

From Striving to Thriving: Understanding the Resilience Frameworks and Practices of Educational Leaders during the COVID-19 Crisis

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ABSTRACT

The COVID-19 pandemic has significantly transformed education systems worldwide, presenting unprecedented challenges for educational leaders. This paper is a Heideggerian phenomenology which implements Van Manen's phenomenological methodology. The research delves into the resilience frameworks employed by educational leaders amidst the unparalleled challenges posed by the COVID-19 crisis. Through the lens of Interpretative Phenomenological Analysis (IPA), the study elucidates the nuanced experiences of educational leaders as they navigated the tumultuous terrain of the pandemic. By employing qualitative methods, including in-depth interviews and thematic analysis, this study uncovers the experiential characterization of resiliency in the context of education based on the experiential narratives of the informants. The research reveals elements that characterize resiliency in leadership in higher education institutions through the education leaders' persistence in navigating uncertainty, resourcefulness and innovation, agility and creativity, efficient communication, adaptability, and supportive behavior. It was concluded that these elements have a leadership character as a manifestation of resiliency that promotes persistence in maintaining organizational activities and innovations in times of unprecedented challenges. The findings of this research may shed light on the pathways from mere surviving to thriving amidst adversity and challenges in the education niche. Through the exploration of lived experiences and sense-making processes, this study not only contributes to the theoretical understanding of resilience within the educational leadership context but also offers practical insights and recommendations for fostering resilience in educational settings amidst crisis.

Keywords: *Resilience, Educational leaders, Covid-19 in Education*

INTRODUCTION

The COVID-19 pandemic disrupted the education systems worldwide. School leaders have been required to navigate through constantly changing circumstances, including shifting policies, remote learning, social distancing, and health concerns. With these challenges at play, resilience has proved to be a critical characteristic for educational leaders to possess to lead effectively during these uncertain times.

Resilience is a multifaceted construct that bears meaning and measurement in diverse ways across variegated disciplines. In the framework of

psychology, resilience is largely characterized as the ability to adapt and recover from adversity or stress (Masten & Narayan, 2012). Resilience can be defined as the capacity to adapt and thrive in the face of adversity (Fletcher & Sarkar, 2013). Moreover, it is considered as the person's coping ability amidst anxiety and depression (Connor & Davidson, 2003), or death or life-threatening circumstances (Bonanno, 2004). In policy literature, resiliency is an embodiment of governance that emphasizes responsibility (Joseph, 2013). In the field of ecology, this is the

persistent existence of the relationship in an ecological system rather than the stability of that system (Holling, 1973). In the context of education, being a resilient leader plays a crucial role in managing crises and promoting positive outcomes for students, staff, and the broader school community (Hart & Healy, 2019).

According to Masten (2014a), resilience is the “ordinary magic” that allows individuals to navigate challenges and setbacks in life. In essence, resilience is impermanent as a human trait but rather an ever-changing process that involves interactions between individual factors, like personality and coping strategies, and contextual factors, with social support and environmental resources (Luthar et al., 2000). Furthermore, resilience may be shaped by cultural and societal factors, which shape the way individuals perceive and respond to adversity (Ungar, 2011). Overall, resilience represents a complex and dynamic process that plays a critical role in promoting well-being and positive outcomes even amid adversity.

Given the unprecedented nature of the COVID-19 worldwide health crisis and its impact on education, there is a pressing need to understand the resilience frameworks and practices that educational leaders are utilizing to navigate through the challenging times. Understanding resilience is crucial in education, particularly for educational leaders, as it can have significant implications for students' academic and social-emotional well-being (Durlak et al., 2011; Masten, 2014b). Educational leaders play a vital role in creating a supportive and nurturing environment that promotes resilience in students (Masten & Powell, 2003). By understanding the factors that contribute to resilience, such as positive relationships, self-regulation skills, and a growth mindset, educational leaders can create learning environments that foster resilience and help students overcome challenges and setbacks (Durlak et al., 2011; Masten, 2014a). Additionally, an understanding of resilience can very well instigate the creation and expansion of effective interventions to support students who may be struggling academically or emotionally (Masten &

Powell, 2003). For example, educators can implement evidence-based practices such as trauma-informed care, social-emotional learning programs, and mindfulness practices to enhance students' resilience and well-being (Durlak et al., 2011). By promoting resilience in students, educational leaders can help them develop the skills and mindset necessary to succeed academically and thrive in all aspects of their lives (Masten, 2014a).

