

School Principal's Leadership, and Supervisory Support on the Teaching Diversity of Receiving Teachers and School Resilience Through Parental Involvement

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Abstract—This study determines the influence of school principals' leadership and supervisory support on the teaching diversity of receiving teachers and school resilience through parental involvement in the Schools Division of Laguna for School Year 2025–2026. Specifically, it examines the levels of school principals' leadership, supervisory support, teaching diversity, school resilience, and parental involvement, as well as the significant relationships among these variables and the moderating effect of parental involvement. The study employed a quantitative-correlational research design to determine the relationships among school principals' leadership, supervisory support, parental involvement, teaching diversity of receiving teachers, and school resilience. Data are gathered from receiving elementary teachers in the Schools Division of Laguna using a validated research instrument and analyzed using appropriate statistical treatments to measure levels, relationships, and moderating effects among variables. Findings reveal that school principals' leadership and supervisory support are rated very high, indicating effective instructional guidance, decision-making, mentoring, monitoring, and capacity-building practices. Receiving teachers likewise demonstrate a very high level of teaching diversity in inclusive teaching strategies, varied assessment methods, and classroom management for diversity. School resilience is also rated very high in terms of resourcefulness, positive school climate, and continuity of teaching and learning. Parental involvement is rated high in support for learning at home, collaboration in managing learner needs, and responsiveness. Results further showed that school principals' leadership and supervisory support significantly correlate with teaching diversity and school resilience. However, parental involvement did not significantly moderate these relationships. In light with these findings, null hypotheses H_{01} , H_{02} , H_{03} , and H_{04} are rejected, while H_{05} and H_{06} are not rejected. The study concluded that effective leadership and supervisory practices are significant drivers of inclusive teaching and school resilience. Strengthening leadership practices and professional support systems may further enhance inclusive education and promote resilient learning environments. School supervisors may enhance their monitoring, coaching, monitoring, and evaluation functions to provide sustained instructional support to receiving teachers through structured supervisory mechanisms.

Keywords— Principal Leadership, Supervisory Support, Teaching Diversity, School Resilience, Parental Involvement.

I. INTRODUCTION

Inclusive education has become a fundamental priority in the Philippine educational system, as schools strive to provide

equitable learning opportunities for all learners, including those with diverse needs and backgrounds. This national direction is aligned with the Department of Education's Inclusive Education Policy Framework in the Philippines (DepEd Order No. 21, s. 2019), which emphasize that regular schools with inclusive orientations are the most effective means of combating discrimination and building inclusive societies. In this context, receiving elementary teachers, those who accommodate and teach learners with varying abilities within general education classrooms play a crucial role in ensuring that inclusion is effective and meaningful.

However, fostering inclusive classrooms requires more than just teacher commitment. It demands strong and responsive school leadership, continuous supervisory support, and active parental involvement. The leadership of the school principal sets the overall direction for instructional improvement, decision-making, resource allocation, professional development, and crisis management. These are all of great importance in managing diverse learning environments. Furthermore, effective supervisory support through mentoring, coaching, and capacity building allows teachers to adapt and deliver differentiated instruction. Studies show that instructional support and positive school culture significantly enhance teacher effectiveness and productivity, especially in inclusive settings (Madulara et al., 2025).

Equally important is the role of parents as partners in education. When parents actively support learning at home, collaborate in addressing learner needs, and show initiative and responsiveness, they help strengthen the link between school and home, achieving the goal of enhancing learners' success in inclusive settings.

This study focuses on how these key factors: the school principal's leadership, supervisory support, and parental involvement influence two crucial outcomes for receiving teachers: teaching diversity and school resilience. Teaching diversity reflects the extent to which teachers employ inclusive strategies, varied assessments, and classroom management techniques to address diverse learners' needs. Recent studies on inclusive pedagogy show that differentiated and multi-tiered instructional approaches are more effective when teachers are strongly supported by school leaders and supervisors (Madulara et al., 2025). School resilience,

meanwhile, refers to the school's capacity to adapt, sustain learning, and maintain a positive climate despite challenges and disruptions.

By examining these relationships in the Schools Division of Laguna, this research aims to provide important data that will guide educational leaders, supervisors, and parents in strengthening their roles to support inclusive education. The findings are expected to inform practical strategies for improving the professional experiences of receiving teachers and ensuring resilient, inclusive learning communities for all students.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine the School Principal's Leadership, and Supervisory Support on the Teaching Diversity of Receiving Teachers and School Resilience through Parental Involvement in the Schools Division of Laguna for the School Year 2025–2026.

Specifically, this study seeks to answer the following questions:

1. What is the level of School Principal's Leadership in terms of:
 - 1.1 Instructional Leadership;
 - 1.2 Decision-Making;
 - 1.3 Resource Management and
 - 1.4 Professional Development Support
2. What is the level of School Principal's Supervisory Support in terms of:
 - 2.1 Mentoring and Coaching;
 - 2.2 Monitoring and Evaluation; and
 - 2.3 Capacity-Building Initiatives?
3. What is the level of Teaching Diversity of Receiving Teachers in terms of:
 - 3.1 Inclusive Teaching Strategies;
 - 3.2 Use of Varied Assessment; and
 - 3.3 Classroom Management for Diversity?
4. What is the level of School Resilience in terms of:
 - 4.1 Resourcefulness;
 - 4.2 Positive School Climate; and
 - 4.3 Continuity of Teaching and Learning?
5. What is the level of Parental Involvement in terms of:
 - 5.1 Support for Learning at Home;
 - 5.2 Collaboration in Managing Learner Needs; and
 - 5.3 Responsiveness and Initiative?
6. Does the School Principal's Leadership significantly correlate to the Teaching Diversity of Receiving Teachers?
7. Does the School Principal's Supervisory Support significantly correlate to the Teaching Diversity of Receiving Teachers?
8. Does the School Principal's Leadership significantly correlate to the School Resilience?
9. Does the School Principal's Supervisory Support significantly correlate to the School Resilience?
10. Does the Parental Involvement moderate the relationship between the School Principal's Leadership, Supervisory Support and Teaching Diversity of Receiving Teachers?

11. Does the Parental Involvement moderate the relationship between the School Principal's Leadership, Supervisory Support and School Resilience?

II. METHODOLOGY

The study employed a quantitative-correlational research design to determine the relationships among school principals' leadership, supervisory support, parental involvement, teaching diversity of receiving teachers, and school resilience. Data are gathered from receiving elementary teachers in the Schools Division of Laguna using a validated research instrument and analyzed using appropriate statistical treatments to measure levels, relationships, and moderating effects among variables.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data gathered in this study. It provides a systematic discussion of the results derived from the statistical treatment of the collected data in relation to the research objectives. The findings are presented in a clear and organized manner, supported by appropriate tables to facilitate better understanding and interpretation of the results.

