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REVEALING THE LEADERSHIP RESILIENCY OF SCHOOL HEADS MANAGING MULTIGRADE EDUCATION: A PHENOMENOLOGY

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ABSTRACT

This phenomenological study intends to reveal and understand the leadership resiliency of eight school heads managing multigrade education in Langilan District, Division of Davao del Norte. Purposive sampling was employed in selecting the participants, and ethical considerations were addressed while gathering the data from them through in-depth interviews and thematic analysis. Results revealed the experiences, ways of coping, and insights in terms of leadership resiliency in managing multigrade education. Issues spanning from constraints in school resources, adjustments in leadership philosophy, issues in curriculum management, teacher burnout and turnover, and challenge of parents' involvement have brought difficulties among the serving school heads. Despite this, the school heads were never stopped in their tracks to understand the needs of the learners and make efforts to improve the achievement of learning outcomes in their schools. In response, school heads prioritized self-case and work-life balance. They also sought support and linkages with the stakeholders, while demonstrating flexibility and resilience as a leader. They also collaborated and provided support for the teachers. Above all, they remained optimistic amidst challenges. With these experiences gathered, the school heads learned leadership resilience from their experiences. They also learned about the needs of their schools, which include the allocation of more resources to multigrade schools. They also reflected on the importance of stakeholders in school leadership. Profoundly, they realized that leading a multigrade school is a chance for them to empower the community. Generally, the findings suggest the inspiring stories of school heads in serving remote multigrade schools as well as the learners herein who are fighting to attain quality education. Thus, the findings call for relevant agencies and educational leaders to provide more support to the school heads, teachers, and learners in multigrade schools to ensure the delivery of quality service and education to underserved communities.

KEYWORDS: *Educational Management, Leadership Resiliency, Managing Multigrade Education, School Heads, Phenomenology, Thematic Analysis, Philippines*

INTRODUCTION

Leading a school is both a source of prestige and stress. Being called a school head has its privileges; one of them is receiving respect from and having a sense of authority among his or her constituents on the campus. However, it is also part of the reality that this honor also comes with tremendous responsibilities and stress which requires extensive resilience on the part of the school leaders. This reality is much more apparent in the context of managing multigrade education. As a school head, one is expected to resolve problems that are arising in his or her school, and in the conflict resolution process, school heads must demonstrate immense strategic adeptness and resilience against all odds. Otherwise, the school itself, including the faculty, will also experience stress and low morale due to the inability of the school head to man the steering wheel of the institution. The absence of resiliency can spell adverse impact on the effective management and implementation of multigrade education in various settings. Thus, leadership resiliency, defined by Galorio and Bauyot (2024) as the capacity of a leader to adapt to, withstand, and recover from adversity while ensuring effectiveness amidst the challenges, is seen as an invaluable asset to help navigate the schools out of the challenges of uncertainties of daily life.

In South Affrica, school leaders managing multigrade education were found to struggle in coping with the common problems in their schools, as they were documented to lack training in educational management as well as grapple with the limited resources that were afforded to them (Ramos-Pla et al., 2022). Similarly, school managers in Kazakhstan were concluded to be less resilient in their management of multigrade education due to factors such as the inadequate preparedness of school leaders to undertake such serious educational role. The poor IT infrastructure had also obstructed the teachers to be resilient in managing educational issues in a context where technology gradually pervades the landscape of teaching and learning process (Kerimbayev et al., 2025). In Spain, overwhelming workload and drastic contextual changes hinder school leaders to be effectively resilient in their educational management endeavors. It only proves that being a school leader is no easy task, and adequate

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preparations must be made to become an effective school leader (Olmo-Extremera et al., 2022).

In the Philippines, specifically in Mahaplag District Leyte, the resiliency of school administrators, including the principals and teachers-in-charge, was constantly tested due to the equally heavy arising problems in their management of multigrade education. Factors such as the predicaments in balancing administrative and teaching duties, managing limited resources, overcoming problems related to inexperienced staff and subpar school infrastructure, as well as guaranteeing student performance and quality learning amidst the implementation of multigrade education had caused unimaginable stress among the school administrators, rendering them grappling in managing their school affairs. This typical situation in multigrade schools left school administrators with no options other than to resort to avoidance or extend extra efforts to keep multigrade education afloat in their schools located in far-flung areas (Ompoy et al., 2025).

In the Division of Davao del Norte, particularly in Langilan District where 21 out of 32 schools were offering multigrade education, the school heads from these far-flung communities faced the dilemma of managing multigrade education due to different factors such as lack of teachers, classroom facilities and resources and the distance of schools from the población which evidently affected their personal and professional life, given the mode of transportation and the challenges they needed to overcome regardless of weather conditions in order to deliver render service and oversee the implementation of quality education in the hinterlands of Kapalong.

Moreover, there were existing research studies related to this study. The study of Novelia (2021) analyzed the implementation of multigrade teaching policies at the primary school level. Another related study is that of Bajpai and Pandey (2023), which focused on the challenges faced by teachers in multigrade classrooms. In conjunction, Bagay (2025) also mentioned in his phenomenological exploration the plights reported by teachers in view of multigrade education, which include the resource shortages and difficulties in the rigors of curriculum implementation as well as in addressing the diverse needs of students. Despite the vast studies giving depth into the topic of multigrade education, limited studies were identified which investigated the resiliency experiences of school leaders in managing multigrade education. Thus, as a researcher, I am eager to pursue this research to contribute to the fields of multigrade education and educational leadership.

More so, I believed the study merits research urgency because of the importance of the proper delivery of quality education via multigrade schools in far-flung areas. School leaders, among all the elements that make up the schools implementing multigrade education, also need the support that they can access to transform far-flung schools into effective conduits of educational transformation among less privileged learners in hinterlands who viewed education as their last hope for improving their life conditions. Therefore, the study is significant to be considered as it has the potential to contribute more insights into the growing body of knowledge. Using this study, policymakers, educational leaders, and other relevant sectors may be able to craft programs which could improve the resiliency of school leaders in managing multigrade education, breathing boundless possibilities in improving the quality of education for all stakeholders concerned.

The study was hinged on the main premise of the theory of resilience by van Breda (2018), which discussed the general phenomenon of resilience, including the functions of adversity and outcomes of being resilient as well as its nature and scope. The theory generally pinpoints that people, in different levels, have the vulnerability to be adapted by challenges and difficult circumstances. However, if people choose to, they can also manifest resiliency towards any adversity, loss, change, and risk (Hurley & Young, 2022). To add, resilience is defined as one's ability to make a comeback after unexpected disappointments, phenomena, and mistakes. This trait is especially crucial for good leaders, as it helps them not to be overwhelmed with stress and be able to maintain their composure while prolonging their contact with a specific adversity (Ackerman & Maslin-Ostrowski, 2002). In context, the theory explains the capacity of school heads in handling, balancing and maintaining sound and proactive reasoning and the ability to bounce back after unexpected occurrences of challenges and setbacks in their management and leadership in managing multigrade education.