Efforts to understand the concept of resilience have paved various definitions and protective topographies, however, its embodiment in the educational niches as its overarching gesture to maintain adaptive and responsive behavior despite localized pressure, statutory mandate, and the possible pressing issues and concerns brought about by the COVID-19 pandemic, is not formally demarcated in the circle of resilience literature. This paper conceptualized resilience and obtained its unique phenomenal or experiential meaning and dimensions in the context of HEI niches, specifically on the lived experiences of higher education leaders as they continuously perform their leadership roles.

This study seeks to explore educational leaders' understanding and operationalizing resilience in their leadership practices amid the pandemic brought by COVID-19. By elucidating their experiences and adaptive mechanisms during this crisis, this study aims to provide insights into how higher education leaders support and enhance educational leadership resilience in future educational situations and adversity. More so, the findings of this study will benefit policymakers, school administrators, and educational researchers seeking to improve educational leadership practices during times of crisis.

The study began by exploring the question “*What does it mean to be resilient in the time of pandemic?*” Allowing the participants to answer the required question reduces the variation of information (Park et al., 2018), leading to an open interview that is unstructured. The set of questions is provided in the data gathering section.

Literature Review

It is apparent in the literature the different definitions and conceptualization, and the topological characteristics of resilience. The subsections below present a review of resilience in different areas where it is defined and conceptualized.

Ecological Resilience

Resilience in the context of ecology is characterized by a system's capacity to take in change and disruption thereby testing its ability to persist and sustain interplaying variables to maintain its relationship (Holling, 1973). Anchored on the definition provided by Holling (1973), Walker et al. (2002) enumerated three defining resilience characteristics. These include the extent of change that a certain system can go through yet still maintain the functional and structural controls existing within it, the ability that the system can reorganize itself as a whole, and the level at which the system carries on in showing its capacity to learn and adapt. Resilience is the system's prospective ability to withstand conditions and sustain its configuration, function, and feedback, and the capacity to reorganize itself after such tumultuous experiences and change at large. Thus, operationally, it is a prerequisite to regard resilience in specific contexts.

Further extension of the ecological definition emphasized resilience as a system's potential to experience shocks or absorb challenges and then reorganize while changes happen but still keep its essence and function, structure, feedback, and processes (Walker et al., 2004; Walker et al., 2006).

Social-ecological resilience

Ecological resilience involves the interaction between people and the environment. Factors that put stresses on them like climate change, the adaptive capacity that is a responsive behavior that increases a population's probability of survival and with the provision of new institutional linkages enhances the communities' capacity for learning and self-organization, thus expanding the resilience of the people in a social-ecological system (Berkes & Jolly, 2002). In light of the social-ecological system (SES)

dynamics (systems consist of nested dynamics-sub-systems), resilience has four different facets, according to Walker et al. (2004).

Firstly, latitude is the facet that pertains to the ceiling or the highest point that a system can change before it can recover itself. Secondly, resistance is the aspect that is grounded on changing the system and whether such a process is of ease or difficulty. Thirdly, precariousness as a resilience aspect refers to the status of how a system is close to its limitation. Finally, panarchy as an aspect centers on the fact that a system's resilience in a given scale depends on the state and dynamic influences that come from above and below. As such, due to these cross-scale interactions, a system's resilience in a focal scale banks heavily on the influences. A concrete example of this interaction is best provided by Walker et. al (2004) in externally imposed oppressive policies, invasions, market changes, or changes in the global climate that result in transformations and adjustments in the locality and the regime at best. For Adger et al. (2005), the resilience that exists in the linked relationship between the environment and people pertains to the ability of the social-ecological system to imbibe periodic challenges like hurricanes to preserve the structure, process, and feedback that make up the system.