All the specific research questions stated in Chapter 1 under the Statement of the Problem are thoroughly addressed in this chapter. Each problem is answered based on empirical evidence obtained from the respondents and analyzed using appropriate statistical tools. The discussion focuses on the significant relationships and correlations among the key variables of the study, particularly the School Principal's Leadership, Supervisory Support, Teaching Diversity of Receiving Teachers, and School Resilience.

Furthermore, this chapter provides a detailed interpretation of the results in relation to existing literature and relevant studies, highlighting similarities, differences, and possible explanations for the findings. It also examines how the identified variables interact with one another and how they contribute to the overall understanding of effective school management and instructional practices.

In particular, the study sought to address the following specific problems:

Level of School Principal's Leadership

In this study, the level of School Principal's Leadership refers to Instructional Leadership, Decision-Making, Resource Management, and Professional Development Support.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of School Principal's Leadership. Also displays the statements, mean, standard deviation and remarks.

The school head encourages teachers to use innovative and effective teaching strategies. The ($M = 6.68$) suggests a very high level of School Principal's Leadership in terms of Instructional Leadership and supported with ($SD = 0.50$). Also, professional development activities initiated by the school head address teachers' actual needs and provides

constructive feedback that helps improve teaching and learning. While the mean is slightly lower ($M = 6.63$) with ($SD = 0.52$), it still designates the school head provides clear guidance in setting and achieving academic goals and regularly monitors and evaluates the quality of classroom instruction.

Table 1. Level of School Principal's Leadership in terms of Instructional Leadership

Statements	Mean	SD	Remarks
The school head provides clear guidance in setting and achieving academic goals.	6.63	0.52	Strongly Agree
The school head regularly monitors and evaluates the quality of classroom instruction.	6.63	0.52	Strongly Agree
Professional development activities initiated by the school head address teachers' actual needs.	6.67	0.51	Strongly Agree
The school head encourages teachers to use innovative and effective teaching strategies.	6.68	0.50	Strongly Agree
The school head provides constructive feedback that helps improve teaching and learning.	6.67	0.51	Strongly Agree
Weighted Mean	6.65		
SD	0.46		
Verbal Interpretation	Very High		

The level of School Principal's Leadership in terms of Instructional Leadership attained a weighted mean score of 6.65 and a standard deviation of 0.46 and was verbally interpreted as very high among the respondents.

The findings indicate that school principals demonstrate a very high level of instructional leadership, particularly in encouraging innovative teaching practices, supporting professional development aligned with teachers' needs, and providing constructive feedback to enhance teaching and learning. These results imply that school heads play a crucial role in fostering a supportive instructional environment that promotes effective teaching practices, continuous professional growth, and instructional improvement among receiving teachers.

Table 2 demonstrates the level of School Principal's Leadership. Also shows the statements, mean, standard deviation and remarks.

Table 2. Level of School Principal's Leadership in terms of Decision-Making

Statements	Mean	SD	Remarks
The school head involves teachers in essential decisions affecting instruction and learning.	6.62	0.55	Strongly Agree
Decisions made in the school are based on data and evidence rather than personal preference.	6.63	0.52	Strongly Agree
The school's decision-making process is transparent and well communicated to all stakeholders.	6.62	0.52	Strongly Agree
The teacher feels that the opinions and suggestions are taken into account in the school's decision-making process.	6.53	0.59	Strongly Agree
The decisions of the school head contribute to improving teaching and learning outcomes.	6.61	0.57	Strongly Agree
Weighted Mean	6.60		
SD	0.48		
Verbal Interpretation	Very High		

Decisions made in the school are based on data and evidence rather than personal preference. The ($M = 6.63$) suggests a very high level of School Principal's Leadership in

terms of Decision-Making and reinforced with ($SD = 0.52$). Likewise, school head involves teachers in essential decisions affecting instruction and learning and school's decision-making process is transparent and well communicated to all stakeholders. Though the mean is slightly lower ($M = 6.53$) with ($SD = 0.59$), it still specifies the teacher feels that the opinions and suggestions are taken into account in the school's decision-making process.

The level of School Principal's Leadership in terms of Decision-Making attained a weighted mean score of 6.60 and a standard deviation of 0.48 and was verbally interpreted as very high among the respondents.

The findings indicate that school principals exhibit a very high level of decision-making leadership characterized by evidence-based, transparent, and participatory practices. Teachers perceive that school heads involve them in instructional decisions and communicate decisions clearly, which fosters trust and shared responsibility. Such decision-making practices contribute to improved teaching and learning outcomes and create a supportive organizational climate that strengthens instructional effectiveness and school resilience.

Table 3 displays the level of School Principal's Leadership. Also exhibits the statements, mean, standard deviation and remarks.

The school head seeks external support (e.g., LGU, NGOs, stakeholders) to augment school resources when necessary. The ($M = 6.69$) suggests a very high level of School Principal's Leadership in terms of Resource Management and maintained with ($SD = 0.52$). Similarly, school head ensures that learning materials and resources are adequately provided for both teachers and students and maximizes the use of physical facilities (e.g., classrooms, laboratories, libraries) to enhance instruction. Although the mean is slightly lower ($M = 6.59$) with ($SD = 0.56$), it still shows the school's financial resources are allocated effectively to support teaching and learning.

Table 3. Level of School Principal's Leadership in terms of Resource Management

Statements	Mean	SD	Remarks
The school head ensures that learning materials and resources are adequately provided for both teachers and students.	6.63	0.52	Strongly Agree
The school's financial resources are allocated effectively to support teaching and learning.	6.59	0.56	Strongly Agree
The school head maximizes the use of physical facilities (e.g., classrooms, laboratories, libraries) to enhance instruction.	6.63	0.52	Strongly Agree
The school head seeks external support (e.g., LGU, NGOs, stakeholders) to augment school resources when necessary.	6.69	0.52	Strongly Agree
Available resources are managed fairly and equitably across different grade levels and subject areas.	6.62	0.55	Strongly Agree
Weighted Mean	6.63		
SD	0.46		
Verbal Interpretation	Very High		

The level of School Principal's Leadership in terms of Resource Management attained a weighted mean score of 6.63 and a standard deviation of 0.46 and was verbally interpreted as very high among the respondents..

The findings indicate that school principals demonstrate a very high level of resource management leadership characterized by proactive resource mobilization, effective utilization of school facilities, equitable allocation of resources, and strong support for instructional needs. These practices ensure that teachers are adequately equipped to implement diverse teaching strategies and sustain teaching and learning processes, thereby contributing to a resilient and supportive school environment.

Table 4 expresses the level of School Principal's Leadership. Also presents the statements, mean, standard deviation and remarks.