Moreover, the study also sought explanation from the theory of emotional intelligence by Goleman (1995) which was cited on Channel (2021), underscoring that leaders who possess emotional objectives equip them with objectiveness through self-awareness. This embedded capacity among the leaders aids in creating a motivating, productive, and desirable work environment. As defined conceptually, emotional intelligence has reference to the ability of perceiving, interpreting, demonstrating, controlling, evaluating, and utilizing emotions to establish communication and good relations with others in a constructive and effective manner (Cherry, 2023). Additionally, the theory highlights five key components of emotional intelligence which are self-regulation, self-awareness, motivation, social skills, and empathy. Like other things, emotional intelligence can be learned by people which aid them in meeting their end goals, leading to a more vibrant and harmonious setup and environment at work. In this study, this theory affirmed to the facts that emotional intelligence among school heads is necessary in fostering an environment that will enable channels for a clear and transparent communication line and a stress-free workplace as factors of deliver smooth flow of programs which are deemed crucial in managing multi-grade education.

Furthermore, organizational resilience theory of Follett's (as cited by Peek, 2023), reiterates that organizational theory centers on the individuals, and emphasizes the power of autonomy in fostering a collaborative work environment among employees. This theory

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indicates that individuals and society itself has significantly influenced each other equally. Moreover, Follett has come up on the concepts of leadership through power with not power over thus, effective leadership is anchored on collaboration among and within the people on the organization. In this study this theory explains the leadership resilience in managing multiple by providing framework and insights into structuring adaptable systems, fostering effective communication and creating a supportive organizational culture.

Research Questions

The purpose of this qualitative study utilizing the phenomenological approach was to reveal and understand the leadership resiliency of school heads managing multigrade education in Langilan District, Division of Davao del Norte. At this stage in the research, leadership resiliency was generally defined as the ability of school heads to bounce back or withstand and adapt well in the face of adversity and limiting factors that might affect their leadership and management in schools. Specifically, this study sought to answer the following questions:

1. What are the lived experiences of school heads on their leadership resiliency in managing multigrade education?
2. How do school heads cope with the challenges they encountered on their leadership resiliency in managing multigrade education?
3. What are the insights of school heads on their leadership resiliency in managing multigrade education that can be shared with others?

LITERATURE REVIEW

Experiences of School Heads in Leadership Resiliency in Managing Multigrade Education

The studies by Al-Harthy et al. (2019), Bautista et al. (2021), and Pihie et al. (2023) provide substantial evidence supporting the leadership practices in managing school operations and resources, as well as developing oneself and others. These findings emphasize the crucial role of school heads' profiles in influencing their leadership and management practices. Likewise, Bojos et al. (2025) who has explored the experiences of school heads in leadership resilience, particularly in the context of managing multigrade classrooms. He examines the challenges faced by school heads in schools with multigrade classrooms and explores how they demonstrate resilience in their leadership roles. The study delves into the specific strategies and approaches employed by school heads to address the unique needs of multigrade classrooms while maintaining a supportive and effective learning environment. It offers valuable insights into the resilience of school heads and the complexities of leadership in multigrade settings.

In the Philippines, proposed action plan, based on survey responses, and suggests key strategies for the Department of Education to enhance leadership and management practices in multi-grade schools (Oracion & Malunes, 2021). This includes needs assessment, training programs, and on-going support, performance evaluation based on standards, collaboration, and community engagement (De Guzman & Tan, 2022). Continuous improvement is essential, and this study aims to be a valuable resource for school heads and education professionals seeking to enhance their skills (Idris, 2020).

Moreover, Khatoon et al. (2018) study in Pakistan, akin to challenges in the Philippines, proposed strategies such as specialized curriculum materials and teacher training for improving multi-grade education. The challenges in remote areas included inadequate facilities, limited resources, and the absence of an internet connection, hindering timely school reports (Malica & Corpuz, 2021). Multi-tasking leadership was identified as a significant challenge, but opportunities existed in demonstrating skills with stakeholders and community involvement (Barroga & Gumba, 2022).

School Heads' Resilience in Managing Multigrade Education

People are said to be motivated to improve and change based on three psychological needs that are inherent to them. These include autonomy or the willingness of a person to be independent; competence or a person's mastery and effectiveness; and relatedness or the ability to feel connection and gain the sense of being significant from other people. When these needs are fulfilled, there is a growth spurt in terms of mental health and motivation within a person; thus, it strengthens their inner resources and develops their resilience (Raheem, 2022).

Resilience in education has gain scholarly recognition over the past two decades relevant to its potential towards strengthening the adaptive skills of students, teachers, and school heads and in fostering sustainability in schools' environment despite unfavorable conditions and uncertainty today (San Miguel & Pascual 2020).

Moreover, resilience refers to the ability of an organization to endure failures and interruptions to its operations. It is having the capacity to handle things and keeping sanity in order for the organizations and systems to function as intended. Organization with resilient leaders are expected to be adaptable, prepared, trustworthy, collaborative, and responsible. They devote investments ahead of time, ensuring that their staff do not feel discomfort in navigating the ambiguous, while they work together, forge strong bonds, and commit themselves to inclusion, equity, and diversity, leading to a wide range of perspectives to support reliable and quick thinking in times of various crises (Miller et al., 2022).

Multigrade in the Philippine Educational Landscape

Multigrade education pertains to the innovative approach that is introduced by the Department of Education (DepEd) to expand access to quality education in remote areas where teacher number is limited, and school facilities are scarce (Durango & Ngilangil, 2025). Various nations such as the Philippines have adopted this approach to ensure that all children in far-flung areas who are in the right age for schooling can access quality education and complete their elementary studies (Tayoni & Abocejo, 2023;

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Gatcho et al., 2024).

Multigrade instruction has received praise from scholars as a demanding pedagogy with difficulties like instructing students in more than one grade and fulfilling the various needs of students (Shareefa, 2020). An innovative move in the educational system that makes schooling accessible to all is multigrade education, particularly in last mile schools or schools situated in the hinterlands (Tayoni & Abocejo, 2023). It is the Department of Education's (DepEd) obligation to adopt Multigrade Education Program nationwide as local needs warrant. A multigrade teaching strategy is widely adopted worldwide as a means of addressing challenges related to a shortage of teachers, schools, and enrollment (Naparan & Alinsung, 2021).

