

School Head Work Management on the Behavior and Resilience in Nurturing Early Childhood Education

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Abstract—This study aims to examine the school head's role in nurturing early childhood education by assessing their management practices, work behavior, and work resilience. Specifically, this study determined the level of school head management practices, work behavior, and resilience in (ECE) programs and examined the relationship between school heads management practices and both teachers' work behavior and work resilience. Descriptive quantitative research design was used in the conduct of this research. Descriptive statistical methods were used to determine the level of the variables, while correlational analysis was employed to identify the relationships among these variables. The respondents of the study were ninety-one (91) kindergarten involved in the implementation and supervision of early childhood education programs. The findings of the study revealed that school heads demonstrate very high levels of management practices, work behavior and work resilience across all dimensions. The correlation analysis further revealed significant positive relationships between school head management on work behavior and work resilience in ECE. Significant relationship existed between school heads management practices on teachers work behavior and resilience leading to rejection of both hypotheses. Therefore, it concluded that the school heads that effectively implement strategic planning, monitoring, evaluation, and community engagement are better equipped to guide teachers, respond to challenges, and sustain educational initiatives. Based on the findings, it is recommended that school heads continue strengthening their leadership practices through strategic planning, data-driven decision-making, and collaborative engagement with stakeholders. Teachers and staff are encouraged to participate actively in professional development programs and collaborative activities to reinforce a supportive and resilient school culture. Education supervisors and policymakers are also encouraged to provide leadership development programs that focus on innovation, evaluation, and resilience building to further enhance the leadership capacity of school heads in early childhood education programs.

Keywords— Monitoring, Evaluation, Data-driven Policy, Evaluation, Initiative.

I. INTRODUCTION

The widely embraced view in the realm of education and sustainable development posits that education, when of high quality, plays a central role in fostering societies that are not only economically successful but also socially fair and environmentally sustainable. The role of the school head and work management on the behavior is critical in fostering resilience and in nurturing early childhood education among kindergarten teachers, which in turn significantly impacts the quality of early childhood education.

Moreover, school head work management refers to the resources and assistance provided by the institution to its

employees. It includes, planning and policy implementation, organization and resource management, instructional management, monitoring, evaluation and data-driven decision making, partnerships and community engagement.

School head work management behavior and are essential in fostering professional or ethical conduct, communication and interpersonal behavior, supportive and coaching behavior, collaborative or teamwork behavior, initiative and innovation. School head work resilience adaptability to change, stress and emotion regulation, problem-solving under constrains, persistence and sustained commitment, capacity building and learning orientation. By addressing these areas, schools can enhance the quality of early childhood education, leading to better outcomes for both teachers and students. Further research and practical implementation of these findings can help develop more supportive and efficient educational environments.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aims to examine the school head's role in nurturing early childhood education by assessing their management practices, work behavior, and work resilience. It further seeks to determine the relationships among these variables and identify appropriate interventions that may strengthen leadership performance in early childhood education settings.

Specifically, the study seeks to answer the following questions:

1. What is the level of school head management in nurturing early childhood education in terms of:
 - 1.1.planning and policy implementation;
 - 1.2.organization and resource management;
 - 1.3.instructional leadership;
 - 1.4.monitoring, evaluation, and data-driven decision-making; and
 - 1.5.partnerships and community engagement?
2. What is the level of school head work behavior in nurturing early childhood education in terms of:
 - 2.1.professional and ethical conduct;
 - 2.2.communication and interpersonal behavior;
 - 2.3.supportive and coaching behavior;
 - 2.4.collaborative or teamwork behavior; and
 - 2.5.initiative and innovation?
3. What is the level of school head work resilience in nurturing early childhood education in terms of:
 - 3.1.adaptability to change;

- 3.2. stress and emotion regulation;
- 3.3. problem-solving under constraints;
- 3.4. persistence and sustained commitment; and
- 3.5. capacity building and learning orientation?
- 4. Do the school head management significantly correlate with their work behavior in nurturing early childhood education?
- 5. Do the school head management significantly correlate with their work resilience in nurturing early childhood education?

II. METHODOLOGY

Descriptive quantitative research design was used in the conduct of this research. Descriptive statistical methods were used to determine the level of the variables, while correlational analysis was employed to identify the relationships among these variables. The respondents of the study were ninety-one (91) kindergarten involved in the implementation and supervision of early childhood education programs.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data collected from ninety-one (91) kindergarten teachers in Cluster III the Fourth District of Laguna. The discussion focuses on the findings related to the organizational support and work management practices experienced by the teachers, as well as their resilience and professional behavior in the context of early childhood education. Data are systematically organized and analyzed to provide insights into the relationships among these variables and to determine how they collectively influence the quality of teaching and learning in kindergarten classrooms.

