point.&quot;</td>
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<tr>
<td>02</td>
<td>Bridge &quot;Leaders bridge the gap between talk and action&quot; &quot;Ability to connect with different audiences/stakeholders.&quot; &quot;School leaders help forge a common agenda for finding and implementing solutions.&quot; &quot;School leader has the ability to collaborate with teachers and address the factors affecting the organization.&quot; &quot;Listens and understands ideas&quot; &quot;As a leader, you have to inspire your team to take the initiative and achieve the primary goal.&quot;</td>
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<tr>
<td>03</td>
<td>Torch &quot;A torch serves as a light to guide those who are lost in the dark.&quot; &quot;Lead during difficult and uncertain situations casting wisdom and assurance to those who are ignorant and in doubt.&quot; &quot;Just like blazing fire, school leaders are the source of hope and courage.&quot; &quot;The fire in a torch is not easily dampened by rain or wind, just like the strength and spirit of a leader who stands bravely amidst unfamiliar stages.&quot; &quot;The heat and light of the torch provide warmth, just like the leaders who can be the source of unity and harmony.&quot; &quot;A torch is a symbol of humanity which should be the foremost philosophy a school leader should uphold. It unites, it generates trust, it creates hope.&quot;</td>
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<td>04</td>
<td>Clock &quot;They always attend the said activities prior to the exact time.&quot; &quot;They let teachers’ ideas be shared and give credits too.&quot; &quot;Giving up what your personal wants in life, you are focusing on helping the institutions to prosper and grow.&quot; &quot;Even if they fail, they will stand and continue to serve. They exercise resilience.&quot; &quot;They are responsible to do their tasks&quot; &quot;The leader gives accurate information&quot;</td>
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<tr>
<td>05</td>
<td>Balance scale &quot;A leader must exercise unbiased judgment. Gives sound and fact-based decisions&quot; &quot;Considers the opinions and ideas of teachers and its possibility&quot;</td>
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<tr>
<td>06</td>
<td>Hands together &quot;School leader must be friendly and easy to cope with the many challenges, a visionary of the school progress, God-fearing, and approachable to the learners as well.&quot; &quot;You need the efforts of one another to work together as a team. &quot;A kind of leadership with a goal and easy to work with that you are not ashamed to share your insights and feelings.&quot; &quot;Qualities of a good leader and strong determination, easy to work with, closeness of each other, and uphold strong decision-making for the better of each one, and for the future.&quot;</td>
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<td>07</td>
<td>Balance Scale &quot;They do not work alone. They must be part of the grievance committee, including school planning and crafting SIP&quot; &quot;Involving Parents and other stakeholders in school planning and decision making.&quot; &quot;Non-partisan in local/national election&quot; &quot;Selecting quality teachers from the row of teacher-applicants&quot; &quot;Establish partnerships with NGOs that will lead to teachers/students’ improvement.&quot; &quot;Providing training for teachers’ professional growth.&quot;</td>
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<td>08</td>
<td>Lady Justice &quot;A leader must value and treat people equally regardless of the rank, education, beliefs, values and even culture,&quot;</td>
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<tr>
<td>Page</td>
<td>Sun</td>
<td>Helping hand</td>
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<td>09</td>
<td>&quot;Leaders can be a tool to its employee’s success; he/she must provide equal opportunity to his/her members”</td>
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<td></td>
<td>“The leader must just in giving decisions and providing solution.”</td>
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<td>“A leader should weigh reasons and evidences and make a judgment based on it.”</td>
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<td></td>
<td>“Justice scale has no cover; it means everyone can put whatever he wanted to it, same thing with the characteristics of a leader, he should lend an ear to everyone who wanted to speak regardless of position and status.”</td>
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<td>10</td>
<td>“Sun represents light, as a leader you bring light to your team and to others.”</td>
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<td></td>
<td>“Lights symbolize him to enlighten our mind as a teacher and inspires mentors instead of demand.”</td>
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<td></td>
<td>“As a leader just like the sun, you have the vision to see how the team will work together, a very determined, there’s a will on action and activity.”</td>
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<td></td>
<td>“Shows courage in the face of difficulties and challenges.”</td>
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<td></td>
<td>“And just like the rays and its own light of the sun, a good leader inspires others into action.”</td>
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<td></td>
<td>“He must also be reliable and trustworthy.”</td>
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<td></td>
<td>“As a leader, he/she knows how to think very well, he must have a positive outlook in dealing with challenges and difficulties in different aspects of life.”</td>
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<td>“As a good and productive leader, the way he says and talks to everyone. You can feel the assurance that he is a great speaker, a spokesperson who delivers the real meaning of leadership, a motivator, and a mentor to his team.”</td>
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<td></td>
<td>“Being a good leader is not just a title, the way you show to the team your passion to do it, how the plans will be executed with the collaborations and cooperation of your team is a big deal.”</td>
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<tr>
<td>11</td>
<td>“A Paternalistic leader can set direction based on their age or length of service, rather than their ability to lead or manage. Their experience is their best teacher and those experiences can be shared with their subordinates.”</td>
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<td></td>
<td>“They quite literally can be a father or a mother figure.”</td>
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<td></td>
<td>The leader is very supportive of the group as a whole and each individual within the group.</td>
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<td></td>
<td>“Their skills and knowledge can be passed on from or within their subordinates or to a potential individual within the group who may be regarded as being groomed for the next leadership role.”</td>
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<td></td>
<td>“Paternalistic leader has a sense of compassion in guiding their subordinates.”</td>
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<td></td>
<td>“They possess a lot of patience and understanding to help and guide us to the challenges we encounter in our daily teaching life.”</td>
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<td>12</td>
<td>“He encourages a culture of innovation and helps the community to dream big.”</td>
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<td></td>
<td>“He has lots of ideas.”</td>
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<td></td>
<td>“He motivates our school community to take risks and we embrace and reflect on failures.”</td>
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<td></td>
<td>“He ensures that asking teachers for advice feels secure.”</td>
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<td></td>
<td>“Always have food for taught to enlighten us.”</td>
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<td></td>
<td>“A person that will first unlock the goals in the organization/school. He must be the one to open different opportunities for the others to become successful in terms of personal and professional growth that will contribute to the attainment of goals.”</td>
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<td></td>
<td>“The leader must consider the talents of his subordinates. He must recognize their skills and give more challenging tasks for them to improve their capabilities.”</td>
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<td></td>
<td>“An effective leader creates more leaders.”</td>
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<td></td>
<td>A leader must find ways to let his teachers attend seminars/webinars for them to become updated on the latest techniques and strategies related to teaching and management.”</td>
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<td></td>
<td>He/she must be fair in giving opportunities among teachers for their additional accomplishments for future promotions.”</td>
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</table>
He is the main key to strengthening the strategies from the inputs of the outstanding talents of his subordinates.