Table 4. Level of School Principal's Leadership in terms of Professional Development Support

Statements	Mean	SD	Remarks
The school head provides opportunities for teachers to attend relevant training and seminars.	6.73	0.47	Strongly Agree
Professional development activities are aligned with teachers' needs to improve instructional practices.	6.68	0.48	Strongly Agree
The school head encourages continuous learning and growth among teachers.	6.72	0.46	Strongly Agree
The teacher receives adequate support from the school head to apply what they learn from professional development programs.	6.71	0.47	Strongly Agree
Professional development initiatives in the school contribute to improving student learning outcomes.	6.70	0.48	Strongly Agree
Weighted Mean	6.71		
SD	0.43		
Verbal Interpretation	Very High		

The school head provides opportunities for teachers to attend relevant training and seminars. The ($M = 6.73$) suggests a very high level of School Principal's Leadership in terms of Professional Development Support and buoyed with ($SD = 0.47$). Correspondingly, school head encourages continuous learning and growth among teachers. Whereas the mean is slightly lower ($M = 6.68$) with ($SD = 0.48$), it still directs the professional development activities are aligned with teachers' needs to improve instructional practices.

The level of School Principal's Leadership in terms of Professional Development Support attained a weighted mean score of 6.71 and a standard deviation of 0.43 and was verbally interpreted as very high among the respondents.

The findings reveal that school principals demonstrate a very high level of professional development support by providing relevant training opportunities, encouraging continuous learning, and assisting teachers in applying newly acquired knowledge and skills in their instructional practices. These leadership practices strengthen teachers' professional competence, promote diverse and inclusive teaching strategies, and enhance the school's capacity to sustain quality teaching and learning, thereby contributing to overall school resilience.

Table 5 shows the level of Composite of School Principal's Leadership. Also presents the indicators, mean, standard deviation and verbal interpretation.

Table 5. Composite of School Principal's Leadership

Indicators	Weighted Mean	SD	Verbal Interpretation
Instructional Leadership	6.65	0.46	Very High
Decision-Making	6.60	0.48	Very High
Resource Management	6.63	0.46	Very High
Professional Development Support	6.71	0.43	Very High
Grand Mean	6.65		
SD	0.46		
Verbal Interpretation	Very High		

The level of School Principal's Leadership in terms of Instructional Leadership, Decision-Making, Resource Management, and Professional Development Support, arrived at a grand mean score of 6.65 and a standard deviation of 0.46 and was verbally interpreted as very high among the respondents.

This means that the School Principal's Leadership is consistently manifested across instructional, managerial, and developmental domains, providing strong guidance, support, and direction to teachers. Such leadership practices create a supportive school environment that enhances teachers' capacity to implement diverse and inclusive teaching strategies, strengthens collaborative decision-making, and ensures the effective use of resources

Level of School Principal's Supervisory Support

In this study, the level of School Principal's Supervisory Support refers to Mentoring and Coaching, Monitoring and Evaluation, and Capacity-Building Initiatives.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 illustrates the level of School Principal's Supervisory Support. Also demonstrates the statements, mean, standard deviation and remarks.

Table 6. Level of School Principal's Supervisory Support in terms of Mentoring and Coaching

Statements	Mean	SD	Remarks
The school head guides the teacher to help improve the teaching strategies.	6.63	0.52	Strongly Agree
The teacher receives timely coaching from the school head whenever they encounter instructional challenges.	6.57	0.53	Strongly Agree
The school head provides constructive feedback that enhances the teacher's professional growth.	6.65	0.50	Strongly Agree
Mentoring sessions with the school head are supportive rather than fault-finding.	6.62	0.51	Strongly Agree
The coaching the teacher receives motivates them to improve their teaching performance continuously.	6.62	0.51	Strongly Agree
Weighted Mean	6.61		
SD	0.46		
Verbal Interpretation	Very High		

The school head provides constructive feedback that enhances the teacher's professional growth. The ($M = 6.65$) suggests a very high level of School Principal's Supervisory Support in terms of Mentoring and Coaching and braced with ($SD = 0.50$). As well, school head guides the teacher to help improve the teaching strategies. Even though the mean is

slightly lower ($M = 6.57$) with ($SD = 0.53$), it still signifies the teacher receives timely coaching from the school head whenever they encounter instructional challenges.

The level of School Principal's Supervisory Support in terms of Mentoring and Coaching attained a weighted mean score of 6.61 and a standard deviation of 0.46 and was verbally interpreted as very high among the respondents.

The findings indicate that school principals provide a very high level of mentoring and coaching, characterized by constructive feedback, supportive guidance, and motivational coaching practices. These supervisory behaviors foster teachers' professional growth, enhance instructional competence, and encourage continuous improvement, which are essential in implementing diverse teaching strategies and sustaining effective teaching and learning processes within a resilient school environment. Moreover, effective mentoring and coaching strengthen teachers' confidence in addressing varied learner needs and adapting instructional approaches to inclusive classroom settings. Such supportive leadership practices may also contribute to building a collaborative school culture that promotes resilience, innovation, and sustained educational quality.

Table 7 confirms the level of School Principal's Supervisory Support. Also exposes the statements, mean, standard deviation and remarks.

Table 7. Level of School Principal's Supervisory Support in terms of Monitoring and Evaluation

Statements	Mean	SD	Remarks
The school head regularly visits classes to observe the teaching and learning process.	6.54	0.58	Strongly Agree
The school head uses transparent and fair standards when evaluating teacher performance.	6.67	0.47	Strongly Agree
Feedback from supervisory monitoring helps the teacher identify areas for improvement.	6.63	0.50	Strongly Agree
Classroom observations are conducted in a professional and supportive manner.	6.68	0.47	Strongly Agree
The school head's monitoring and evaluation practices contribute to better learning outcomes.	6.62	0.51	Strongly Agree
Weighted Mean	6.63		
SD	0.43		
Verbal Interpretation	Very High		

The classroom observations are conducted in a professional and supportive manner. The ($M = 6.68$) suggests a very high level of School Principal's Supervisory Support in terms of Monitoring and Evaluation and stayed with ($SD = 0.47$). Moreover, school head uses transparent and fair standards when evaluating teacher performance. Despite the mean is slightly lower ($M = 6.54$) with ($SD = 0.58$), it still denotes the school head regularly visits classes to observe the teaching and learning process.

The level of School Principal's Supervisory Support in terms of Monitoring and Evaluation attained a weighted mean score of 6.63 and a standard deviation of 0.43 and was verbally interpreted as very high among the respondents. The findings indicate that school principals demonstrate a very high level of supervisory support through monitoring and evaluation practices that are professional, fair, and

development oriented. The emphasis on supportive classroom observations and constructive feedback enables teachers to reflect on and improve their instructional practices, thereby enhancing teaching effectiveness, supporting diverse learning needs, and contributing to sustained school resilience. This suggests that effective monitoring and evaluation practices play a crucial role in strengthening teachers' instructional capacity and responsiveness to diverse classroom contexts.

Table 8 appears the level of School Principal's Supervisory Support. Also reveals the statements, mean, standard deviation and remarks.