Moreover, as cited by Demirel and Kurt (2021), school-age children must have access to quality education and complete the basics in the comfort of their respective villages. Every nation on the planet gives multigrade classroom instruction top importance as mentioned by Engin (2018). Henceforth, the political and economic circumstances in the Philippines are important factors that have a significant impact on the future of children from the Philippines (Mendoza et al., 2022).

RESEARCH METHODOLOGY

Research Design

The study adopted the qualitative research design, specifying phenomenology as its approach. Qualitative research is one of the traditional methods of qualitative inquiry which is concentrated on issues in humanities and society at large (Creswell & Poth, 2023). Qualitative research invokes the collection and analyzation of various data in non-numerical form, which commonly involves the analysis of interviews, artifacts, and people. This analysis is focused wholly on elucidating complex, observable social phenomenon (Silverman, 2006).

Moreover, phenomenology involves the comprehensive study of people in small groups to shed light on the rich accounts of their common lived experiences. These identified experiences have the potential to yield insights about these people's thought processes and feelings, which are both vital in arriving at a conclusion of the description of the phenomenon in question (Creswell & Poth, 2023).

Participants

The participants in this study were the school heads assigned in Langilan District, Division of Davao del Norte. As to the appropriate number of interviewees, Boyd (2001) suggested that recruiting 2 to 10 participants are already sufficient to saturate data in a qualitative study. However, since there were only eight qualified school heads serving in multigrade schools in the district as others are serving below the minimum three-year period, the final number of participants was only limited to eight.

In terms of the sampling method, purposive sampling was preferred. Guetterman (2015) defined this sampling method as judgmental by nature, as it seeks to round up participants possessing specific, similar set of characteristics and qualities which are aligned to what the study requires. The aim of purposive sampling is to carefully select only the participants who have the capacity to supply the necessary inputs which could unveil insights about their experiences regarding the phenomenon in question. In light of this sampling method, the following criteria for inclusion were enumerated: (a) must be school heads who are in service for at least three years; (b) school heads who are managing multigrade education, (c) school heads belonging to different gender. The exclusion criteria entailed that school heads who were not managing multigrade education as well as those who were handling multigrade schools outside the specified scope of this paper were not included in the data gathering procedures.

Instruments of the Study

The instrument used in this study was an interview guide questions centering on the experiences, coping mechanisms, and insights of participants regarding their leadership resiliency in the context of managing multigrade schools. This instrument was validated by internal and external validators to ensure the alignment of the interview questions to the focus of this paper. A series of revisions was made before the interview questions were administered in the interviews.

Procedure

Necessary procedures and steps must be taken in gathering the required research data. These procedures are the activities that the researcher must follow religiously (Creswell & Poth, 2023). In this study, I guaranteed the proper execution of the data gathering procedure by engaging in several phases before I presented the final research report.

I followed the ethical standards of the SMCTI Research Ethics Office (REC). Thus, before undertaking this study, the following protocols were laid in place. First, permission was secured from the Office of the Dean of the Graduate Education Program through an endorsement signed by the dean himself.

Second, pertinent permissions and approval were sought from the Schools Division Superintendent of the Division of Davao del Norte Office of the Department of Education. This was followed by seeking the same permission from the Public Schools District Supervisor, then the School Heads or School Principals in the Langilan District.

Third, participant identification transpired, wherein I ensured that the participants' informed consent and voluntary participation were secured first before I proceeded with the interviews. Participants were recruited directly and followed through their Facebook Messenger. In doing so, each of them was oriented towards the significance and purpose of my study. This was done to erase any suspicion by the participants to the researcher, and to establish a relationship of trust between myself and my participants. The orientation was done in line with the contents of the study, the

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Informed Consent Form (ICF) as well as the Data Privacy Notice. These were read, explained to, and signed by the participants upholding their voluntary participation. These documents formed part of the appendix.

In the data gathering process, an interview guide served as a script for me to be guided in asking the right questions to the participants. This guide reflected the questions and aims that this study tried to address in this research work. It was designed to elicit vital information from the participants about their experiences in terms of leadership resiliency in the context of multigrade education.

During the interviews, the answers of the participants were voice recorded with their due permission. This was to avoid any mistakes by accounting for the accurate answers of the school heads during the interviews. This also helped me recall the details of their answers in case I forgot such. The voice records were secured in a laptop that was protected with a password that only I was aware of. The voice records were also transcribed, which were the basis for analyzing the data using thematic analysis. These records were retained for three years after the study was accomplished. The participants were also informed that the records of their responses were disclosed to trustworthy regulatory bodies such as the Research Ethics Committee (REC) for purposes limited to the verification of the rigor of the procedures and results of this study. After three years, all soft copies and printed copies of these records were deleted and destroyed to avoid unauthorized access and data privacy breach.

More importantly, a mechanism for the protection of the privacy of all participants, especially the vulnerable ones (e.g., members of the LGBTQI, pregnant or nursing mothers, senior citizens etc.), if there were any, were applied in this paper. One measure was to hide their identity so they could not be easily identified by other people. In online modalities, the participants were asked to wear a face mask, a cap, and/or any other material that could hide their identity. In audio records, a technology that altered the participants' voices or de-identified them was employed during the conduct of the orientation or interview. The location for the orientation and interview was also kept safe, convenient, and comfortable for the participants in their respective in-depth interviews, free from any disturbances, and their privacy was also upheld and protected.

Data Analysis

Thematic analysis was employed in this research. Thematic analysis was the process of breaking down large chunks of data into recognizable themes through a systematic procedure of identifying, examining, and reporting patterns within the analyzed data. This method of analysis was commonly utilized in qualitative studies because of its interpretive depth and flexibility in offering insights into the patterns of meaning found in the qualitative data (Braun & Clarke, 2006).

In this study, I was able to code data and use the model of thematic analysis by Braun and Clarke (2006) respectively by first, assigning labels to segments of the data that represent meaningful concepts or themes and generate initial codes that eventually started with open coding allowing codes to emerge organically from data without predefined categories. Second, I highlighted essential and recurrent codes and patterns in the data. Third, related codes were grouped into broader themes. Fourth, as the patterns and themes emerged, I checked whether the data was relevant and useful for the study, and I eventually discarded unnecessary information in creating potential themes. Fifth, when the final list of the themes was done, I named and defined each theme to figure out if these themes were useful in understanding the data. Lastly, I encoded the answer to the research questions by presenting the tabular and textual form of the results.