Level of School Head Management in Nurturing Early Childhood Education

Level of the School Head Management in Nurturing Early Childhood Education in terms of Planning and Policy Implementation, Organization and Resource Management, Instructional Leadership, Monitoring, Evaluation, and Data-driven Decision-making, and Partnerships and Community Engagement

The findings on the level of school head management in nurturing early childhood education, focusing on key leadership domains. Specifically, it examines school heads' performance in planning and policy implementation, organization and resource management, instructional leadership, monitoring, evaluation, and data-driven decision-making, as well as partnerships and community engagement. The analysis highlights how the leadership practices of school heads contribute to the overall quality of early childhood education, support teachers' professional growth, and promote a positive and effective learning environment for young learners. Data are presented using tables and graphical illustrations, followed by interpretations that connect the results to the objectives of the study and relevant literature.

Table 1 presents the Level of School Head Management in nurturing Early Childhood Education in terms of Planning and

Policy Implementation, with an overall weighted mean of 6.62 (SD = 0.55) interpreted as Very High. This indicates that school heads consistently and strongly demonstrate effective planning and policy practices that support early childhood programs. The relatively low standard deviation shows that responses were closely clustered, reflecting a high level of agreement among respondents regarding these leadership practices.

Among the indicators, "Involves teachers in planning and policy formulation" obtained the highest mean score (M = 6.68, SD = 0.59), interpreted as Highly Evident. This highlights the strong practice of participatory and collaborative leadership among school heads.

Such a finding supports the shared leadership framework of Kenneth Leithwood, who emphasized that involving teachers in decision-making processes enhances organizational commitment and instructional effectiveness. Collaborative planning ensures that early childhood policies are grounded in classroom realities and responsive to learners' developmental needs.

Conversely, "Regularly reviews and updates early childhood policies" recorded the lowest mean score (M = 6.57, SD = 0.63), although still interpreted as Highly Evident. While the rating remains very strong, this suggests that policy review and updating, though practiced, may require continuous reinforcement to sustain program relevance. This aligns with the recommendations of UNESCO, which advocates for ongoing policy evaluation and refinement to ensure quality, inclusivity, and sustainability in early childhood education systems.

Overall, teacher involvement emerges as the strongest planning practice, while systematic policy review presents an area for further strengthening despite its high implementation level.

Table 1. Level of School Head Management in Nurturing Early Childhood Education in terms of Planning and Policy Implementation

STATEMENTS	MEAN	SD	REMARKS
Sets clear goals and objectives for early childhood programs.	6.61	0.61	Strongly Agree
Ensures that school policies support learners' holistic development.	6.64	0.62	Strongly Agree
Plans activities aligned with early childhood learning standards.	6.62	0.62	Strongly Agree
Involves teachers in planning and policy formulation.	6.68	0.59	Strongly Agree
Regularly reviews and updates early childhood policies.	6.57	0.63	Strongly Agree
Weighted Mean	6.62		
SD	0.55		
Verbal Interpretation			Very High

Table 2 shows that the overall Level of School Head Management in nurturing Early Childhood Education in terms of Organization and Resource Management is Very High (WM = 6.62, SD = 0.55).

This indicates that school heads demonstrate strong competence in organizing systems and managing both human and material resources to effectively support early childhood programs. The relatively low standard deviation reflects

consistency in respondents’ perceptions regarding these leadership practices.

Table 2. Level of School Head Management in Nurturing Early Childhood Education in terms of Organization and Resource Management

STATEMENTS	MEAN	SD	REMARKS
Allocates resources effectively for kindergarten classrooms.	6.57	.56	Strongly Agree
Ensures availability of age-appropriate learning materials.	6.65	.52	Strongly Agree
Organizes schedules to balance play-based and academic activities.	6.70	.48	Strongly Agree
Manages school staff efficiently to support early learners.	6.67	.52	Strongly Agree
Utilizes funds properly for early childhood programs.	6.67	0.52	Strongly Agree
Weighted Mean	6.62		
SD	0.55		
Verbal Interpretation			Very High

Among the indicators, “Organizes schedules to balance play-based and academic activities” obtained the highest mean score (M = 6.70, SD = 0.48), interpreted as Very High. This finding highlights that school heads prioritize developmentally appropriate scheduling that integrates both structured learning and play.

This aligns with standards promoted by the National Association for the Education of Young Children, which emphasize the importance of balanced, play-based, and child-centered approaches in early childhood settings. Effective scheduling ensures that young learners experience holistic development through well-managed daily routines.

On the other hand, “Allocates resources effectively for kindergarten classrooms” recorded the lowest mean score (M = 6.57, SD = 0.56), although it remains within the Very High interpretation.

While still strongly implemented, this suggests that resource allocation, compared to other indicators, may require continuous monitoring to maintain efficiency and responsiveness to classroom needs. This supports the governance principles advocated by UNESCO, which highlight the importance of transparent and strategic resource management in sustaining quality early childhood education programs.

Overall, scheduling balance emerges as the strongest practice, while effective allocation of resources remains an area for ongoing attention despite its high rating.

Table 3 presents the Level of School Head Management in nurturing Early Childhood Education in terms of Instructional Leadership, with an overall weighted mean of 6.37 (SD = 0.37) interpreted as Very High.

This indicates that school heads generally demonstrate strong instructional leadership practices in supporting early childhood teaching and learning.

Among the indicators, “Encourages professional development for early educators” obtained the highest mean score (M = 6.65, SD = 0.54), interpreted as strongly Agree. This finding suggests that school heads highly prioritize continuous teacher growth and capacity building.