Table 8. Level of School Principal's Supervisory Support in terms of Capacity-Building Initiatives

Statements	Mean	SD	Remarks
The school head encourages the teachers to attend relevant training and seminars to enhance their skills.	6.68	0.47	Strongly Agree
The school head's capacity-building activities are aligned with teachers' professional needs.	6.63	0.52	Strongly Agree
The teachers were given opportunities to share best practices and learn from colleagues through supervisory initiatives.	6.69	0.46	Strongly Agree
The school head facilitates activities that strengthen teacher collaboration.	6.67	0.49	Strongly Agree
Supervisory capacity-building initiatives contribute to teacher growth as effective educators.	6.65	0.51	Strongly Agree
Weighted Mean	6.66		
SD	0.44		
Verbal Interpretation	Very High		

The teachers were given opportunities to share best practices and learn from colleagues through supervisory initiatives. The ($M = 6.69$) suggests a very high level of School Principal's Supervisory Support in terms of Capacity-Building Initiatives and sustained with ($SD = 0.46$). Furthermore, school head encourages the teachers to attend relevant training and seminars to enhance their skills. But the mean is slightly lower ($M = 6.63$) with ($SD = 0.52$), it still implies the school head's capacity-building activities are aligned with teachers' professional needs.

The level of School Principal's Supervisory Support in terms of Capacity-Building Initiatives attained a weighted mean score of 6.66 and a standard deviation of 0.44 and was verbally interpreted as very high among the respondents.

The findings indicate that school principals demonstrate a very high level of supervisory support through capacity-building initiatives that emphasize collaboration, continuous learning, and professional growth. By encouraging training participation, facilitating knowledge sharing, and aligning initiatives with teachers' needs, school heads strengthen teachers' instructional competence and collective efficacy. These practices support the implementation of diverse teaching approaches and enhance the school's capacity to adapt and remain resilient amid instructional and organizational challenges.

Table 9 demonstrates the Composite of School Principal's Supervisory Support. Also, the indicators, weighted mean, standard deviation and verbal interpretation.

The level of School Principal's Supervisory Support in terms of Mentoring and Coaching, Monitoring and Evaluation, and Capacity-Building Initiatives. arrived at a grand mean score of 6.63 and a standard deviation of 0.44 and was verbally interpreted as very high among the respondents. This means that the School Principal's Supervisory Support is consistently demonstrated across mentoring, monitoring, and capacity-building domains, providing teachers with guidance, feedback, and opportunities for professional growth. Such supervisory practices foster instructional competence, encourage diverse and inclusive teaching strategies, and promote a collaborative and supportive school environment. Consequently, these behaviors enhance teaching effectiveness and contribute to the school's overall resilience in addressing educational challenges and sustaining quality learning outcomes.

Table 9. Composite of School Principal's Supervisory Support

Indicators	Weighted Mean	SD	Verbal Interpretation
Mentoring and Coaching	6.61	0.46	Very High
Monitoring and Evaluation	6.63	0.43	Very High
Capacity-Building Initiatives	6.66	0.44	Very High
Grand Mean	6.63		
SD	0.44		
Verbal Interpretation	Very High		

Level of Teaching Diversity of Receiving Teachers

In this study, the level of Teaching Diversity of Receiving Teachers refers to Inclusive Teaching Strategies, Use of Varied Assessment, and Classroom Management for Diversity.

The following tables show the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 10. Level of Teaching Diversity of Receiving Teachers in terms of Inclusive Teaching Strategies

Statements	Mean	SD	Remarks
The teacher...			
...adapts teaching strategies to meet students' diverse learning needs.	6.52	0.50	Strongly Agree
...designs lessons that include examples and materials reflecting different cultures and backgrounds.	6.49	0.53	Strongly Agree
...provides multiple ways for students to engage with the lesson content.	6.53	0.53	Strongly Agree
...differentiates instruction to accommodate learners with varying abilities and learning styles.	6.52	0.56	Strongly Agree
...creates opportunities for all students to participate actively in class discussions and activities.	6.59	0.49	Strongly Agree
Weighted Mean	6.53		
SD	0.45		
Verbal Interpretation	Very High		

Table 10 indicates the level of Teaching Diversity of Receiving Teachers. Also conceals the statements, mean, standard deviation and remarks.

The teacher creates opportunities for all students to participate actively in class discussions and activities. The (M

= 6.59) suggests a very high level of Teaching Diversity of Receiving Teachers in terms of Inclusive Teaching Strategies and held with (SD = 0.49). Besides, provides multiple ways for students to engage with the lesson content. However, the mean is slightly lower (M = 6.49) with (SD = 0.53), it still suggests the teacher designs lessons that include examples and materials reflecting different cultures and backgrounds.

The level of Teaching Diversity of Receiving Teachers in terms of Inclusive Teaching Strategies attained a weighted mean score of 6.53 and a standard deviation of 0.45 and was verbally interpreted as very high among the respondents.

This indicates that receiving teachers consistently employ inclusive instructional approaches that address diverse learner needs and promote equitable participation in the learning process. The relatively low standard deviation further suggests a high degree of consistency among respondents regarding the implementation of inclusive teaching practices.

Table 11 demonstrates the level of Teaching Diversity of Receiving Teachers. This also displays the statements, mean, standard deviation and remarks.

Table 11. Level of Teaching Diversity of Receiving Teachers in terms of Use of Varied Assessment

Statements	Mean	SD	Remarks
The teacher...			
...uses a variety of assessment methods (e.g., written, oral, performance-based) to evaluate student learning.	6.60	0.51	Strongly Agree
...adjusts assessment strategies to suit the different learning needs of my students.	6.60	0.51	Strongly Agree
...provides alternative ways for students to demonstrate their understanding of lessons.	6.59	0.50	Strongly Agree
...uses both formative and summative assessments to monitor student progress.	6.67	0.47	Strongly Agree
... provides feedback tailored to each student's unique learning needs.	6.62	0.49	Strongly Agree
Weighted Mean	6.62		
SD	0.43		
Verbal Interpretation	Very High		

The teacher uses both formative and summative assessments to monitor student progress. The (M = 6.67) suggests a very high level of Teaching Diversity of Receiving Teachers in terms of Use of Varied Assessment and carried with (SD = 0.47). Additionally, provides feedback tailored to each student's unique learning needs. Whilst the mean is slightly lower (M = 6.59) with (SD = 0.50), it still reveals the teacher provides alternative ways for students to demonstrate their understanding of lessons.

The level of Teaching Diversity of Receiving Teachers in terms of Use of Varied Assessment attained a weighted mean score of 6.62 and a standard deviation of 0.43 and was verbally interpreted as very high among the respondents.

Table 12 displays the level of Teaching Diversity of Receiving Teachers.

Also shows the statements, mean, standard deviation and remarks.

The teacher creates a safe and supportive learning environment for students of diverse backgrounds. The (M = 6.69) suggests a very high level of Teaching Diversity of Receiving Teachers in terms of Classroom Management for

Diversity and taken with ($SD = 0.46$). Likewise, manages classroom interactions that value every student's contribution. At the same time the mean is slightly lower ($M = 6.66$) with ($SD = 0.49$), it still designates the teacher implements strategies that prevent discrimination or exclusion among students.