Ethical Considerations

To ensure that aspects on ethics in research were strictly observed, this study was submitted to the Research Ethics Committee of St Mary's College of Tagum, Inc. Hence, the researcher ensured that the required ethical procedures were followed while interacting with the participants as well as in citing related literatures and maintaining the anonymity of the research participants. Thus, the 10 dimensions of ethical considerations were strictly observed in this study to which includes social value, informed consent, vulnerability of the research participants, risks, benefits and safety, privacy and confidentiality, justice, transparency, qualification of the researcher, adequacy of facilities, and community involvement.

RESULTS AND DISCUSSION

This section lays down the results and discussion of the qualitative inquiry regarding the leadership resiliency of school heads in managing multigrade schools in Davao del Norte. In-depth interviews were conducted among the eight qualified school heads who openly shared their experiences, coping mechanisms, and insights about the research topic. These interviews were transcribed and subjected into thematic analysis, revealing vital information about the leadership resilience manifested by schools in their management of multigrade schools in far-flung areas of the division.

Lived Experiences of School Heads on Their Leadership Resiliency in Managing Multigrade Education

The first research question inquired on the firsthand experiences of school heads in manifesting leadership resiliency in their management of multigrade education. Thematic analysis shows the following essential results: (a) constraints in school resources; adjustments in leadership philosophy; (b) improvement of learning outcomes; (c) issues in curriculum management; (d) teacher burnout and turnover; (e) issues pertaining to parents; and (f) understanding the needs of the learners. Shown in Table 1 are the major themes and core ideas that illuminate the lived experiences of school heads in managing multigrade schools.

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Table 1

Major Themes and Core Ideas on the Lived Experiences of School Heads on Their Leadership Resiliency in Managing Multigrade Education

Themes	Core Ideas
Constraints in School Resources	• encountering inadequacy of resources and facilities that cater diverse learners and foster a conducive environment • lacking instructional materials and time management as key challenges in a multigrade school • balancing the needs of multiple grade levels coupled with limited resources as a notable challenge • failing to receive learning materials due to lack of resources • dealing with the problem of allocating limited funds to school priorities • asking the question on how one can provide for the learners if there is nothing to offer to begin with • witnessing the insufficiency of supplies and materials for teaching • being confronted with tremendous demands such as the lack of materials and classrooms for teaching
Adjustments in Leadership Philosophy	• transitioning from traditional approach to a flexible philosophy of leadership • adjusting one's leadership philosophy by effectively targeting the varied needs in the multigrade school • focusing more on participative leadership after being done with the standard top-down leadership • centering one's leadership philosophy on servant leadership after adopting the traditional management approach • changing one's idealistic views of leadership into a community-needs based approach in a multigrade setting • starting with the adaptive approach which molded one as a leader today • changing one's ways from being an autocratic leader to a more open-minded one
Improvement of Learning Outcomes	• empowering teachers which resulted into the improved learning outcomes of the students despite the challenges of multigrade education • being able to build a learning environment where both students and teachers are empowered and supported • enhancing the performance of learners through the use of localized materials and peer tutoring strategy • observing the academic progress and well-roundedness of the school products in general • being able to bag a couple of wins in a district or division level competitions • seeing the significant increase of learners who can read and have mastered the competencies compared before • ending the school year with observable results, as more learners were able to master the competencies
Issues in Curriculum Management	• experiencing challenges in time management and the alignment of the curriculum to multiple grade levels • facing the dilemma of ensuring that teachers make all the learners master the required competencies • being confronted with the challenge of implementing the curriculum at multiple grade levels • struggling with mentoring the teachers given the fact that theories are often forgotten
Teacher Burnout and Turnover	• noticing the burnout of teachers despite the support being given to them • receiving numerous requests to transfer stations and fast turnover due to teachers prioritizing more their well-being • assessing high teacher burnout resulting in frequent leaves • seeing exhausted teachers seeking transfers all the time which is understandable
Challenges of Parents' Involvement	• struggling with communication and lack of parental support possibly due to economic or financial factors

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	• hassling parents to look for outside resources as a challenge • communicating with parents and learners as challenging due to language barrier • receiving no moral and financial support from parents as inevitable
Understanding the Needs of the Learners	• dealing with the different learning pace of learners coming from indigenous communities which need longer patience and understanding • recognizing that multigrade learners need differentiated instruction • deepening one's understanding of the needs of the learners • acknowledging the difficulty of teaching multigrade learners given their underprivileged backgrounds and compressed lessons good for two or three grade levels

Constraints in School Resources. Leading multigrade schools exposed the school heads in stark realities such as the evident constraints in school resources and facilities. Participants repeatedly pointed out that there were huge inadequacies in terms of the number of resources and facilities that could accommodate learner diversity and preferences in multigrade schools. These resources and facilities such as limited funds, supplies, classrooms, and instructional materials posed a challenge for school heads on how they would navigate the management of multigrade schools, considering these inhibiting factors at play.

Studies aligned with this finding, as multigrade schools are reported to encounter resource constraints on a regular basis. As reported in Malica and Corpuz (2021), remote schools often encounter inadequacies as a result of geographical disadvantages. Inadequate facilities, absence of internet connection, and limited resources were common in these schools. In fact, submission of school reports was not timely due to these constraints. Villanueva et al. (2021) also corroborated this data, as multigrade schools were said to typically deal with constraints in school resources and internet connectivity as a result of geographical isolation.

Adjustments in Leadership Philosophy. In the midst of managing multigrade education, school heads found themselves adjusting their leadership philosophies from traditional approaches to non-traditional ones. For the most part, the participants shared that they had to accommodate the complex realities that they faced in multigrade schools, pushing them to switch leadership philosophies that suit their context of educational management. From being ideal and bureaucratic, the participants had to display participatory, community-based, and flexible leadership philosophies to better serve the schools where they were designated to lead.

Related literature revealed conformance with this finding, stating that traditional leadership philosophies would never suffice to properly manage multigrade schools. In response to the complex and demanding nature of multigrade schools, numerous school heads realized that top-down leadership philosophies were truly inadequate, leading them to adopt non-traditional leadership approaches that are flexible by nature. A recent qualitative study involving school heads in multigrade schools described how they became more context-sensitive and adaptive to their leadership practices, taking into account the need for their schools to survive with bare minimum resources and chronic shortage in staffing (Bojos et al., 2025). In a separate study, school heads in multigrade schools were typically faced with the daunting task of wearing multiple hats, employing adaptive and innovative teaching methods that could cater for the diverse needs of learners while maneuvering the general operations of the school (Virtucio & Ching, 2025).