Table 3. Level of School Head Management in Nurturing Early Childhood Education in terms of Instructional Leadership

STATEMENTS	MEAN	SD	REMARKS
Observes classroom instruction and provides feedback.	5.45	.64	Agree
Promotes child-centered and play-based learning strategies.	6.61	0.63	Strongly Agree
Provides instructional support and mentoring for teachers.	6.56	0.56	Strongly Agree
Encourages professional development for early educators.	6.65	0.54	Strongly Agree
Monitors the implementation of age-appropriate pedagogies.	6.57	0.59	Strongly Agree
Weighted Mean	6.37		
SD	0.37		
Verbal Interpretation			Very High

On the other hand, “Observes classroom instruction and provides feedback” recorded the lowest mean score (M = 5.45, SD = 0.64), interpreted as High. Although still positively rated, this comparatively lower score suggests that direct classroom observation and feedback may need further strengthening. Effective instructional supervision, as highlighted by Zoe (2023), is a critical component of instructional leadership, as it directly influences teaching practices and learner achievement.

Table 4. Level of School Head Management in Nurturing Early Childhood Education in terms of Monitoring, Evaluation and Data-Driven Decision-Making

STATEMENTS	MEAN	SD	REMARKS
Conducts regular monitoring of kindergarten programs.	6.54	0.60	Strongly Agree
Uses data to improve early learning outcomes.	6.62	0.55	Strongly Agree
Provides feedback based on observation and data analysis.	6.65	0.50	Strongly Agree
Evaluates teaching practices based on learners’ progress.	6.67	0.50	Strongly Agree
Ensures accountability through documentation and reports.	6.62	0.55	Strongly Agree
Weighted Mean	6.62		
SD	0.44		
Verbal Interpretation			Very High

Table 4 shows that the overall Level of School Head Management in Monitoring, Evaluation, and Data-Driven Decision-Making is Strongly Agree (WM = 6.62, SD = 0.44). The highest mean score was “Evaluates teaching practices based on learners’ progress” (M = 6.67, SD = 0.50), indicating that school heads strongly anchor instructional improvements on learners’ actual performance.

This practice aligns with the evidence-based leadership principles of John Hattie, who emphasized that visible learning occurs when school leaders and teachers use assessment results to adjust teaching strategies and improve student outcomes.

On the other hand, the lowest mean score was “Conducts regular monitoring of kindergarten programs” (M = 6.54, SD = 0.60), although still interpreted as Very High. This suggests that while monitoring is strongly practiced, there is still room to further systematize and strengthen structured supervision processes.

Moreover, the strong ratings for data use and accountability practices align with global frameworks promoted by Organisation for Economic Co-operation and Development (OECD), which advocate for data-informed school governance and transparent reporting systems to sustain quality education. Overall, the findings highlight learner-progress-based evaluation as the sustained excellence in early childhood education.

Table 5 shows that the overall Level of School Head Management in nurturing Early Childhood Education in terms of Partnerships and Community Engagement is Very High (WM = 6.62, SD = 0.44). This indicates that school heads actively foster strong relationships with parents, the community, and external organizations to support early learning programs. The low standard deviation reflects consistency in respondents' perceptions of these engagement practices.

Table 5. Level of School Head Management in Nurturing Early Childhood Education in terms of Partnerships and Community Engagement

STATEMENTS	MEAN	SD	REMARKS
Establishes partnerships with parents to support early learning.	6.43	0.69	Agree
Promotes community involvement in kindergarten programs.	6.66	0.50	Strongly Agree
Collaborates with external organizations for child development.	6.66	0.48	Strongly Agree
Encourages volunteerism among stakeholders.	6.68	0.47	Strongly Agree
Maintains open communication with parents and community members.	6.65	0.49	Strongly Agree
Weighted Mean	6.62		
SD	0.44		
Verbal Interpretation			Very High

Among the indicators, "Encourages volunteerism among stakeholders" obtained the highest mean score (M = 6.68, SD = 0.47), interpreted as Highly Evident. This highlights that school heads promote active participation and shared responsibility among parents, community members, and organizations.

However, the lowest mean score was "Establishes partnerships with parents to support early learning" (M = 6.43, SD = 0.69), though still Highly Evident. While partnerships are strongly implemented, this slightly lower score suggests a need to further strengthen parent engagement strategies, particularly in developing collaborative learning initiatives at home and school.

Overall, promoting volunteerism emerges as the strongest practice, while parental partnership, though highly evident, offers opportunities for ongoing enhancement.

Level of the School Head Work Behavior in Nurturing Early Childhood Education in terms of Professional and Ethical Conduct, Communication and Interpersonal Behavior, Supportive and Coaching Behavior, Collaborative or Teamwork Behavior, and Initiative and Innovation.

The findings on the level of school head work behavior in nurturing early childhood education, focus on key professional domains. Specifically, it examines the school heads'

performance in professional and ethical conduct, communication and interpersonal behavior, supportive and coaching behavior, collaborative or teamwork behavior, and initiative and innovation.