Table 12. Level of Teaching Diversity of Receiving Teachers in terms of Classroom Management for Diversity

Statements	Mean	SD	Remarks
The teacher...			
...establishes classroom rules that promote respect for individual differences.	6.67	0.51	Strongly Agree
...implements strategies that prevent discrimination or exclusion among students.	6.66	0.49	Strongly Agree
...manages classroom interactions that value every student's contribution.	6.68	0.47	Strongly Agree
...creates a safe and supportive learning environment for students of diverse backgrounds.	6.69	0.46	Strongly Agree
...addresses behavioral issues fairly and equitably, considering students' individual circumstances.	6.72	0.47	Strongly Agree
Weighted Mean	6.68		
SD	0.42		
Verbal Interpretation	Very High		

The level of Teaching Diversity of Receiving Teachers in terms of Classroom Management for Diversity attained a weighted mean score of 6.68 and a standard deviation of 0.42 and was verbally interpreted as very high among the respondents.

Table 13. Composite of Teaching Diversity of Receiving Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
Inclusive Teaching Strategies	6.53	0.45	Very High
Use of Varied Assessment	6.62	0.43	Very High
Classroom Management for Diversity	6.68	0.42	Very High
Grand Mean	6.61		
SD	0.43		
Verbal Interpretation	Very High		

The level of Teaching Diversity of Receiving Teachers in terms of Inclusive Teaching Strategies, Use of Varied Assessment, and Classroom Management for Diversity, arrived at a grand mean score of 6.61 and a standard deviation of 0.43 and was verbally interpreted as very high among the respondents. This means that the Teaching Diversity of Receiving Teachers is consistently demonstrated across instructional, assessment, and classroom management practices. Teachers actively implement inclusive strategies, employ varied assessment methods, and maintain equitable classroom management, thereby addressing the diverse needs of learners. Such practices not only promote equitable and effective learning experiences but also reflect the positive influence of school principals' leadership and supervisory support. Collectively, these efforts enhance the school's capacity to adapt, sustain quality instruction, and strengthen overall school resilience.

Level of School Resilience

In this study, the level of School Resilience refers to Resourcefulness, Positive School Climate, and Continuity of Teaching and Learning.

Table 14 express the level of School Resilience. Also exhibits the statements, mean, standard deviation and remarks. Teachers and school leaders work together to maximize available resources for learning. The ($M = 6.59$) suggests a very high level of School Resilience in terms of Resourcefulness and stood with ($SD = 0.53$). Similarly, school actively seeks support from external stakeholders during times of need. Even as the mean is slightly lower ($M = 6.48$) with ($SD = 0.58$), it still specifies the school is innovative in addressing unexpected challenges.

The level of School Resilience in terms of Resourcefulness attained a weighted mean score of 6.53 and a standard deviation of 0.52 and was verbally interpreted as very high among the respondents.

Table 14. Level of School Resilience in terms of Resourcefulness

Statements	Mean	SD	Remarks
The school can find solutions to problems even with limited resources.	6.52	0.58	Strongly Agree
Teachers and school leaders work together to maximize available resources for learning.	6.59	0.53	Strongly Agree
The school is innovative in addressing unexpected challenges.	6.48	0.58	Strongly Agree
Alternative resources are used effectively when standard materials are unavailable.	6.50	0.59	Strongly Agree
The school actively seeks support from external stakeholders during times of need.	6.56	0.58	Strongly Agree
Weighted Mean	6.53		
SD	0.52		
Verbal Interpretation	Very High		

Table 15 illustrates the level of School Resilience. Also presents the statements, mean, standard deviation and remarks.

Table 15. Level of School Resilience in terms of Positive School Climate

Statements	Mean	SD	Remarks
The school fosters a supportive and respectful environment for both teachers and students.	6.61	0.52	Strongly Agree
Collaboration and teamwork are encouraged among staff members.	6.62	0.57	Strongly Agree
The school promotes a culture of trust and open communication.	6.60	0.53	Strongly Agree
Students feel safe and accepted regardless of their backgrounds.	6.63	0.55	Strongly Agree
Teachers and learners maintain a positive outlook even in the face of challenges.	6.58	0.57	Strongly Agree
Weighted Mean	6.61		
SD	0.49		
Verbal Interpretation	Very High		

Students feel safe and accepted regardless of their backgrounds. The ($M = 6.63$) suggests a very high level of School Resilience in terms of Positive School Climate and kept with ($SD = 0.55$). Correspondingly, collaboration and teamwork are encouraged among staff members. While the mean is slightly lower ($M = 6.58$) with ($SD = 0.57$), it still shows the teachers and learners maintain a positive outlook even in the face of challenges.

The level of School Resilience in terms of Positive School Climate attained a weighted mean score of 6.61 and a standard

deviation of 0.49 and was verbally interpreted as very high among the respondents.

Table 16 confirms the level of School Resilience. Also demonstrates the statements, mean, standard deviation and remarks.

Teaching and learning goals remain prioritized despite challenges or disruptions. The ($M = 6.64$) suggests a very high level of School Resilience in terms of Continuity of Teaching and Learning and sustained with ($SD = 0.55$). As well, teachers are prepared to use alternative modes of instruction when face-to-face classes are not possible. Though the mean is slightly lower ($M = 6.58$) with ($SD = 0.53$), it still directs the school ensures that learning continues even during disruptions (e.g., calamities, emergencies).

Table 16. Level of School Resilience in terms of Continuity of Teaching and Learning

Statements	Mean	SD	Remarks
The school ensures that learning continues even during disruptions (e.g., calamities, emergencies).	6.58	0.53	Strongly Agree
Teachers are prepared to use alternative modes of instruction when face-to-face classes are not possible.	6.63	0.54	Strongly Agree
The school has clear plans and strategies for sustaining learning during crises.	6.62	0.54	Strongly Agree
Students are supported in adapting to changes in teaching and learning arrangements.	6.59	0.54	Strongly Agree
Teaching and learning goals remain prioritized despite challenges or disruptions.	6.64	0.55	Strongly Agree
Weighted Mean	6.61		
SD	0.49		
Verbal Interpretation	Very High		

The level of School Resilience in terms of Continuity of Teaching and Learning attained a weighted mean score of 6.61 and a standard deviation of 0.49 and was verbally interpreted as very high among the respondents.

Table 17. Composite of School Resilience

Indicators	Weighted Mean	SD	Verbal Interpretation
Resourcefulness	6.53	0.52	Very High
Positive School Climate	6.61	0.49	Very High
Continuity of Teaching and Learning	6.61	0.49	Very High
Grand Mean	6.58		
SD	0.50		
Verbal Interpretation	Very High		

The level of School Resilience in terms of Resourcefulness, Positive School Climate, and Continuity of Teaching and Learning arrived at a grand mean score of 6.58 and a standard deviation of 0.50 and was verbally interpreted as very high among the respondents.