Improvement of Learning Outcomes. As school heads, the participants revealed that they devoted their time and efforts in improving the learning outcomes of multigrade schools where they were assigned. For the participants, it was such a joy to support both students and teachers alike in hopes that student learning outcomes would improve over time. In return, the school heads were glad to share that in the course of their school leadership, learning outcomes were, indeed, improved, citing laurels or achievements which they believed to be indicators of the improving learning outcomes among the students in their governed schools.

In line with this finding, school heads and teachers reported in previous studies that real improvements in learning outcomes were possible over time in multigrade settings through sustained efforts in the refinement of managerial practices and teaching approaches. For instance, a study showed that using task cards in science instruction in both Grade 3 and 4 learners in a multigrade school showed improved performance by the third quarter of the school year (Pascua, 2025). On a similar note, multigrade schools in the district of Southern Conner correlated high teacher performance to a very satisfactory learner performance. This finding suggests that effective leadership and teaching in multigrade schools are linked to improved learner outcomes (Lazaro, 2025).

Issues in Curriculum Management. As a core function of school heads in multigrade schools, curriculum management had been one of the main priorities and concerns of the participants. As such, in their years of leading multigrade schools, they faced issues pertaining to curriculum management. The challenge recurring among school heads of multigrade schools revolved around the dilemma of making sure that teachers allow their students to master all the competencies on time, while keeping in mind to align the current curriculum to multiple grade levels.

In consonance, school heads and teachers in multigrade schools are often faced with struggles in managing the curriculum, particularly in rural areas or settings where resources are scarce. A literature review discussed that curriculum in multigrade

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schools is challenging to manage due to the fact that this curriculum is managed in resource-constrained settings where flexible planning, differentiated instruction, and community involvement are found to be crucial in its interplay. Moreover, curricula are often modeled after monograde classes, which made curriculum management more challenging to achieve in multigrade perspectives (Mampane & Carrim, 2024). Such contextual and structural constraints force school heads as well as teachers to adapt the curriculum or even remodel lesson pacing, planning, and assessment to meet the needs of multigrade learners all in a single classroom (Ares-Ferreirós et al., 2025).

Teacher Burnout and Turnover. The participants particularly noticed that many teachers in their area of assignment experienced burnout due to indescribable exhaustion in their line of work which eventually led to turnover. Given this dilemma, the participants shared that their offices were consistently flooded with leave requests and request for transfer of teaching station.

Recent research strongly supported the widespread turnover and teacher burnout in multigrade schools. A study in the Philippines showed that high levels of occupational stress and burnout in terms of classroom management and curriculum demands significantly influence the turnover intention of teachers (Ladres & Garcia, 2025). Moreover, international studies shared that emotional strain, insufficient support, and chronic overwork have been the major contributing factors leading teachers to consider leaving the profession for good (Kubat, 2025).

Challenges of Parents' Involvement. School heads noted that part of their challenges in leadership resiliency is their communication and collaboration with the parents of the learners. For the participants, collaborating with the parents was an extra challenge because they, too, were short of resources or financial means. Language barrier was also pointed out as a source of issue for the school heads.

The same sentiments are echoed in previous literature. A study about multigrade education reported that some parents hailing from low-income families with resource-constrained backgrounds struggled significantly in supporting their children (Candilosas et al., 2025). Parents lacking in terms of educational background and financial means have limited involvement in the learning process of their children as well as in collaborating with the school heads and teachers (Motshusi et al., 2024).

Understanding the Needs of the Learners. Leading multigrade schools exposed the school heads in their role of making sure that their clienteles, the students, were given the quality education that they were due. As such, the participants articulated that they devoted efforts in recognizing the attributes that make up their learners in the context of multigrade schools. The school heads recognized that learners in multigrade schools need more attention and understanding due to their persisting learning difficulties stemming from their underprivileged backgrounds.

Literature explains that school heads take seriously their roles in understanding the individual needs of learners in multigrade settings, for the obvious reasons that they know that many students hailed from underprivileged backgrounds and suffered from learning difficulties. In fact, multigrade education research engenders the importance of curriculum mapping, flexible pacing, and learner-profiling, as spearheaded by school heads, as a means for multigrade classrooms to cater students with different learning paces and abilities (Bunga et al., 2025). Such student-centered approach guarantees that teachers under the guidance of school heads can group students by need or ability, can adjust instruction, and give differentiated support to all learners, regardless of prior achievement and background. Understanding learners' needs aims to give learners a fair chance to progress and learn in multigrade schools (Shareefa, 2020).

Coping Mechanisms of School Heads on the Challenges They Encountered on Their Leadership Resiliency in Managing Multigrade Education

The second research question peered into the ways of coping among school heads in manifesting leadership resiliency in their management of multigrade education. Thematic analysis shows the following essential results: (a) prioritizing self-case and work-life balance; (b) seeking support and linkages with the stakeholders; (c) demonstrating flexibility and resilience as a leader; (d) collaborating with colleagues; (e) staying optimistic amidst challenges; and (f) providing support for the teachers. Shown in Table 2 are the major themes and core ideas that illuminate the ways of coping of school heads in managing multigrade schools.

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Table 2

Major Themes and Core Ideas on Coping Mechanisms of School Heads on the Challenges They Encountered on Their Leadership Resiliency in Managing Multigrade Education

Essential Themes	Core Ideas
Prioritizing Self-care and Work-Life Balance	• taking good care of one's physical and mental health • promoting work-life balance by introducing reflection session among teachers every Friday afternoon • taking good care of one's spiritual aspect • engaging in reflective thought by writing journals and remembering one's purpose as a teacher • being able to separate one's problems at school and work • maintaining well-being by engaging in prayer, quiet time, work-life balance as well as reflection • grabbing a mental health break when necessary by engaging in recreational and devotional activities • taking good care of oneself in terms of physical, emotional, and mental aspects • finding quality time for oneself to attain work-life balance by engaging in rest, recreational activities, and family time • maintaining one's well-being through receiving the support of everyone
Seeking Support and Linkages with the Stakeholders	• building resilience through establishing relationships with one's colleagues and members of the community • seeking support from leaders and community partners for smooth school operations • requesting learning materials from non-government organizations and private sectors to offset inadequacy of resources • seeking support from local stakeholders especially the municipal government which immediately extends support • maintaining strong ties with stakeholders as essential in the successful implementation of school projects and programs. • building trust and open communication with stakeholders ensures the contribution of everyone to the success and development of the school • being strategic by establishing a strong support system from teachers and community members • upholding transparency by opening the school problems to teachers and parents • building good relationships with the stakeholders
Demonstrating Flexibility and Resilience as a Leader	• being open-minded and resilient by learning from one's mistakes and accepting corrections • utilizing different strategies focused on the better implementation of multigrade education • being open enough to adopt significant best practices and receive technical assistance • being open to seek support from experts in addressing challenges pertaining to multigrade education • prioritizing the use of finances for the procurement of the specific needs of the learners • being open to the suggestions of one's colleagues to be able to support them better, knowing that one does not know everything there is in the field • mustering courage and open-mindedness to seek help and collaboration for the success of learners • being open to corrections
Collaborating with Colleagues	• resource sharing and materials exchange as effective strategies • initiating school-based learning action cells (LAC) for a collaborative approach on problem solving with the faculty • cooperating with teachers make the problem easier to solve • maintaining collaboration and transparency with the teachers who provide insights and feedback as the best strategy • establishing teamwork by entrusting responsibilities to the teachers and listening more to their ideas