Psychological resilience

Aside from the many definitions provided in the context of ecology and social ecology, resilience in psychology has also different contextual definitions. For instance, Bonanno (2004) defines the concept in the context of loss and trauma. Bonanno (2004, 2008) conceived the concept as the capacity of adults to sustain a psychological and physical upstanding at a stable and healthy level when they face the death of a close person or have been exposed to a life-threatening situation. Bonanno (2004, 2008) distinguished resilience from recovery as the absence of depression, posttraumatic stress disorder (PTSD), or any other form of psychopathology. He added that a resilient individual might experience disturbances now and then but generally displays fortitude as manifested by healthy functioning over long periods. More so, a resilient individual may face

such challenges periodically but they express willingness for generativity and positivity. Furthermore, the American Psychological Association (APA) mentioned that psychologists define resilience as the process of coping well when confronted with a wide range of stressors, trauma, threats, and the like, which also touch on problems in family, health, workplace, and finance. In essence, this means that resilience pertains to one's capacity to bounce back after experiencing difficulties. Hence, there are many protective factors associated with psychological resilience such as spirituality, confidence in oneself, self-worth, extraversion, and willingness to mingle with others, as well as positive emotions (Schwarz, 2018).

There are considerable challenges in conceptualizing resilience due to intricate methodological issues in terms of gathering clear antecedents, setting definitions for adversity, and identifying the consequences that surround the concept of resilience (Lee et al., 2012). Unclear definitions and differentiated regard for the concepts of study further result in variations which likewise affect the nature of risks and processes. Nevertheless, it is worth noting that despite the variations, common protective factors emerged (Haskett, Nears, Sabourin Ward, & McPherson, 2006; Lee et al., 2012). Currently, four waves are describing the resilience concept (Lee et al., 2012; Masten, 2007). The first wave focused on the identification of the children's and adolescents' good adaptation capability through measures of correlation and characterization. Second is the identification of the regulatory processes that explain how protective factors work. Third is the promotion of resilience through prevention, intervention, and policy, wherein the emphasis lies on the significance of the strategic promotion of competence. Lastly, the final wave deals with a systems perspective and the use of advanced measurement and technologies for multilevel analysis of functioning and discerning the dynamics of adaptation and change. With the various conceptualizations of resilience concept, Schwarz (2018) purports the contextualization of the understating of resilience. Meaning, that resilience can be characterized on the contextual

level by what has been experienced as stressors, challenges, or adversities.

Experiential Phenomenological Meaning of Resilience

There are various experiential meanings of the concept of resilience to people and an organization. Depending on the level, field, and disciplinary use, the concept of resilience bears different nuances (Cutler & von Lingen, 2019).

At the personal level, a resilient person exhibits the ability to bounce back when exposed to life challenges. As a character trait, three connecting concepts distinguish a more resilient individual from a less resilient one. These are self-concept, self-esteem, and self-confidence (Cutler & von Lingen, 2019). Siebert (The five levels of resiliency, n.d.) believes that everyone is endowed at birth with the potential to form a certain level of resiliency. This means there is an innate tendency for an individual to develop a resilient version of the inner self to change misfortune into good fortune, thus becoming a problem solver. With this, Siebert's (n.d.) conceptualization of resiliency traverses from being a "trait" into being a "process." As he puts it, resilience is the ability to prevail when faced with challenging life circumstances.

People who are resilient overcome obstacles, recover from failures and thrive under intense strain without behaving dysfunctional or negatively. According to Siebert, the first level is integral to support overall health and energy. To move to the next level, a person must focus on how to handle challenges. Siebert noted that at this level, a problem-focused person attains resiliency better than an emotion-focused one. A person who displays the third level (focusing inward) is characterized by high self-esteem and a positive self-concept. Finally, in the last level, a highly resilient individual displays counterbalancing skills and attributes essential for being highly resilient. At the highest level, displays the ability to change misfortune into good ones. In the context of a person who is experiencing chronic disease conditions, Hassani et al. (2017) noted that resilience is crucial in alleviating the health conditions that elderly individuals face. They have extracted the following themes: resilience defined through the experiences;

growth context as a prelude to resilience; environmental elements that support resilience; and internal characteristics that help people overcome sickness.