“A leader must inspire and motivate his followers to do the tasks by simply being the first one to do such things and join in his followers throughout the journey.”

“By that action, his followers will be inspired to collaborate with each other and become proactive in the accomplishment of the given tasks.”

“The school leader must accompany his teachers to do the tasks. He must be the one to give and explain the instructions and then work with them. By these, others will be more participative in the activities.”

“There are school leaders who also teach students whenever there are absent teachers. This kind of leader makes a positive impression on other teachers and believes that their leader is a great role model in terms of teaching.”

“As a leader, he/she should lead every member to give importance to time and use it efficiently in working. A leader should also consider proper time allotment in every task he/she assigns to his/her members.”

“Leader that looks after his/her subordinates, takes care of them, and sees them as humans and not machines.”

“A leader that is organized will surely lead a hassle-free work task. Prioritization is one very important aspect of listing to-do tasks.

“If the leader is an organized person, everything will work smoothly as he/she cascades all the assignments to his/her members.”

“I consider my workplace as my second home. Therefore, I am looking forward to working with people who would also love me and take care of me there.”

“A leader that has a heart is a mother to his members.”

“I would always look up to leaders who love their members.”

“We need a School Principal that is ready to solve the inevitable problems that cropped up, help teachers and students overcome various frustrations, and keep families, and staff all rowing in the same direction.”

“Leaders must create feasible options for mode of delivery while generating robust online learning opportunities.”