The analysis aims to highlight how the work behavior of school heads influences teacher performance, fosters a positive learning environment, and supports the effective delivery of early childhood education. Data are presented through tables and graphical illustrations, followed by interpretations that link the findings to the objectives of the study and relevant literature

Table 6 indicates that the overall level of School Head Work Behavior in nurturing Early Childhood Education in terms of Professional and Ethical Conduct is Very High (WM = 6.66, SD = 0.42). This shows that school heads consistently demonstrate strong ethical standards and professional behavior, serving as role models for both teachers and learners. The low standard deviation indicates agreement among respondents that ethical and professional conduct is a consistent feature of school leadership.

Level of the School Head Work Behavior in Nurturing Early Childhood Education

Table 6. Level of the School Head Work Behavior in Nurturing Early Childhood Education in terms of Professional and Ethical Conduct

STATEMENTS	MEAN	SD	REMARKS
Demonstrates fairness and integrity in decision-making.	6.66	0.49	Strongly Agree
Adheres to professional ethics and standards.	6.66	0.49	Strongly Agree
Models positive values to teachers and learners.	6.69	0.47	Strongly Agree
Ensures confidentiality and respect in school dealings.	6.67	0.55	Strongly Agree
Promotes professionalism among staff members.	6.62	0.42	Strongly Agree
Weighted Mean	6.66		
SD	0.42		
Verbal Interpretation			Very High

Among the indicators, "Models positive values to teachers and learners" obtained the highest mean score (M = 6.69, SD = 0.47), interpreted as Strongly Agree. This highlights that school heads exemplify integrity, responsibility, and moral leadership, which reinforces a positive school culture. This aligns with the findings of Linda Darling-Hammond, who emphasized that leaders who model professional and ethical behavior positively influence staff performance and student outcomes by fostering trust and respect in the school community.

On the other hand, "Promotes professionalism among staff member recorded the lowest mean score (M = 6.62, SD = 0.42), though still interpreted as Very High. While highly evident, this suggests that continuous efforts to cultivate and reinforce professional standards among teachers remain important.

Overall, modeling positive values is the strongest behavior, while promoting staff professionalism remains an area for sustained reinforcement.

Table 7. Level of the School Head Work Behavior in Nurturing Early Childhood Education in terms of Communication and Interpersonal Behavior

STATEMENTS	MEAN	SD	REMARKS
Communicates expectations clearly and effectively.	6.68	0.53	Strongly Agree
Listens attentively to teachers' and parents' concerns.	6.61	0.57	Strongly Agree
Promotes open communication within the school.	6.65	0.57	Strongly Agree
Resolves conflicts constructively through dialogue.	6.65	0.55	Strongly Agree
Fosters a positive school climate through empathy and respect.	6.65	0.51	Strongly Agree
Weighted Mean	6.63		
SD	0.51		
Verbal Interpretation			Very High

Table 7 indicates that the overall level of School Head Work Behavior in nurturing Early Childhood Education in terms of Communication and Interpersonal Behavior is Very High (WM = 6.63, SD = 0.51). This suggests that school heads consistently demonstrate effective communication and interpersonal skills, fostering a supportive and collaborative environment for teachers, learners, and parents. The relatively low standard deviation reflects consistency in respondents' perceptions of these behaviors

Among the indicators, "Communicates expectations clearly and effectively" obtained the highest mean score (M = 6.68, SD = 0.53), interpreted as Very High. This highlights the school heads' ability to articulate goals and instructions clearly, ensuring that teachers and staff understand their roles and responsibilities. Effective communication aligns with the research of Peter Drucker, who emphasized that clarity in expectations and feedback is crucial for organizational efficiency and employee engagement.

Conversely, "Listens attentively to teachers' and parents' concerns" recorded the lowest mean score (M = 6.61, SD = 0.57), though still Very High. While highly evident, this suggests that active listening and responsiveness could be further strengthened to enhance collaboration and trust.

Overall, clear communication stands out as the strongest behavior, while attentive listening offers opportunities for ongoing enhancement.

School Head Work Behavior in Nurturing Early Childhood Education in terms of Supportive and Coaching Behavior.

Table 8 shows that the overall level of School Head Work Behavior in nurturing Early Childhood Education in terms of Supportive and Coaching Behavior is Very High (WM = 6.65, SD = 0.44). This indicates that school heads consistently provide guidance, encouragement, and professional support to teachers, fostering a collaborative and growth-oriented work environment. The low standard deviation reflects strong agreement among respondents regarding the presence of these behaviors.

Among the indicators, "Provides encouragement and moral support to teachers" obtained the highest mean score (M = 6.68, SD = 0.49), interpreted as Strongly Agree. This highlights the school heads' ability to motivate and uplift

teaching staff, which is crucial in maintaining teacher morale and commitment.

Table 8. Level of the School Head Work Behavior in Nurturing Early Childhood Education in terms of Supportive and Coaching Behavior

STATEMENTS	MEAN	SD	REMARKS
Provides encouragement and moral support to teachers.	6.68	0.49	Strongly Agree
Offers guidance to improve teaching performance.	6.62	0.51	Strongly Agree
Recognizes and appreciates teachers' accomplishments.	6.65	0.50	Strongly Agree
Facilitates mentoring and peer learning sessions.	6.65	0.47	Strongly Agree
Helps teachers overcome professional challenges.	6.65	0.49	Strongly Agree
Weighted Mean	6.65		
SD	0.44		
Verbal Interpretation			Very High

On the other hand, "Offers guidance to improve teaching performance" recorded the lowest mean score (M = 6.62, SD = 0.51), though still Very High. While highly evident, this suggests that structured coaching and targeted instructional guidance could be further strengthened to maximize teacher development.