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	• discussing learning gaps of students and corresponding strategies to address such with the teachers in a regular action cell session. • dividing the task among the teachers and crediting them for it
Staying Optimistic Amidst Challenges	• maintaining a positive and passionate mindset amidst problems • feeling positive as one can rely on the help of one's colleagues • appreciating strength found from small wins such as witnessing the growth of one's teachers and learners as well as receiving thanks from parents. • engaging in prayer and reflection to attain clarity and strength amidst challenges • choosing to be positive and resilient even if there are times that one wants to quit or resign
Providing Support for the Teachers	• providing technical and leadership support to teachers to overcome challenges in multigrade education • equipping oneself with training to be able to give support in the field • developing a peer mentoring system for neophyte teachers to have their guiding mentors • updating teachers on the latest trends in teaching by sending them to trainings and seminars

Prioritizing Self-Care and Work-Life Balance. Self-care and work-life balance were seen by the participants as necessary ingredients to cope with the life and the corresponding responsibilities of being a school head in multigrade schools. For the participants, it was paramount for them to take good care of their physical, mental, and emotional health by engaging in different reflective, recreational, and devotional activities that soothe their soul and give their mind clarity.

Empirical works affirmed the idea that heavy workloads, emotional demands, and administrative responsibilities may negatively affect the physical and mental health of school heads, if left unchecked. With this in mind, a study involving school heads revealed that mental health management is an important coping strategy for them which include fostering supportive environments, implementing practices to promote well-being, and acknowledging student and staff needs. It is claimed that self-care is a non-negotiable component in sustaining a good school leadership (Lumanas et al., 2024). In consonance, a scoping review found that supporting well-being the forms of wellness practices targeting workload management and emotional support as well as well-designed self-care can significantly decrease burnout and improve physical functioning (Avola et al., 2025).

Seeking Support and Linkages with the Stakeholders. The school heads were cognizant of the vital role of stakeholders in operating a school and managing its operations. As such, the participants opened that they regularly seek support from different sectors of the community in its different academic and extra-curricular endeavors. They view stakeholders such as the government and non-government organizations as reliable partners in maintaining the welfare of the school as an important institution in the community.

This finding is echoed in previous research, affirming the notion that seeking support and linkages is essential in sustaining multigrade schools. A qualitative study of school administrators in multigrade schools claimed that partnerships between the school and the community can help mitigate gaps in resources, optimize school culture, and improve student behavior and attendance. These positive outcomes are made possible through the joint efforts of community leaders, parents, local government units, and other partners (Dayday & Dioso, 2025). Moreover, a quantitative study rationalized that strong partnerships among school, family, and community contribute to a better school where there is improvement in cooperation, morale, and overall school functioning (Mangarin & Tabal, 2024).

Demonstrating Flexibility and Resilience as a Leader. Flexibility and resilience were the qualities which the school heads viewed as an important aspect of being a leader. The participants regarded these qualities as integral in facing challenges, mistakes, and changes in their leadership in multigrade schools. For the school heads, one needs to be flexible and resilient in facing uncertainties in the management of multigrade education to be able to direct the trajectory of the multigrade schools to success.

Recent literature discussed that school heads in multigrade schools are always faced with unforeseen circumstances such as staffing shortages and limited infrastructure. As such, they need to be resilient in addressing issues that emerge in their schools. A multiple case study rounding up school heads in integrated schools showed that leaders who are effective manifested resilience, flexibility, adaptive problem-solving, and resourcefulness in their dealings. The leaders were highlighted to be adept in strategic delegation, contingency planning, and community partnerships to manage challenges and keep the school operations afloat albeit uncertainties and struggles (Galorio & Bauyot, 2024). This type of adaptive leadership enables school heads to respond strategically to changes, protect the welfare of students and teachers, and ensure continuity of instruction despite challenging leadership conditions (Pangandoyon et al., 2024).

Collaborating with Colleagues. The school heads recognized the benefits of collaborating with their teachers in managing their respective multigrade schools. The participants shared that collaboration with their teacher colleagues are essential because this helped them better operate the multigrade school through

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resource sharing, participatory approach in problem-solving through regular Learning Action Cells (LACs), delegating important tasks to teachers and crediting them for it, as well as emphasizing teamwork in the joint endeavors for the school operations and improvements.

As per empirical studies, part of the functions of the school heads is to promote collaboration with their teacher colleagues in an effort to build a supportive and cooperative organizational culture. This one is especially true in multigrade settings where resources are scarce and staffing is limited. In particular, a study revealed that collaboration with teachers leads to improvements in teaching quality, mediating gains in the academic achievement of learners (Wullschleger et al., 2025). Similarly, a study found that teams of collaborating teachers who share ideas, co-plan lessons, and engage in joint problem-solving endeavors regularly contribute to a significant extent to establishing and sustaining a positive school climate (Hammar Chiriac, 2024).

Staying Optimistic Amidst Challenges. As school heads, they experienced a number of challenges, which prompted them to stay optimistic. The participants viewed challenges as an opportunity to view the bright side of things. It helped them gain strength amidst the trying times of weaknesses as well as resilient in times when they wanted to give up already. For the participants, optimism in challenges not only allow them to harness the inner strength that they already possessed, but it also allowed them to trust more their colleagues who could also be their partners in school management and operations.