This means that the School Resilience, of the respondents is consistently demonstrated across resourcefulness, positive school climate, and continuity of teaching and learning. The school effectively leverages available resources, fosters a supportive and inclusive environment, and maintains uninterrupted learning despite challenges or disruptions.

Level of Parental Involvement

In this study, the level of Parental Involvement refers to Support for Learning at Home, Collaboration in Managing Learner Needs, and Responsiveness and Initiative.

Table 18 indicates the level of Parental Involvement. Also exposes the statements, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Parents communicate with teachers to clarify lessons or tasks that require support at home. The ($M = 6.17$) suggests a very high level of Parental Involvement in terms of Support for Learning at Home and supported with ($SD = 0.84$). Furthermore, assist their child in completing assignments or projects when necessary. Whereas the mean is lower ($M = 6.07$) with ($SD = 0.85$), it still denotes parents ensure that their child has the needed materials and resources for home-based learning activities.

The level of Parental Involvement in terms of Support for Learning at Home attained a weighted mean score of 6.10 and a standard deviation of 0.77 and was verbally interpreted as high among the respondents.

Table 18. Level of Parental Involvement in terms of Support for Learning at Home

Statements	Mean	SD	Remarks
Parents...			
...provide a structured study routine or designated space at home to support their child's learning.	6.08	0.82	Agree
...assist their child in completing assignments or projects when necessary.	6.09	0.80	Agree
...monitor their child's progress and encourage home study.	6.08	0.81	Agree
...ensure that their child has the needed materials and resources for home-based learning activities.	6.07	0.85	Agree
...communicate with teachers to clarify lessons or tasks that require support at home.	6.17	0.84	Strongly Agree
Weighted Mean	6.10		
SD	0.77		
Verbal Interpretation	High		

The findings suggest that parents demonstrate a high level of involvement in supporting their children's learning at home. Parents actively communicate with teachers, monitor academic progress, and provide assistance with school-related tasks, contributing to a supportive home learning environment.

Table 19 shows the level of Parental Involvement. Also reveals the statements, mean, standard deviation and remarks.

Parents share relevant information about their child's strengths, interests, or challenges to help improve classroom instruction. The ($M = 6.18$) suggests a very high level of Parental Involvement in terms of Collaboration in Managing Learner Needs and reinforced with ($SD = 0.82$). Besides, seek guidance from teachers on how to reinforce interventions for their child at home. Even though the mean is lower ($M = 6.12$) with ($SD = 0.81$), it still implies parents work collaboratively with teachers to address their child's academic difficulties.

The level of Parental Involvement in terms of Collaboration in Managing Learner Needs attained a weighted mean score of 6.15 and a standard deviation of 0.77 and was verbally interpreted as high among the respondents. This finding suggests that parents generally maintain active

communication and cooperation with teachers in addressing learners' academic and developmental needs. The result also implies that collaborative efforts between home and school serve as an important support mechanism in promoting inclusive learning environments and responding effectively to diverse learner needs.

Table 19. Level of Parental Involvement in terms of Collaboration in Managing Learner Needs

Statements Parents...	Mean	SD	Remarks
...work collaboratively with teachers to address their child's academic difficulties.	6.12	0.81	Agree
...actively participate in meetings or conferences about their child's learning progress.	6.13	0.84	Agree
...and teachers jointly plan strategies to support learners with special or diverse needs.	6.13	0.86	Agree
...seek guidance from teachers on how to reinforce interventions for their child at home.	6.17	0.84	Strongly Agree
...share relevant information about their child's strengths, interests, or challenges to help improve classroom instruction.	6.18	0.82	Strongly Agree
Weighted Mean	6.15		
SD	0.77		
Verbal Interpretation	High		

The results indicate that parents exhibit a high level of collaboration with teachers in managing learners' academic and developmental needs. Parents actively share relevant information about their child's strengths, interests, and challenges, and seek guidance from teachers to reinforce interventions at home. This collaborative approach reflects a shared responsibility between home and school in addressing diverse learner needs, supporting inclusive practices, and enhancing instructional responsiveness. Such partnerships may also contribute to more consistent learner support, fostering improved educational outcomes and strengthening the effectiveness of inclusive teaching practices.

Table 20 demonstrates the level of Parental Involvement. Also displays the statements, mean, standard deviation and remarks.

Table 20. Level of Parental Involvement in terms of Responsiveness and Initiative

Statements Parents...	Mean	SD	Remarks
...promptly respond to communications from the school or teachers regarding their child's needs.	6.15	0.86	Agree
...take the initiative to reach out to teachers when concerns arise about their child's learning.	6.10	0.83	Agree
...voluntarily participate in school activities that promote inclusion and learner support.	6.01	0.89	Agree
...look for additional learning opportunities or resources to help their child improve.	6.08	0.86	Agree
...demonstrate a proactive attitude in resolving issues that may affect their child's academic or social development.	6.13	0.85	Agree
Weighted Mean	6.09		
SD	0.81		
Verbal Interpretation	High		

Parents promptly respond to communications from the school or teachers regarding their child's needs. The ($M = 6.15$) suggests a high level of Parental Involvement in terms of

Responsiveness and Initiative and buoyed with ($SD = 0.86$). Additionally, demonstrate a proactive attitude in resolving issues that may affect their child's academic or social development. Despite the mean is slightly lower ($M = 6.01$) with ($SD = 0.89$), it still suggests parents voluntarily participate in school activities that promote inclusion and learner support.

The level of Parental Involvement in terms of Responsiveness and Initiative attained a weighted mean score of 6.09 and a standard deviation of 0.81 and was verbally interpreted as high among the respondents.

The findings reveal that parents demonstrate a high level of responsiveness and initiative in supporting their child's learning and development. Parents promptly respond to school communications, take proactive steps in addressing academic or social concerns, and seek additional learning opportunities to assist their children. Although voluntary participation in school activities promoting inclusion obtained the lowest mean among the indicators, the overall results still reflect parents' willingness to engage and collaborate when learner needs arise.

Table 21 expresses the Composite of Parental Involvement. Also presents the indicators, weighted mean, standard deviation and verbal interpretation.

The level of Parental Involvement in terms of Support for Learning at Home, Collaboration in Managing Learner Needs, and Responsiveness and Initiative arrived at a grand mean score of 6.08 and a standard deviation of 0.78 and was verbally interpreted as high among the respondents.

Table 21. Composite of Parental Involvement

Indicators	Weighted Mean	SD	Verbal Interpretation
Support for Learning at Home	6.10	0.77	High
Collaboration in Managing Learner Needs	6.15	0.77	High
Responsiveness and Initiative	6.09	0.81	High
Grand Mean	6.08		
SD	0.78		
Verbal Interpretation	High		

This means that the Parental Involvement among the respondents is generally high, reflecting parents' active engagement in supporting their children's learning at home, collaborating with teachers in managing learner needs, and responding proactively to school-related concerns. Parents demonstrate consistent communication with teachers, provide learning support within the home environment, and take initiative in addressing academic and social challenges faced by their children. Although parental involvement is not as pronounced as school-based leadership and supervisory factors, it remains a vital component in promoting inclusive education, enhancing teaching diversity, and strengthening overall school resilience.