Overall, providing encouragement is the strongest supportive behavior, while offering performance guidance remains an area for sustained focus.

Table 9. Level of the School Head Work Behavior in Nurturing Early Childhood Education in terms of collaborative or Teamwork Behavior

STATEMENTS	MEAN	SD	REMARKS
Encourages teamwork and collaboration among teachers.	6.45	0.71	Agree
Involves teachers in planning and decision-making.	6.53	0.58	Strongly Agree
Values the inputs and contributions of staff members.	6.53	0.72	Strongly Agree
Promotes shared responsibility in achieving goals.	6.58	0.58	Strongly Agree
Builds trust and unity within the school team.	6.56	0.67	Strongly Agree
Weighted Mean	6.52		
SD	0.61		
Verbal Interpretation			Very High

Table 9 shows that the overall level of School Head Work Behavior in nurturing Early Childhood Education in terms of Collaborative or Teamwork Behavior is Very High (WM = 6.52, SD = 0.61). This indicates that school heads consistently promote collaboration, shared responsibility, and team cohesion among teaching staff, fostering a supportive environment for effective early childhood education. The moderate standard deviation reflects some variability in perceptions, particularly regarding teamwork practices

Among the indicators, "Promotes shared responsibility in achieving goals" obtained the highest mean score (M = 6.58, SD = 0.58), interpreted as Very High. This highlights that school heads actively encourage teachers to participate collectively in meeting program objectives.

Conversely, “Encourages teamwork and collaboration among teachers” recorded the lowest mean score ($M = 6.45$, $SD = 0.71$), interpreted as High. While still positively rated, this suggests that some aspects of collaborative culture, such as day-to-day team interactions or cooperative problem-solving, may require further strengthening.

Overall, promoting shared responsibility is the strongest collaborative behavior, while encouraging everyday teamwork offers opportunities for continued improvement.

Table 10. Level of the School Head Work Behavior in Nurturing Early Childhood Education in terms of initiative and innovation

STATEMENTS	MEAN	SD	REMARKS
Introduces new strategies to improve early learning.	6.69	0.58	Strongly Agree
Encourages teachers to apply creative teaching methods.	6.65	0.58	Strongly Agree
Adopts modern approaches to address school challenges.	6.74	0.51	Strongly Agree
Supports innovation and action research among teachers.	6.73	0.47	Strongly Agree
Motivates staff to engage in continuous improvement.	6.75	0.46	Strongly Agree
Weighted Mean	6.71		
SD	0.47		
Verbal Interpretation			Very High

Table 10 indicates that the overall level of School Head Work Behavior in nurturing Early Childhood Education in terms of Initiative and Innovation is Very High ($WM = 6.71$, $SD = 0.47$). This demonstrates that school heads consistently encourage creativity, modern approaches, and continuous improvement among teachers, fostering an innovative learning environment. The low standard deviation reflects strong agreement among respondents regarding the presence of these behaviors.

Among the indicators, “Motivates staff to engage in continuous improvement” obtained the highest mean score ($M = 6.75$, $SD = 0.46$), interpreted as High. This highlights the school heads’ strong role in inspiring teachers to seek professional growth and consistently enhance teaching practices. positively impact school performance and student outcomes.

However, “Encourages teachers to apply creative teaching methods” recorded the lowest mean score ($M = 6.65$, $SD = 0.58$), though still interpreted as Very High. While highly evident, this suggests that the consistent application of innovative teaching strategies may benefit from further support and reinforcement.

Overall, motivating staff for continuous improvement emerges as the strongest initiative, while supporting creative teaching methods presents an area for ongoing encouragement.

School Head Work Resilience in Nurturing Early Childhood Education

This indicates that school heads are highly capable of adjusting to new educational policies, unexpected circumstances, and school transitions, demonstrating flexibility and responsiveness that support both teachers and

learners. The low standard deviation reflects strong agreement among respondents about the presence of these adaptive behaviors.

Table 11. Level of School Head Work Resilience in Nurturing Early Childhood Education in Terms of Adaptability to Change

STATEMENTS	MEAN	SD	REMARKS
Adjusts effectively to new educational policies and directives.	6.72	0.47	Strongly Agree
Remains flexible during unexpected circumstances.	6.71	0.45	Strongly Agree
Leads the school effectively during transitions.	6.65	0.49	Strongly Agree
Supports teachers in adapting to changes.	6.65	0.52	Strongly Agree
Encourages adaptive teaching and management practices.	6.65	0.45	Strongly Agree
Weighted Mean	6.68		
SD	0.45		
Verbal Interpretation			Very High

Table 11 shows that the overall level of School Head Work Resilience in nurturing Early Childhood Education in terms of Adaptability to Change is Very High ($WM = 6.68$, $SD = 0.45$). Among the indicators, “Adjusts effectively to new educational policies and directives” obtained the highest mean score ($M = 6.72$, $SD = 0.47$), interpreted as Strongly Agree. This highlights the school heads’ proactive approach in responding to reforms and policy changes, ensuring that the school maintains alignment with current educational standards. Studies by John Kotter emphasize that effective leaders demonstrate adaptability by embracing change, guiding staff, and maintaining operational stability during transitions.