In her dissertation, Draper-Lowe (2016) discovered themes that define resiliency based on the lived experiences of nurses in a stressful and traumatic environment. Her study gives light on how the concept presents itself in the nurse community with the following themes: communication with peers and others; personal fortification and protection; managing and processing experiences; utilizing supportive resources; gaining and applying knowledge; connection with patient and family; and recognizing the meaning and impact of experiences. Her discoveries indicated that being resilient poster career longevity and well-being for nurses and their patients. Some nurse leaders have the following character trait that defines them as being resilient. These include assisting in social spaces, promoting positivity, banking on the capabilities of nurses, nurturing the nursing workforce and self-care, promoting active mindfulness, and exhibiting altruism (Wei et al., 2019). Some special education teachers describe resilient individuals as having the characteristic of the ability to withdraw from internalizing or taking stressful events personally. A resilient individual is committed, has a clear and distinct understanding of work and personal life and its balance, can balance the complex professional lives and activities outside of their work (e.g. doing exercise, hobbies, and passion), can establish personal connections, and have a passion and excitement for their work (Cunningham, 2015).

For the past decade, the study of resilience as a phenomenon and a concept began to emerge in the context of educational administration (Ledesma, 2014). For example, Geocariz (2004) has applied resilience theory on how principals thrive in difficult situations, and the way resilience and its different dimensions relate to strengthening principals' leadership abilities, respectively. Moreover, the study of resiliency has started to emerge in the context of organizational administration, about the ability of the organization to create a working environment that fosters resiliency among the employees

(Nishikawa, 2006 in Ledesma, 2014). Ledesma (2014) noted that to reach an organizational goal and develop optimal decisions in shared decision-making, resilient organizations and systems are consistent in structuring and restructuring accordingly. Moreover, Ledesma (2014) likewise indicated that leadership resiliency needs strong relationships between external support systems to arrange for protective factors against stressful occurrences and their multifarious effects.

In managing a crisis, resiliency is necessary (Beauchamp et al., 2021). Hence, institutional leaders such as principals, deans, or university presidents need to be resilient. This is because resilient leaders establish personal connections through communication with students, teachers, and the community and give practical information during the COVID-19 pandemic (Reyes-Guerra et al., 2021). Reyes-Guerra et al. (2021) added that resilient principals have a "can-do spirit" while being creative, flexible, and caring. During the first phase of the pandemic, the principals have also given importance to their well-being and coping with their challenges while taking good care of their clientele and teachers. They exhibited adaptive behavior by constantly performing what was practical and timely. They used the crisis as a lens to see the weak points of their educational system such as the lack of training in technology usage.

Educational leaders also find strength in connection. According to Bagwell (2020), resilient leaders during the pandemic take advantage of social connectedness while creating a collective sense of essential things virtually. Resilient leadership demonstrates interconnectedness by making connections with others. Reyes-Guerra et al. (2021) reported that resilient leaders made inter-school connections under pressure. Relationships and connectivity between administrators, teachers, and school stakeholders form the foundation of a strong school community and students' successes in times of disruption due to the pandemic (McLeod & Dulskey, 2021).

Resilient leadership also encompasses flexibility and adaptive behavior. Resilient leaders continue to address sudden changes in the educational landscape. Giustiniano et al. (2020) reported that resilient leaders can demonstrate

preparedness and improvisation of the course of action, and set direction clearly with flexibility based on the scenario they faced during the pandemic. Additionally, resilient leaders always prioritize the well-being and safety of the students and teachers. Reyes-Guerra et al. (2021) accounted for those leaders who are resilient and demonstrate care towards the well-being of the teachers and students. Similarly, Bagwell (2020) affirmed that resilient leaders value the emotional and social welfare of their teachers and students while coping with their anxiety.

METHODOLOGY

Sloan and Bowe (2014) affirmed that phenomenology can be viewed as Philosophy in understanding the meaning of peoples' experiences in the world at the same time as a method or a methodology when used in the analysis of garnering meanings for individuals through their spoken or written language, or as an approach to study or research. Christensen, Welch, and Barr, (2017) also claimed that in its latest development, phenomenology is a philosophy and a scientific method. However, Gallagher (2012) expresses that for some authors, phenomenology can be best defined as a method rather than a philosophical theory.