Literature supports that optimistic school heads who view difficulties as opportunities for development have tendencies to establish a more hopeful and positive school culture that reinforces the well-being of teachers as well as the school itself. A related study pointed out that optimism among teachers serve as a protective factor against burnout. It also increases well-being despite the demands that teachers face on a daily basis (Taati Jeliseh, 2025). On a similar note, a recent study demonstrated that leaders who model an optimistic mindset aid in encouraging innovation, sustaining teacher morale, and cementing the school community to persevere through difficult times. Through this kind of school leadership, resilience is developed and long-term better outcomes are expected (Sacluti, 2024).

***Providing Support for the Teachers*.** The school heads were recognized the crucial role of their teachers in delivering quality education in multigrade schools. As such, the participants regarded the provision of teacher support as paramount to developing the school, its services, as well as its clienteles who are the students. In connection, the school heads listed down strategies in supporting their multigrade teachers through providing them leadership and technical support in hurdling challenges in multigrade schools, sending them to trainings, and developing a mentorship system for neophyte teachers.

As echoed by existing literature, school heads who prioritize professional development, instructional support, and a supportive school culture establishes a platform for teachers to perform better in their job. A study showed that high levels of instructional support in terms of leadership support, clear communication, and availability of resources cast a positive school culture, making higher teacher productivity possible (Madulara et al., 2025). In extension, showing support to teachers in terms of material and professional aspects can become an effective strategy to guarantee teacher effectiveness, albeit challenging conditions present in classrooms (Samundeeswari et al., 2024).

Insights of School Heads on Their Leadership Resiliency in Managing Multigrade Education

The third research question delved into the insights of school heads in manifesting leadership resiliency in their management of multigrade education. Thematic analysis shows the following essential results: (a) learning leadership resilience from one's experiences; (b) allocate more resources to multigrade schools; (c) the need to provide more support for the teachers; (d) allocate more technical and administrative support to school heads; (e) the value of stakeholders in school leadership; and (f) leading a multigrade school as a chance to empower the community. Shown in Table 3 are the major themes and core ideas that illuminate the insights of school heads in the context of leadership resiliency in managing multigrade schools.

Table 3

Major Themes and Core Ideas on the Insights of School Heads on Their Leadership Resiliency in Managing Multigrade Education

Themes	Core Ideas
Learning Leadership Resilience from One's Experiences	• learning adaptability in every situation • leadership resiliency as a skill that is learned through one's experiences • resilience as a skill that is developed through support and facing the challenges head on despite failures • learned that being adaptive in the culture, environment, and context where one is assigned to serve can overcome challenges • learned to be flexible and decisive whenever there is a call for tough decisions • recognize that resilience in leadership is crucial and needed to prevent a domino effect of failure within the organization • leadership can be learned along the process in the norm of the environment
Allocate More Resources to Multigrade Schools	• come up with research to give one a picture of the field as well as the corresponding strategies to aid school heads

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	• allocate enough budget to fund trainings, teacher allowances, procurement of materials, and implementation of programs • provision of conducive classrooms and resources tailored specifically to multigrade education • provision of support in the form of funds, materials, and infrastructures as essential in the educational system • provision of human, financial, and technological resources to implement quality multigrade education • additional teachers, classrooms and ready-made teaching materials and lessons as necessities of multigrade schools • provision of support in terms of trainings and budget for allowances to sustain school operations
The Value of Stakeholders in School Leadership	• communication and collaboration with stakeholders as an essential foundation in managing a school • open communication with teachers, learners, and other leaders as lessons from successfully implementing a multigrade school • be transparent and open all activities and discussions to the stakeholders to gain their insights and ideas • maximize provision of support and resources by enhancing linkages with stakeholders • leverage the use of social media to influence and invite stakeholders to support institutional goals
Leading a Multigrade School as a Chance to Empower the Community	• view leading a multigrade school as an opportunity to serve and transform the community • leadership in multigrade school is built not on control but on empowering others • leadership as a means to transform and cultivate the dream of others, not to command people • lead to contribute to the betterment of the education for the youth

Learning Leadership Resilience from One's Experiences. As the participants reflected on their experiences as school heads, they collectively shared that leadership resilience was not something that they were born with, but this was ingrained to them through the rigorous experiences that shaped them as school heads in multigrade schools. Their experiences allowed them to learn how to overcome challenges in managing multigrade education through flexibility and learning by doing. Their reflection spanned across the fact that they had to be in tune with the environment and landscape of their school leadership in order to learn leadership resiliency in the context of multigrade schools.

Literature affirmed this idea, as studies showed that leadership and resilience are qualities that can be learned by repeatedly facing different challenges, gradually developing a leader to learn problem-solving skills, adaptive capabilities, and resourcefulness. A study involving school heads pinpointed that coping with different difficulties in school leadership can nurture resourcefulness and resilience, enabling them to persist amidst the hardships they face in schools (Pangandoyon et al., 2024). In a separate study, a similar finding is revealed, pointing to the notion that reflection from one's experiences in school leadership cultivate positive qualities such as being a leader and being resilient in resolving complex challenges and sustaining effective school governance (Malco, 2024).

Allocate More Resources to Multigrade Schools. As the school heads introspected on what was still needed in multigrade schools, majority of the participants shared that there is an evident huge gap in terms of school resources and facilities, leading them to conclude and desire that more resources should be allocated in multigrade schools for their smoother and more efficient operations. The school heads expressed their wishes that there should be adequate funds intended for the funding teacher allowances and trainings as well as the procurement of instructional materials and construction of additional classrooms.

The severe lack of resources greatly undermines the ability of multigrade schools to provide quality education to its learners. A study strongly urged authorities to prioritize the provision of important resources in multigrade schools, so multigrade teachers can focus on what they ought to do – to teach. The teachers interviewed in the study requested for resources such as consumables, technology, and instructional materials, for lacking these greatly limited their pedagogical options in implementing differentiated instruction and forced them to rely on improvised materials (Bebis & Dioso, 2025). The similar recommendation is gleaned from last-mile and far-flung schools which are identified to severely lack access to libraries, ICT infrastructure, adequate classroom space, and other essential facilities, exacerbated further by the overwhelming demands of multigrade teaching. Adequate funds should be appropriated in these schools to procure the resources needed for their operations (Clarito et al., 2025).

The Value of Stakeholders in School Leadership. A significant realization which the school heads have managed to grasp from

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their experiences is the key role of stakeholders in their pursuit for school leadership. For the school heads, they recognized that school leadership would be difficult and impossible without close coordination with the stakeholders who provide additional support to multigrade schools. In line with this reflection, the participants appreciated their stakeholders who have been a big help in their implementation of different school activities and initiatives, which led them to realize that there is a need for the school heads to maximize participation of stakeholders in the better management of the multigrade schools.