“Help teachers learn how to survive and ideally thrive in the new worlds of remote and hybrid teaching and learning.”

“Eagle is a creator, a teacher, signifies loyalty, integrity and spiritual connection to God.”

“We need an eagle-like leader because they are known for protecting their children, like a good school leader, he must protect his learners and his subordinates.”

“We need a leader with a beaver-like attitude because they are builders, leaders need to be a builder, building a good atmosphere in the workplace, and a beaver has the power of working and attaining a sense of achievement.”

“They have a power of leadership, firm in their decision, has the ability to lead.”

“They demonstrate who they are. They command respect and authority because they know, they should be respected.”

“He must use his great wisdom to ensure that there was peace in the school.”

“A great leader is not concerned about building an empire but uses his wisdom to bring peace. All the teachers and personnel will work harmoniously with each other and there will be wisdom and justice in their workplace.”

“She takes note of everything that is needed for a change since she is newly assigned in our school where a lot of needs for change is an important matter.”

“She recognizes that delegation does more than simply passing the task to someone else. It is trusting and believing that employees can handle the task given.”

“She communicates consistently when it comes to establishing work expectations or giving constructive feedback.”
**It can STAND STRAIGHT and have substance from within for example giving actions and in decision making.**

“SHARP in terms of making decisions that will benefit all the teachers and students as well.”

“FOCUSED on improvement plans for teachers and students and to the school.”

**17**

**Pointing hand**

“A leader is guiding others through behaviors and inspiring them to do the same.”

“When you lead by example, you provide a path to direct others down so that everyone is working toward a common goal with the same purpose.”

“It means trusting a person of his capability and ability and making the person bring out the best of himself.”

“Treating people with respect on a daily basis is one of the most important things a leader can do. It will ease tensions and conflict, create trust, and improve effectiveness.”

**18**

**Hand reaching out**

“I chose the image to represent our school leader because I feel that he is someone who does not only set himself as a model of hard work but most importantly he radiates positivity to everyone, to us teachers, to our students, and even to the parents, in this time of crisis.”

“He makes himself visible and available (face to face or virtual via fb live and Youtube) to cater to the needs of teachers and students.”

“He makes himself available in school every time there is a need for his presence and service.”

**19**

**Big arrow**

“There is a unitary design in giving orders and orientation.”

“There is uniformity in policy, one interpretation of policy, so the probability of misinterpretation is none or much lesser.”

The leader of an organization function as the brain of his/her institution as he/she usually governs or facilitates every function of the organization.

“A good leader possesses confidence, empathy, integrity, and accountability and most importantly, he must be open-minded accepting the opinion of others and adapt to the changes.”

“More possibility is lay in the organization and subordinates feel more functional and motivated as they see themselves as a part of the achievement.”

“A leader unbuckles different opinions and comes up with a good compromise.”

“I strongly believe we need more leaders who know how to inspire their subordinates to grow & think beyond the box, especially at this moment where everything is new, and academe is trying to bridge the gap between the learners and the learning.”

**20**

**Bamboo**

“Like a bamboo which can adapt to the changing environmental conditions or weather, the leader must also possess this kind of ability.”

“The school leader who can adapt to change, surpass all the challenges, and will lead the school efficiently.”

“The leader must be flexible in dealing with different kinds of teachers. A flexible leader is helpful because this will help him to collaborate well with his colleagues.”

“A bamboo has strength and can stand firm. The leader must stand firm, especially in making decisions.”

“A bamboo has endurance. The leader must have this kind of endurance to face the challenges that may come.”

“It requires a leader who can guide and support the teachers to continue providing quality education for the students.”

“A good school leader should understand and feel the situations of every teacher.”

**21**

**Flag on top of the mountain**

“This type of leader inspires his/her subordinates and encourages and empowers them to achieve their goals. At the same time, this kind of leader serves as a role model to his/her followers.”

“A lot of teachers now are very irrelevant, pessimistic and have high clamor and expectations in the educative system thus a leader who can inspire and motivate them to achieve extraordinary outcomes and positive perspective will be of great help.”

“This type of leader can help followers grow and develop into leaders as well by empowering them.”
"As you can see to the image which I have drawn, both the leader and his/her followers are working hand in hand toward the attainment of the goal of the organization."