On the other hand, the lowest mean scores were recorded by “Leads the school effectively during transitions” and “Supports teachers in adapting to changes” ($M = 6.65$, $SD = 0.49-0.52$), though both remain Very High. While these practices are strongly evident, the slightly lower ratings suggest that continuous support for teachers and strategic leadership during periods of change remain areas for ongoing reinforcement.

Overall, adjusting to new policies stands out as the strongest adaptive behavior, while leading transitions and supporting teachers offer opportunities for continuous enhancement.

Level of School Head Work Resilience in Nurturing Early Childhood Education in Terms of Stress and Emotion Regulation

Table 12 shows that the overall level of School Head Work Resilience in nurturing Early Childhood Education in terms of Stress and Emotion Regulation is Very High ($WM = 6.65$, $SD = 0.47$). This indicates that school heads consistently manage pressure, maintain emotional stability, and balance professional demands to support both teachers and learners. The low standard deviation reflects strong consensus among respondents regarding these resilience behaviors

Early Childhood Education in terms of Stress and Emotion Regulation is Very High ($WM = 6.65$, $SD = 0.47$). This indicates that school heads consistently manage pressure,

maintain emotional stability, and balance professional demands to support both teachers and learners. The low standard deviation reflects strong consensus among respondents regarding these resilience behaviors.

Table 12. Level of School Head Work Resilience in nurturing Early Childhood Education in terms of Stress and Emotion Regulation

STATEMENTS	MEAN	SD	REMARKS
Remains calm and composed during pressure.	6.71	0.44	Strongly Agree
Manages stress positively and professionally.	6.60	0.45	Strongly Agree
Models emotional stability to staff and learners.	6.65	0.44	Strongly Agree
Demonstrates patience in challenging situations.	6.66	0.43	Strongly Agree
Maintains work-life balance for sustained productivity.	6.78	0.45	Strongly Agree
Weighted Mean	6.65		
SD	0.47		
Verbal Interpretation			Very High

Among the indicators, “Maintains work-life balance for sustained productivity” obtained the highest mean score (M = 6.78, SD = 0.45), interpreted as Very High. This highlights the school heads’ ability to regulate personal and professional demands, which serves as a model for staff and contributes to sustained school performance.

In contrast, “Manages stress positively and professionally” recorded the lowest mean score (M = 6.60, SD = 0.45), though still interpreted as Very High. While highly evident, this suggests that ongoing strategies to manage high-pressure situations could be further reinforced to ensure optimal performance under stress.

Overall, maintaining work-life balance is the strongest resilience behavior, while stress management, though highly evident, offers opportunities for continuous enhancement.

Table 13. Level of School Head Work Resilience in Nurturing Early Childhood Education in Terms of Problem-Solving under Constraints

STATEMENTS	MEAN	SD	REMARKS
Identifies problems and acts promptly to resolve them.	6.67	0.49	Strongly Agree
Finds innovative solutions despite limited resources.	6.71	0.50	Strongly Agree
Involves teachers in collaborative problem-solving.	6.69	0.55	Strongly Agree
Makes sound and timely decisions during crises.	6.57	0.56	Strongly Agree
Evaluates outcomes to enhance future responses.	6.66	0.54	Strongly Agree
Weighted Mean	6.66		
SD	0.46		
Verbal Interpretation			Very High

Table 13 indicates that the overall level of School Head Work Resilience in nurturing Early Childhood Education in terms of Problem-Solving under Constraints is Very High (WM = 6.66, SD = 0.46). This shows that school heads consistently demonstrate the ability to address challenges effectively, make timely decisions, and involve teachers in finding solutions, even when faced with limited resources or

difficult circumstances. The low standard deviation reflects strong agreement among respondents regarding these resilient behaviors.

Among the indicators, “Finds innovative solutions despite limited resources” obtained the highest mean score (M = 6.71, SD = 0.50), interpreted as Very High. This highlights that school heads actively use creativity and resourcefulness to overcome constraints, ensuring the continuity and quality of early childhood programs.

Meanwhile, “Makes sound and timely decisions during crises” recorded the lowest mean score (M = 6.57, SD = 0.56), though still interpreted as Very High. While highly evident, this suggests that decision-making under pressure, particularly during unexpected crises, may benefit from further strengthening and strategic support.

Overall, innovation in constrained situations emerges as the strongest resilience practice, while crisis decision-making presents opportunities for continued development.

Table 14 shows that the overall level of School Head Work Resilience in nurturing Early Childhood Education in terms of Persistence and Sustained Commitment is Very High (WM = 6.66, SD = 0.46). This indicates that school heads consistently demonstrate dedication, optimism, and perseverance in achieving school goals, even in the face of challenges. The low standard deviation reflects strong agreement among respondents on the presence of these resilient behaviors.