This realization by the school heads is no less true, as literature reiterated the importance of stakeholders in the school development and management. A study showed that stakeholders are instrumental in promoting sustainable student-development initiatives by the school and enhancing the overall school environment (De Vera, 2022). More so, strong partnerships among the school, family, and community have helped in supporting teachers to overcome challenges related to stress and resource limitations, as donations become accessible to somehow fill the resource gaps in schools (Mangarin & Tabal, 2024).

Leading a Multigrade School as a Chance to Empower the Community and Its People. The school heads were emotional upon reflecting on their deep purpose in leading multigrade schools and embracing all the challenges that correspond with receiving such responsibility. For the participants, they believed that becoming a leader in multigrade schools gave them a rare platform to empower not just themselves, but also the people and the community whom they serve. The participants deemed that becoming a school head in multigrade schools gave them the opportunity to cultivate the youth as the hope of this nation as well as to transform their dreams into reality.

Empirical works in the past have attested to the fact that leading a multigrade school is not just a professional responsibility, but it is also a conduit for social transformation and community empowerment. Research claims that properly managing schools is synonymous with establishing a platform where community members, local stakeholders, and families can be actively involved in shaping the culture of the locality and the future of its constituents (Liu et al., 2022; Ares-Ferreirós et al., 2025). When effective leadership is delivered by a school head, it does not only entail proper management of the faculty, staff, and learner affairs; it is also giving students from underprivileged or marginalized backgrounds access to life skills, education, and a chance for a brighter future. Indeed, beyond the role of a school head is a molder of youth, helping learners achieve their dreams using the power of education to transform lives (Popov et al., 2021).

IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

The study managed to illuminate the lived experiences, coping mechanisms, and insights of school heads on leadership resiliency in managing multigrade schools. Upon reviewing and analyzing the gathered data, much is unearthed and realized about the experiences of the school heads which merits the attention of different audiences and agencies such as the other school heads, teachers, officials of the Department of Education, students, and researchers.

For school heads, the study speaks volumes about the challenges that school leadership entail which span across curriculum management and implementation, resource allocation and procurement, collaboration with stakeholders, and human resource management. As such, the lesson brought by study inculcates the importance of being resilient and strategic if one wants to become a school head in a multigrade school. More so, findings imply that leaders are encouraged to be more pragmatic, rather than idealistic, in their approach to school management, as multigrade schools are composed of unique circumstances that differ from monograde classes in cities. Thus, flexibility is encouraged by the study among school heads for them to thrive professionally and to uphold the welfare of the multigrade schools at large.

As for the teachers, the study affirms their plights in serving the multigrade schools. Teacher burnout and turnover are harsh realities that multigrade schools must face, and this issue is a serious concern that merits immediate attention among the authorities, as it stems from the heavy workloads, poor working conditions, geographical disadvantage and lack of support and empowerment that multigrade teachers typically experience on a daily basis. With this in mind, implications regarding the provision of more support to teachers in terms of financial, mental, physical, pedagogical, and professional aspects are greatly encouraged and welcomed to address the aforementioned issues.

To the officials of the Department of Education, the study presents the implications of the systemic issues which need concrete actions and solutions. Constraints in resources, funds, and facilities are glaring gaps in multigrade schools are serious issues that when left neglected, compromise the quality of the education received by the students in geographically isolated and disadvantaged areas. Inadequate support on teachers, school heads, and leaders also emerged as concerns which the department and its officials need to hear and address. Given these circumstances, the study implies that more budget may be funneled to address concerns regarding resources, human resources, and learners. Policies are also welcomed for revisiting and reviewing to empower multigrade schools alongside their school heads, teachers, and learners which are heavily underserved due to their geographical locations.

The students are part of the beneficiaries of this study, because they are the main clientele that multigrade schools serve. Since the study made mention of curriculum management and implementation issues, it is high time for the Department of Education (DepEd) to revisit the curriculum and consider enforcing a separate curriculum that caters the diverse needs and sensibilities of students from multigrade schools who are also likely to come from indigenous backgrounds. More so, additional support for students in the form of feeding programs, scholarships, and other school activities that contribute to the formative years of the learners are also implied as

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ideal to support multigrade schools as a whole.

More importantly, the study implies agreement with the theories such as the theory of resilience by van Breda (2018), theory of emotional intelligence by Goleman (1985), and organizational resilience of Peek (2023). The study affirms the theory of resilience, as the study agreed that resilient multigrade school leaders understand failures and their negative implications as well as choose to recover nonetheless to continue serving despite the odds. The emotional intelligence theory was likewise affirmed in the study, as results revealed that school heads were capable of regulating and monitoring their emotions especially in stressful situations. Also, organizational resilience was confirmed by the results, as the study revealed that multigrade schools thrive not on power and dominance but on collaboration and empowerment with the teachers and stakeholders.

This study also leaves opportunities for other researchers to fill the other gaps in literature. Foremost, the future trajectory of studies should be focused on conducting research on programs and projects that improve the condition of multigrade schools at large. Initiatives on community development where multigrade schools sit should also be looked upon to improve existing conditions of the learners and parents in general, not only in a few aspects such as the school heads, teachers, and learners which hold little influence on matters related to multigrade schools in the grand scheme of things.

For future researchers, it is indeed true that opportunities for research are still at play, given that the study failed to account for the complexities of the curriculum, policies, and educational system which influence the experiences faced by school heads in their pursuit of leadership resiliency in multigrade schools. As such, future studies may be redirected in these areas to deepen existing literature that could uncover solutions to improving the services, operations, and management of multigrade schools in the future.

CONCLUSION

The leadership resiliency of the school heads in multigrade schools is a tale that warrants admiration and recognition in all aspects and levels. Truly, this quality is seen as an ideal model that aspiring school heads and other leaders should emulate and embrace. Being a resilient leader is a testament to the profound inner strength that leaders call forth when crises, uncertainties, and challenges are abounded and impending. Multigrade schools are surely fortunate to have these leaders take the helm and attempt to transform the lives of the learners and the community, one student at a time.

However, behind this resilience in leadership lies the deep-seated systemic issues that are long ignored and forgotten. Constraints in resources, poor working conditions for teachers and schools, and subpar quality of learning experiences among the learners are but among the few issues that multigrade schools face. The study, therefore, assumes its role as a call for government agencies and other relevant sectors to act on these matters, focusing primarily on viable, sustainable, and impactful solutions, rather than introducing remedies that only scratch the surface of the real issues that this society hides. While resilience is an admirable quality in itself, the study serves as a reminder that real issues beneath it should be addressed by the authorities who are called to serve the public.

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