"Both the subordinates and their leader were inspired to do the task toward the achievement of the organization."

"There is an intellectual stimulation to both parties resulting in the success of each member."

"A leader who values most the good relationships among us and not a coercive one."

"There is also shared high moral values and motivation to work toward common goals."

"A leader who gains the full support of its members. A very inspirational and passionate leader worthy of emulation."

"Our school leader knows what is a necessary task to be accomplished in the given time."

"Simplifying and distributing the task so we can finish it on time."

"Our school leader guides us on what is first and necessary to accomplish and simplified the task."

"I have chosen this floral garden image because I believed that flowers make a person smile and it brings happiness to everyone"

"It’s like a soul that brightens up our day especially this time of the pandemic, all we need is a peaceful and colorful atmosphere to uplift our minds and spirits."

"During this time of the pandemic, it is very helpful to have a school leader that will lead and uplift our exhausted and drained spirits so that we could still move on with our lives."

"During difficult times in handling the class because of unavoidable circumstances, a leader still managed and make the ambiance more peaceful and harmonious."

"When a teacher faces a hopeless difficult learner, a leader makes it very optimistic, full of positivity and have faith in him."

"He wears many hats, meaning he can transform from one role to another, making himself flexible to the situation as needed"

"He is firm and tough in all his actions and decisions having it thought off carefully"

"He is not afraid of taking risks and encourages team members to take on new challenges."

"He improves himself consistently through technical know-how and encourages his teachers to do the same"

"He builds back his broken parts and moves on. A leader always has the strength and the courage to pick himself up and carry on."

"Communicating with team members as equals regardless of position. Paying attention to what team members want to learn."

"Being visible all the time, and can be approached easily"

"A leader knows what he wants and goes after it with all his means and resources to achieve his goals."

"A good leader must also be able to motivate his team and lead by example."

"In these challenging times, a leader should know how to motivate and encourage teachers to make use of different platforms to communicate with students and parents."

"A perseverant leader never gets tired to come up with different ways to improve the students' and teachers' performance by creating school Projects such as Project Salbabida (saving students at risk of failing/dropping out), Mobile Load Mo, Sagot Ko (mobile load donation for students), Gawad Parangal (acknowledging efforts by giving special awards to the teachers)."

"A goal-oriented leader could motivate the teachers to think of a lot of ways on how to encourage the students to cope up to meet the requirements needed for them to be able to pass the subject."

"A leader is powerful and can influence teachers to do better. He can make impossible things possible in the achievement of organizational goals."

"A good leader must also be a good follower because and has to fully understand what it means to follow."
“A leader promotes unity among teachers to promote teamwork and collaboration. He/she values working together and sharing ideas for the benefit of the school and does not tolerate gossip and hearsay.”
“A leader develops a rapport with teachers, promotes understanding and respect to avoid conflicts between teachers.”
“A good leader serves as a coach to teachers to bring out the best in them and be the best version of themselves.”