Test of Association between the School Principal's Leadership and the Teaching Diversity of Receiving Teachers

To test the School Principal's Leadership correlation to the Teaching Diversity of Receiving Teachers in terms of Inclusive Teaching Strategies, Use of Varied Assessment, and

Classroom Management for Diversity they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between School Principal's Leadership and Teaching Diversity of Receiving Teachers, indicating that Receiving Teachers who involves in the Instructional Leadership ($r(119) p < .01$, $N=120$), in Decision Making ($r(119) p < .01$, $N=120$), in Resource Management ($r(119) p < .01$, $N=120$), and in Professional Development Support ($r(119) p < .01$, $N=120$) are tended to achieve greater Teaching Diversity. This suggests that increase in school principal's leadership is associated with better teaching diversity of receiving teachers. The findings indicate a significant positive association between School Principal's Leadership and the Teaching Diversity of Receiving Teachers. This suggests that higher levels of instructional leadership, participatory decision-making, effective resource management, and strong professional development support are associated with more inclusive teaching strategies, greater use of varied assessment methods, and more effective classroom management for diversity.

Table 22. Significant Correlation between the School Principal's Leadership and the Teaching Diversity of Receiving Teachers

School Principal's Leadership		Teaching Diversity of Receiving Teachers		
		Inclusive Teaching Strategies	Use of Varied Assessment	Classroom Management for Diversity
Instructional Leadership	Pearson Correlation	.598**	.563**	.641**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Decision-Making	Pearson Correlation	.624**	.598**	.590**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Resource Management	Pearson Correlation	.592**	.502**	.581**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Professional Development Support	Pearson Correlation	.575**	.641**	.666**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120

Test of Association between the School Principal's Supervisory Support and the Teaching Diversity of Receiving Teachers

To test the School Principal's Supervisory Support correlation to the Teaching Diversity of Receiving Teachers in terms of Inclusive Teaching Strategies, Use of Varied Assessment, and Classroom Management for Diversity they were treated statistically using Real Statistics Data Analysis tools

Table 23 shows the Significant Correlation between the School Principal's Supervisory Support and the Teaching Diversity of Receiving Teachers.

Table 23. Significant Correlation Between the School Principal's Supervisory Support and the Teaching Diversity of Receiving Teachers

School Principal's Supervisory Support		Teaching Diversity of Receiving Teachers		
		Inclusive Teaching Strategies	Use of Varied Assessment	Classroom Management for Diversity
Mentoring and Coaching	Pearson Correlation	.565**	.533**	.551**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Monitoring and Evaluation	Pearson Correlation	.658**	.521**	.636**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Capacity Building Initiatives	Pearson Correlation	.581**	.639**	.709**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120

A significant positive correlation was observed between School Principal's Supervisory Support and Teaching Diversity of Receiving Teachers, indicating that Receiving Teachers who involves in the Mentoring and Coaching ($r(119) p < .01$, $N=120$), in Monitoring and Evaluation ($r(119) p < .01$, $N=120$) and in Capacity Building Initiatives ($r(119) p < .01$, $N=120$) are tended to achieve greater Teaching Diversity. This suggests that increased in School Principal's Supervisory Support is associated with better Teaching Diversity of Receiving Teachers.

The results indicate a significant positive association between School Principal's Supervisory Support and the Teaching Diversity of Receiving Teachers. This implies that increased levels of mentoring and coaching, effective monitoring and evaluation, and well-aligned capacity-building initiatives are associated with higher levels of inclusive teaching strategies, greater use of varied assessment methods, and more effective classroom management for diversity.

Test of Association Between the School Principal's Leadership and the School Resilience

To test the School Principal's Leadership correlation to the School Resilience in terms of Resourcefulness, Positive School Climate and Continuity of Teaching they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 24 presents the significant correlation between the school principal's leadership and school resilience.

A significant positive correlation was observed between School Principal's Leadership and School Resilience, indicating that Schools who involves in the Instructional Leadership ($r(119) p < .01$, $N=120$), in Decision Making ($r(119) p < .01$, $N=120$), in Resource Management ($r(119) p < .01$, $N=120$), and in Professional Development Support ($r(119) p < .01$, $N=120$) are tended to achieve greater Resiliency. This suggests that increased in School Principal's Leadership is associated with better School Resilience.

The findings reveal a significant positive association between School Principal's Leadership and School Resilience. This implies that higher levels of instructional leadership, participative decision-making, effective resource management,

and sustained professional development support are associated with greater school resourcefulness, a more positive school climate, and stronger continuity of teaching and learning during challenging situations.

Table 24. Significant Correlation Between the School Principal's Leadership and the School Resilience

School Principal's Leadership		School Resilience		
		Resourcefulness	Positive School Climate	Continuity of Teaching
Instructional Leadership	Pearson Correlation	.651**	.606**	.592**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Decision-Making	Pearson Correlation	.558**	.549**	.552**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Resource Management	Pearson Correlation	.653**	.628**	.641**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Professional Development Support	Pearson Correlation	.574**	.600**	.599**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120

Test of Association Between the School Principal's Supervisory Support and the School Resilience

To test the School Principal's Supervisory Support correlation to the School Resilience in terms of Resourcefulness, Positive School Climate and Continuity of Teaching they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 25 shows the significant correlation between the school principal's supervisory support and school resilience.

Table 25. Significant Correlation Between the School Principal's Supervisory Support and School Resilience

School Principal's Supervisory Support		School Resilience		
		Resourcefulness	Positive School Climate	Continuity of Teaching
Mentoring and Coaching	Pearson Correlation	.591**	.629**	.619**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Monitoring and Evaluation	Pearson Correlation	.625**	.632**	.593**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120
Capacity Building Initiatives	Pearson Correlation	.557**	.602**	.568**
	Sig. (2-tailed)	< .05	< .05	< .05
	N	120	120	120

A significant positive correlation was observed between School Principal's Supervisory Support and School Resilience, indicating that Schools who involves in the Mentoring and Coaching ($r(119) p < .01, N=120$), in Monitoring and Evaluation ($r(119) p < .01, N=120$) and in Capacity Building Initiatives ($r(119) p < .01, N=120$) are tended to achieve greater Resiliency. This suggests that increased in School Principal's Supervisory Support is associated with better School Resilience.

The results indicate a significant positive relationship between School Principal's Supervisory Support and School Resilience. This suggests that higher levels of mentoring and coaching, effective monitoring and evaluation, and sustained capacity-building initiatives are associated with greater school resourcefulness, a more positive school climate, and stronger continuity of teaching and learning.

Test of Prediction/Relationship Between the Parental Involvement, School Principal's Leadership, Supervisory Support and Teaching Diversity of Receiving Teachers

To test if there's any moderate relationship between the School Principal's Leadership, Supervisory Support and Teaching Diversity of Receiving Teachers. They were treated statistically using Real Statistics Data Analysis Tools using the Regression Analysis.