Among the indicators, “Demonstrates consistency in achieving goals” obtained the highest mean score (M = 6.74, SD = 0.52), interpreted as Very High

Table 14. Childhood Education in Terms of Persistence and Sustained Commitment

STATEMENTS	MEAN	SD	REMARKS
Remains committed to goals despite difficulties.	6.67	0.49	Strongly Agree
Motivates staff to persevere in tough times.	6.65	0.51	Strongly Agree
Demonstrates consistency in achieving goals.	6.74	0.52	Strongly Agree
Maintains optimism even in adversity.	6.71	0.54	Strongly Agree
Sustains enthusiasm for long-term initiatives.	6.70	0.54	Strongly Agree
Weighted Mean	6.66		
SD	0.46		
Verbal Interpretation			Very High

This highlights that school heads maintain steady progress toward objectives and ensure that initiatives are successfully implemented over time.

In contrast, “Manages stress positively and professionally” recorded the lowest mean score (M = 6.60, SD = 0.45), though still interpreted as Very High. While highly evident, this suggests that ongoing strategies to manage high-pressure situations could be further reinforced to ensure optimal performance under stress.

Overall, maintaining work-life balance is the strongest resilience behavior, while stress management, though highly evident, offers opportunities for continuous and strategic support.

Overall, innovation in constrained situations emerges as the strongest resilience practice, while crisis decision-making presents opportunities for continued development.

On other hand, “Motivates staff to persevere in tough times” recorded the lowest mean score (M = 6.65, SD = 0.51), though still interpreted as Very High. While highly evident, this suggests that continued encouragement and reinforcement of staff resilience could enhance collective commitment during difficult periods.

School Head Work Resilience in Nurturing Early Childhood Education in Terms of Capacity Building and Learning Orientation.

Table 15. Level of School Head Work Resilience in Nurturing Early Childhood Education in Terms of Capacity Building and Learning Orientation

STATEMENTS	MEAN	SD	REMARKS
Pursues continuous professional growth.	6.68	0.55	Strongly Agree
Supports teachers’ ongoing capacity building.	6.58	0.63	Strongly Agree
Encourages reflective practices for improvement.	6.63	0.57	Strongly Agree
Updates knowledge on early childhood education trends.	6.63	0.57	Strongly Agree
Promotes a culture of lifelong learning in school.	6.64	0.58	Strongly Agree
Weighted Mean	6.64		
SD	0.53		
Verbal Interpretation			Very High

Table 15 shows that the overall level of School Head Work Resilience in nurturing Early Childhood Education in terms of Capacity Building and Learning Orientation is Very High (WM = 6.64, SD = 0.53). This indicates that school heads

consistently prioritize continuous professional growth for themselves and their staff, fostering a culture of lifelong learning and reflective practice within the school. The moderate standard deviation suggests slight variability in perceptions, particularly in supporting teachers’ ongoing capacity building.

Among the indicators, “Pursues continuous professional growth” obtained the highest mean score (M = 6.68, SD = 0.55), interpreted as Very High. This highlights that school heads actively engage in self-improvement and skill development, modeling learning-oriented behavior for teachers and staff.

In Contrast, “Support teachers; ongoing capacity ‘building recorded the lowest mean score (M = 6.58, SD = 0.63), though still interpreted as Very High. While highly evident, this suggests that structured support and targeted professional development for teachers may benefit from further reinforcement.

Overall, pursuing personal professional growth is the strongest behavior, while supporting teacher capacity building presents opportunities for ongoing enhancement

Correlation Between School Head Management Practices and Work Behavior in Nurturing Early Childhood Education

The correlation analysis in Table 16 demonstrates a significant positive relationship between school head management practices and work behavior in nurturing Early Childhood Education.

Table 16. Correlation between School Head Management Practices and Work Behavior in Nurturing Early Childhood Education

Correlations		EC	P	Comm	IB	SCB	CB	C	I	I
Planning and Policy Implementation	Pearson Correlation	.743**	.662**	.689**	.696**	.735**	.711**	.635**	-0.190	.702**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.071	0.000
	N	91	91	91	91	91	91	91	91	91
Organization and Resource Management	Pearson Correlation	.669**	.662**	.645**	.645**	.629**	.647**	.669**	-0.163	.725**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.123	0.000
	N	91	91	91	91	91	91	91	91	91
Instructional Management	Pearson Correlation	.542**	.565**	.520**	.524**	.555**	.540**	.533**	-0.190	.560**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.071	0.000
	N	91	91	91	91	91	91	91	91	91
Monitoring	Pearson Correlation	.653**	.593**	.591**	.611**	.784**	.742**	.723**	-0.065	.685**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.542	0.000
	N	91	91	91	91	91	91	91	91	91
Evaluation	Pearson Correlation	.708**	.629**	.616**	.650**	.725**	.692**	.668**	-0.116	.703**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.274	0.000
	N	91	91	91	91	91	91	91	91	91
Data-Driven Decision Making	Pearson Correlation	.707**	.727**	.720**	.737**	.776**	.770**	.748**	-0.116	.654**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.272	0.000
	N	91	91	91	91	91	91	91	91	91
Partnership and Community Engagement	Pearson Correlation	.693**	.694**	.666**	.629**	.670**	.674**	.750**	-0.140	.624**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.187	0.000
	N	91	91	91	91	91	91	91	91	91