<table>
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<tr>
<th>27</th>
<th>Bow and Arrow</th>
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<tbody>
<tr>
<td>“A leader should have the ability to foresee and plan ahead of time. He should have a concrete and specific plan like the bow and arrow</td>
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<td>“He should know how to prepare and aim for the needs and demands of the learners and teachers.”</td>
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<tr>
<td>“He should have a powerful way of thinking to create programs for the improvement of the school.”</td>
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<tr>
<td>“Our leader has a specific target and plan for the school and fast action in achieving it. He has a lot of programs that support the progress and development of the learners.”</td>
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<td>“I can say that our leader is concentrated and focused on our goals and he never gets destructed by problems that we encounter in our school”</td>
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<td>“One of the best attributes that I admire about him is that he has self-control and maintains his calmness even if he is angry. He can control his temper and solve conflicts in a professional manner.”</td>
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<td>“Our leader is also a perfectionist. He doesn’t want flaws in our works and especially in the documents we submit to him.”</td>
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<tr>
<td>“Since the principal is very enthusiastic, teachers are very eager to work. We are motivated to work because the leader leads by example.”</td>
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<table>
<thead>
<tr>
<th>28</th>
<th>Ear</th>
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<tbody>
<tr>
<td>“I chose the ear to represent a good leader because for me a leader must be able to listen to the needs, and opinions of comrades/colleagues for the good of the organization.”</td>
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<tr>
<td>“As a leader, he/she must listen to the grievance of the teachers and provide a solution to the problems they face.”</td>
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<tr>
<td>“Hearing has made it possible to engage just like a good leader who is willing to listen, laugh, and enjoy many things that help shape the quality of life of a member/group.”</td>
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<td>“The ear is an important part of a person's body because the ear is the organ responsible for hearing and balance, while a leader is a very important person in a group or community, he/she is the one who listens to her member’s voice. In terms of balancing, he/she needs to balance the things he hears in a fair way.”</td>
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<td>“Hearing is important for maintaining relationships and connections with friends and family, the leader also connects the members so that they have a harmonious and good relationship with their organization fully participating in team and community activities.”</td>
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<tr>
<td>“Be understanding with the members if they have illnesses or not feeling well. He/ She needs to listen to members’ reasons if they have an illness that will affect their jobs.”</td>
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<tr>
<td>“A good leader must listen to each member’s opinions and give them a chance to deliver their proposals/plans. As a leader, he/she must support and help the teacher grow by his/her guidance.”</td>
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<table>
<thead>
<tr>
<th>29</th>
<th>Triangle</th>
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<tbody>
<tr>
<td>“Since the triangle is pointing up, it represents stability and power to stand the challenges that will occur.”</td>
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<tr>
<td>“A leader is stable that no one can beat or stumble him. He continuous to rose to its fullest”</td>
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<tr>
<td>“The leader we have can stand the challenges due to his faith and trust to our Almighty God. Always seek the goodness and safety of all.”</td>
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<tr>
<td>“He is powerful and very resourceful for the beautification and improvement of the school.”</td>
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<tr>
<td>“He/she must have the power and the ability to delegate and the influence to do it.”</td>
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<tr>
<td>“Our school fund was not in vain. It was used effectively and wisely. The school area looks so beautiful, neat, clean, and very conducive for learning. Many constructions and projects were built.”</td>
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</table>
“Despite the pandemic, they have the strength to face challenges by making some action plans and seminars to help the teachers on how to deliver and implement distance learning.”
“They knew how to balance their time when it comes to the needs of a teacher, students, parents, and other staff.”
“Very firm in decision making that makes our school very organize and active despite of a large number of students and teachers.”
“Very loyal to his subordinates. His loyalty and support to us inspire us to work with sincerity and interest.”

| Balance scale | “We need a fair and brainy leader with a heart that would tap other people who could help me hand in hand in dealing with problematic students.”
“A fair and brainy leader with a heart could help me in a way that during the parent-teacher conference, the school leader can reiterate to the parents that the grades were being computed and not manipulated.
“If by chance a parent will complain to his office, he must listen to the side of the parents and to the side of the teacher for him to arrive in a sound judgment.”
“If the leader doesn’t have the heart for the teacher, he will not consider our feelings towards our work. We are not a robot, and a school leader must be sensitive enough if the teacher is dealing with stress because of overwork.”
“A school leader should have a wide understanding because every teacher has his own problem in their home.”
“School leader should constantly encourage his subordinate. Help them in coping with the situation.”
“The school leader plays an important role in being a mediator if some of his subordinates have a misunderstanding.
“He must be knowledgeable on how he will handle this kind of situation because if this will not be fixed the tendency is that there will be a gap with one another. It is important that we maintain harmony in the school.”
“A leader should show good rapport towards the people he is working with.”
“He must have a big heart for the school and for the people whom he/she is working with.” |

| Cell tower | “It is essential that a leader consistently communicate to regularly and effectively disseminate crucial information related to aimed objectives.
Strong leaders should be able to change course if needed and find ways to reach goals”
“During a pandemic, it is important that leaders are sensible and realistic in setting achievable goals and tasks in order to manage stress and carry out target objectives.” |