Table 26 presents the moderation analysis of school principal's leadership and supervisory support on teaching diversity as moderator by parental involvement.

Table 26. Moderation Analysis of School Principal's Leadership and Supervisory Support on Teaching Diversity as Moderated by Parental Involvement

Predictor	Coefficients ^a		t	Sig.	95% CI
	Unstandardized Coefficients B	Std. Error			
1 Intercept	6.61	0.02	—	273.79 ^{<}	[6.56, 6.66]
School Principal's Leadership (SPL)	-1.08	1.39	-1.16	0.438	[-3.84, 1.67]
Supervisory Support (SS)	1.68	1.39	1.76	0.231	[-1.08, 4.43]
SPL × Parental Involvement	0.23	0.23	3.65	0.307	[-0.22, 0.68]
SS × Parental Involvement	-0.22	0.23	-3.40	0.334	[-0.67, 0.23]

A moderation analysis using the General Linear Model was conducted to examine whether parental involvement moderates the relationships between school principal's leadership, supervisory support, and teaching diversity of receiving teachers. The overall model was significant, $F(4,115) = 37.20, p < .001$, explaining 56.4% of the variance in teaching diversity ($R^2 = .564$). However, the interaction between school principal's leadership and parental involvement was not statistically significant, $\beta = 0.23, t(115) = 1.03, p = .307$. Similarly, the interaction between supervisory support and parental involvement was not significant, $\beta = -0.22, t(115) = -0.97, p = .334$. These results indicate that parental involvement does not moderate the effects of school principal's leadership and supervisory support on teaching diversity.

While School Principal's Leadership and Supervisory Support significantly predict Teaching Diversity of Receiving Teachers, Parental Involvement does not serve as a moderating variable in these relationships. This implies that improvements in teaching diversity are primarily driven by school-based leadership and supervisory practices rather than being influenced by varying levels of parental involvement.

Test of Prediction/Relationship Between the Parental Involvement, School Principal's Leadership, Supervisory Support and School Resilience

To test whether there is a moderating relationship between School Principals' Leadership, Supervisory Support, and School Resilience, the variables were analyzed statistically using regression analysis through the Real Statistics Data Analysis Tools. This method was employed to determine whether School Resilience significantly influences the relationship between School Principals' Leadership and Supervisory Support and the identified outcome variables.

A moderation analysis using the General Linear Model was conducted to determine whether parental involvement moderates the relationships between school principal's leadership, supervisory support, and school resilience. The overall model was statistically significant, $F(4, 115) = 35.59$, $p < .001$, explaining 55.3% of the variance in school resilience. However, the interaction between school principal's leadership and parental involvement was not significant, $\beta = -0.01$, $p = .998$. Similarly, the interaction between supervisory support and parental involvement was not statistically significant, $\beta = 0.30$, $p = .933$. These findings indicate that parental involvement does not moderate the relationships between school principal's leadership, supervisory support, and school resilience.

Table 27. Moderation Analysis of School Principal's Leadership and Supervisory Support on School Resilience as Moderated by Parental Involvement

Predictor	Coefficients ^a			t	Sig.	95% CI
	Unstandardized Coefficients	Standardized Coefficients	Beta			
	B	Std. Error				
¹ Intercept	6.58	0.03	—	223.87	< .001	[6.52, 6.64]
School Principal's Leadership (SPL)	0.37	1.69	0.33	0.22	.828	[-2.98, 3.72]
Supervisory Support (SS)	0.25	1.70	0.22	0.15	.882	[-3.11, 3.61]
SPL × Parental Involvement	-0.00	0.27	-0.01	-0.00	.998	[-0.55, 0.54]
SS × Parental Involvement	0.02	0.27	0.30	0.08	.933	[-0.52, 0.57]

The findings indicate that parental involvement does not serve as a moderating variable in the relationships between school principal's leadership, supervisory support, and school resilience. While leadership and supervisory support are important predictors of school resilience, their influence is not significantly strengthened or weakened by varying levels of parental involvement.

IV. CONCLUSION AND RECOMMENDATIONS

In relation to the problems posed in this study, it is concluded that school principal's leadership and supervisory support are critical factors that significantly influence both the teaching diversity of receiving teachers and the level of school resilience. This leads to the rejection of null hypotheses H0₁,

H0₂, H0₃, and H0₄. This concludes that effective leadership and strong supervisory practices enhance teachers' ability to implement inclusive and diverse instructional strategies while strengthening the school's capacity to adapt and sustain learning amid challenges.

Conversely, parental involvement, although positively contributing to the educational process, was found not to significantly moderate these relationships; hence, null hypotheses H0₅ and H0₆ were not rejected. Therefore, school-based factors, particularly leadership and supervision, remain the primary drivers of teaching effectiveness and institutional resilience, emphasizing the need for continuous strengthening of leadership practices and professional support systems within schools.

In light of the findings and conclusions of the study, the following recommendations are proposed to strengthen inclusive education practices, instructional leadership, supervisory support, and collaborative partnerships within schools implementing Special Education programs.

Policy makers and officials of the Department of Education may utilize the findings of this study as a basis for strengthening policies, programs, and initiatives that support inclusive education. Strategic frameworks that reinforce instructional leadership, structured supervisory support, and teacher capacity-building initiatives may be institutionalized to further promote teaching diversity and strengthen school resilience. Such initiatives may contribute to the realization of DepEd's goal of ensuring equitable learning opportunities for all learners.

School supervisors may enhance their mentoring, coaching, monitoring, and evaluation functions to provide sustained instructional support to receiving teachers. Establishing structured supervisory mechanisms, including regular classroom observations, feedback conferences, coaching sessions, and collaborative professional learning communities, may help ensure continuous professional growth and effective implementation of inclusive teaching strategies.

School principals may continue to strengthen their instructional leadership practices by promoting effective decision-making, efficient resource management, and sustained professional development opportunities for teachers. Moreover, integrating resilience-building strategies and inclusive education practices into the School Improvement Plan (SIP) may further support teachers in addressing the diverse needs of learners and maintaining instructional continuity during challenging situations.

Receiving teachers may sustain and further develop their competence in implementing teaching diversity through continuous professional development. Participation in training programs focusing on differentiated instruction, inclusive education strategies, adaptive assessment methods, and innovative classroom management techniques may further enhance their capacity to respond effectively to diverse learner needs and promote inclusive classroom environments.

Parents may be encouraged to actively participate in their children's education by strengthening collaboration with teachers and schools. Schools may design and implement structured parental engagement programs that foster

meaningful home-school partnerships and support learners' academic and socio-emotional development.

Future researchers may conduct further investigations that examine additional variables that may influence teaching diversity and school resilience, such as organizational culture, teacher motivation, community partnerships, and other contextual factors. Replication of this study in other school

divisions or educational settings may also be undertaken to validate and broaden the applicability of the findings.

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