Most management practices—including Planning and Policy Implementation (PPI), Organization and Resource Management (ORM), Instructional Management (IM), Monitoring, Evaluation, Data-Driven Decision-Making

(DDDM), and Partnerships and Community Engagement (PCE) are strongly associated with work behavior indicators such as ethical conduct, professionalism, communication, instructional behavior, supportive and coaching behavior,

capacity building, collaborative/teamwork behavior, and initiative/innovation at $p < 0.01$.

For instance, PPI shows strong correlations with ethical conduct (.743) and supportive behavior (.735), indicating that clear goals, inclusive policy formulation, and structured planning enhance professional and moral leadership. Similarly, ORM demonstrates positive links with collaborative behavior (.669) and innovation (.725), reflecting that effective organization of resources and staff fosters teamwork and encourages creative approaches.

For instance, PPI shows strong correlations with ethical conduct (.743) and supportive behavior (.735), indicating that clear goals, inclusive policy formulation, and structured planning enhance professional and moral leadership. Similarly, ORM demonstrates positive links with collaborative behavior (.669) and innovation (.725), reflecting that effective organization of resources and staff fosters teamwork and encourages creative approaches.

Some correlations with initiative and innovation show slight negative, non-significant values (e.g., IM = -.190), suggesting that while foundational management supports traditional work behaviors, fostering innovation may require

additional deliberate strategies. Overall, these findings underscore that comprehensive, well-structured management practices significantly enhance school head work behavior, promoting a professional, ethical, and collaborative environment critical for high-quality early childhood education consistent with research by Fullan (2022).

Correlation Between School Head Management Practices and Work Resilience in Nurturing Early Childhood Education

Table 17 shows a significant positive relationship between School Head management practices and work resilience in nurturing early childhood education. practices such as planning and policy implementation (ppi), evaluation (eval), and data-driven decision-making (dddm) are strongly correlated with resilience dimensions like adaptability to change, stress management, problem-solving, persistence, and learning orientation ($p < 0.01$). PPI (.794 with ATC) and EVAL (.800 with ATC) highlight that systematic planning and reflective evaluation enhance leaders' ability to adapt, manage stress, and solve problems effectively. Instructional Management shows lower correlations, suggesting that classroom oversight alone is less impactful.

Table 17. Correlation Between School Head Management Practices and Work Resilience in Nurturing Early Childhood Education

Correlations		AC	SM	ER	PSUC	P	SCB	CB	LO
Planning and Implementation	Pearson Correlation	.794**	.742**	.663**	.696**	.703**	.662**	.700**	.696**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	91	91	91	91	91	91	91	91
Organization and Resource Management	Pearson Correlation	.685**	.671**	.656**	.645**	.713**	.662**	.707**	.645**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	91	91	91	91	91	91	91	91
Instructional Management	Pearson Correlation	.450**	.541**	.563**	.524**	.558**	.565**	.555**	.524**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	91	91	91	91	91	91	91	91
Monitorig	Pearson Correlation	.640**	.649**	.601**	.611**	.697**	.593**	.697**	.611**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	91	91	91	91	91	91	91	91
Evaluation	Pearson Correlation	.800**	.715**	.614**	.650**	.672**	.629**	.661**	.650**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	91	91	91	91	91	91	91	91
Date-Driven Decision-Making	Pearson Correlation	.667**	.707**	.725**	.737**	.653**	.727**	.650**	.737**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	91	91	91	91	91	91	91	91
Partnership and Community Engagement	Pearson Correlation	.713**	.688**	.703**	.629**	.642**	.694**	.644**	.629**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	91	91	91	91	91	91	91	91

IV. CONCLUSION AND RECOMMENDATIONS

Significant positive correlations exist between management practices both of school heads on work behavior resulting to rejection of the hypotheses. This concludes that strengthening school head management competencies can enhance leadership behavior and resilience, thereby promoting more sustainable, responsive, and high-quality ECE program implementation.

There is also a significant relationship between school head work management practices on work resilience that leads to rejection of the hypotheses. Therefore, is concluded that can enhance leadership behavior and resilience, thereby promoting

more sustainable, responsive, and high-quality ECE program implementation.

Based on the findings and the conclusion of the study, the following are recommended:

For School Heads continue implementing strategic planning, data driven decision-making, and community engagement to sustain high work behavior and resilience. Integrate deliberate initiatives to promote creativity and innovative teaching practices.

For Teachers and Staff may participately actively in mentoring, reflective practices, and professional development programs.

For Education Supervisors and Policy Makers may provide training programs focusing on strategic leadership, evaluation, and innovation to strengthen the connection between management practices and resilient work behavior in ECE.

For Future Research explore how instructional management and classroom-level strategies can further enhance initiative and innovation among school heads and teachers. Investigate longitudinal impacts of school head resilience on learner outcomes in early childhood education.

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