| Circles | “This illustration shows an all-around leader. A leader who can be flexible, visionary, and a role model. A leader who has plans to achieve the mission and vision of his school. A leader who can understand his constituents and make assessments on what are the needs of his teachers and students and how can these needs be provided.”
“This pandemic put us in a situation where we do not know what to do and what will happen in the future. We are not ready for this. Therefore, schools need a leader who can inspire, motivate, be compassionate, and support their constituents. A role model who can be one of us. A flexible, visionary, and decisive leader.” |

| Open Hand | “A leader who has a quality of an open hand must be willing to engage/ participate in all activities not just by merely asking/passing it someone or to his subordinates to do the tasks.”
“A true leader seeks connections/affiliations for the furtherance of its mission and vision.”
“He/she always has a welcoming environment for all teachers, students, and other stakeholders. This way we may not have a second thought about approaching him/her for school and academic concerns.”
“He/She is also generous by sharing his/her expertise with teachers as a mentor and advisor. And benevolent enough to share the school’s resources as long as it is for the benefit of the school and the students, instead of being selfish or selective.” |
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<tr>
<th>Page</th>
<th>Image</th>
<th>Description</th>
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| 34   | Lady Justice | “The lady wears a blindfold over her eyes which mean that her decisions in giving the tasks, orders, appointment, and evaluations to her teachers must not be influenced by unnecessary factors such as “palakasan system”, intimate relationships, “utang na loob” from the teachers, etc.”  
“The statute of Lady of Justice is holding a balance scale which means the school leader must be fair in dividing the tasks among her teachers and not be based on the length of service of the teacher. She or he must also know how to balance the situation of a certain incident in the school especially between the teachers, parents, and students.”  
“The sword represents the bravery and strength of the school leader which are necessary in implementing the rules, policies, and discipline in the school.”  
“The lady represents the heart of a mother who is very caring, loving, understanding, and always willing to support her children, especially in achieving their goals.”  
“I believe that the school leader must possess those qualities of a mother regardless of her/his gender.” |
| 35   | Fountain Magic Wand | “A good leader continuously shares an endless nature of positivity.”  
“A good leader is never dull and stagnant. He is full of vitality and energy.”  
“Just like a fountain, a good leader is full of life and hope.”  
“A good leader is hospitable and always has a welcoming environment. He/she maintains composure and stays cool even under pressure.”  
“A good leader practices words and actions that are acceptable and not degrading to people.”  
“A school leader must be a transformational leader who will transform his subordinates from nothing to something and from nobody to somebody.” |
| 36   | Heart | “A leader with a good heart. He leads teachers to gain happiness and lovable teaching experience.” |
| 37   | Hands holding half heart and half brain | “A leader becomes most helpful and challenging for me if there is compassion or leniency.”  
“A leader must use his/her brain and heart to manage his/her people well.” |
| 38   | Puzzle | “I choose THE COACHING LEADER because a good coach is also a good team trainer. They also help an employee to improve performance over time to develop them into a new role or pass on important expertise.” |
| 39   | Stone | “My leaders were strong with regards to the decision-making to be implemented especially with the rules and regulations to be followed by the teachers and students.”  
“A strong leader is not biased. He listens to both sides before he gives judgment.” |
| 40   | Coffee | “There is bad-tasting coffee and there is also good-tasting coffee. Like coffee, good leadership inspires and gives happiness to teachers.”  
“Great leaders also understand how to get and keep their teams moving forward. They motivate their staff to go above and beyond what is expected of them.”  
“Leaders create the vision and then align their teams around it. They deliver the jolt that wakes them up, igniting passion and purpose in the pursuit of a common objective.” |
| 41   | Ant | “A leader must always cooperate with teachers in terms of school activities and projects so that teachers will be guided.”  
“A good leader must set a good example to his/her teachers by always being available whenever he/she is needed. Diligence is an important trait of a good leader.”  
“a good leader anticipates possible problems that may occur.”  
“A good leader is always prepared for what is to come to surpass challenges and difficulties.” |
| 42   | Head with cogs | “A school leader must be full of wisdom, above all his employees, he must be on top, he should always make the wisest decision as much as possible.”  
“A school leader, who serves as the shutter stock of the whole operation. It plays a vital role in order for the engine to work effectively.” |
“Breaking down ideas into pieces, analyzing every issue, every concern, in all aspects, giving all the benefit of the doubt the pros and cons to come up with a fair, wise decision that every stakeholder could rely on.”

| 43 | Heart and brain holding hands | “A leader becomes most obliging and thought-provoking for me if there is sympathy or compassion.”  
“I simply get interested in LEADERS with COMPLETE AWARENESS and DECENT EMOTION.”  
“These two can be compared to our leaders, if one has a defect then it will not work properly.”  
“Leaders are born to be STRONG and should have to be with great COURAGE just as like with our brain and our heart.”  
“Brain can be attributed to intelligence and wisdom which a leader must possess and heart is being considerate and compassionate which if you combine the two, great leader can be produced or achieved.”  
“Open and honest. If goals changed he doesn’t wait to communicate. He tells the team what has changed. We appreciate transparency.”  
“He asks for feedback on how to get back on track if mistakes will happen instead of focusing on the problem, ask for participation toward a solution.” |

| 44 | Lighted candle | “A leader is one that is willing to pass on vision, courage, enthusiasm, perseverance, optimism, knowledge, and expertise to his employees because he believes that the stronger these qualities grow within each of the employees, the more they will be empowered, unified, and high performing.”  
“Empowers and guides the team to become self-leading, self-sufficient, and self-improving for sustainability.”  
“Provides fire that inspires people”  
“Soft such as a soft-hearted leader.” |

| 45 | Giant hammer Big heart | “A good leader has good management skills in dividing workloads. A LEADER LEADS BY EXAMPLE. He/ She works with the team.”  
“A good leader knows how to manage his/her people in the division of work and knows how to motivate them in completing each task with efficiency.  
“The members or followers will be invigorated to do their job if they feel their value in the field. The good leader knows how to appreciate his/her members.”  
“A leader provides help so that member can recover.”  
“A good leader grooms his followers to be leaders and provides equal opportunities to all members and pushes for everyone to level up their skills and positions as well like Studying for Masters/Doctorate degree or applying for higher positions.” |

| 46 | Pointing hand | “A good leader takes the lead and encourages the team to perform to their best all the time and drives the faculty’s success.”  
“Good school leadership should have a strong focus on continued professional development and encourages to enroll in post-graduate school.”  
“With education evolving and changing rapidly in the new normal, it is really essential for leaders in schools to be open to innovation and change and to drive new initiatives in the school environment.” (1)  
 Leaders in schools should ensure that a culture of research, innovation, and creativity and use of ICT is at the heart of the organization, and should seek regular feedback and data on student performance relating to changes.” |

| 47 | Tree | “The tree gives fruits. Similar to a tree, a leader should be the provider. It should nourish its teachers by giving them the necessary training and seminars in order for them to be knowledgeable and more equipped.”  
“The tree gives shed whenever it is very hot. Like a tree, a school leader should be a protector whenever there are some problems along the way they should be the one to protect its teachers.” |
“Like a tree with branches, a leader should also be able to reach out to its teachers with open arms.”
“A school leader should be able to go down from his position so teachers will find it easier to talk or to open up his or her problem and most importantly to have an open communication.”
“Similar to a tree, a school leader should have strong roots that whatever may happen he or she will be stood by its teachers and will not be blown away easily by storms.”

| Lighted bulb | “A great leader is like a light that guides his members when things are confusing and people are looking for someone to follow.”
“In a dark path, the light is always placed so that people will see where they are going.”
“A guide, an inspiration and hope in the times when things are dark and unclear.”
“A leader can help when you are confused and feel like you’re at a dead end, she will help you to see another way to reach your goal.”
“Leaders should really lead not by words but by example.” |
|---|---|
| Ladder | “A good leader serves as a stepping stone for teachers to learn many things and improve their position.”
“The ladder must be in good condition and firm so it can guide and carry me as I climb on the higher step just like my leader in school he must be in good condition in terms of giving me guidance and support I needed in climbing the different or next level of my career as an educator.” |
| Office table | “I choose office table to compare the school leader simply because like a table with drawers, a leader should know how to keep secrets.”
“Table also represents a barrier between two people, like a school leader he/she in between to solve a conflict.”
“A table represents a leader that works hard for the school and takes time to think critically of what is best for the school.” |