Methodology is composed of the processes and principles employed by the researcher while seeking answers to a problem (Bogdan & Taylor, 1975, cited in Sloan & Bowe, 2014). Langdrige (2007) distinguished methodology as the overall means to study a topic and the method serves as the specific technique or approach utilized at large (cited in Sloan and Bowe, 2014). As a method, phenomenology branches itself into two different perspectives: descriptive and interpretative (Sloan & Bowe 2014). Descriptive phenomenology is the Husserlian type (General, 2019) which influenced Giorgi's method of describing the life experiences of an individual. Under the interpretative is the Heideggerian phenomenology (hermeneutic) which rejects the idea of reduction as imposed by the Husserlian type.

This study employed the Heideggerian phenomenology in understanding the experiential

meaning of resilience of the participant leaders in the time of the COVID-19 pandemic. Essentially, Heidegger purported that the construction of reality is a reference to one's experiences and beliefs (McConnell et al., 2009). With that, Heidegger's phenomenology was adopted in the study as it is deemed the most appropriate design whereby the researchers discovered and uncovered the participants' universal structures of "Being" as they manifested themselves in the phenomena considering what it meant to be in the world. The researcher had to understand the experiential meaning of resilience among the participant leaders. We employed the Heideggerian phenomenology for it is impossible for the researchers to be completely free from the possible characterization of being resilient during the time of the pandemic. By this, phenomenological reduction is impossible. Hence, the researchers themselves are living with it during the conduct of the study.

Phenomenology is employed to explain people's experiences and uncover meanings that are not perceptible at first glance (Aparece, 2017; Matua, & Van Der Wal, 2015). More so, it entails objective analysis of human existence's lived experiences which steer clear of any theoretical, prejudiced, and suppositional claim, with the reward is discovering and discerning meaning at best (van Manen, 2007). Sloan and Bowe (2014) affirmed that phenomenology can also be viewed as philosophy in understanding the meaning of peoples' experiences in the world at the same time as a method or a methodology when used in the analysis of garnering meanings for individuals through their spoken or written language or as an approach to study or research. Christensen et al., (2017) also claimed that in its latest development, phenomenology is a philosophy and a scientific method. However, Gallagher (2012) expresses that for some authors, phenomenology is considered phenomenology as a method rather than a philosophical theory.

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as the specific technique being employed (cited in Sloan and Bowe, 2014). As a method, phenomenology is grouped into two, the descriptive and interpretative (Sloan & Bowe 2014). One descriptive phenomenology is the Husserlian (Sargadilos, Barcia, Panimdim, & Simporios, 2018), which influenced Giorgi's method of describing the life experiences of an individual. Under interpretative is the Heideggerian phenomenology (hermeneutic) which rejects the idea of reduction as imposed by the Husserlian type.

In its beginning, the concept of phenomenology is vastly applied within the context of intentionality, the ability of the human mind to refer to objects outside of itself. In Aristotelian doctrines, perception is central to the mind's awareness of objects as it is presented to the senses and is different from the matter (substance) of that object. This has led to the conception of intentionality and reality; of which the former is a conscious physical form while the latter is composed of the forms and matter as it exists in the real world (Christensen et al., 2017).

Brentano, who was considered the first real phenomenologist, described intentionality as a mental phenomenon as it appears to the individual, *priori* of the mental. Brentano's General Psychological theory purports the existence of qualitative differences between physical and mental phenomena and points out that all appearances in consciousness are of two classes; physical and mental phenomena (Brentano, 1977; Glendinning, 2007 cited in Christensen, et al. 2017). The first class is considered an object as it presents in the consciousness and the second class is the act that contains the object, as it appears (Christensen et al., 2017).

According to Christensen et al. (2017), Husserlian intentionality implies that a naive individual perceives both physical and mental phenomena. This gives rise to the assumption that there is a separation between awareness of external objects and perception of oneself (Morrison, 1970). Husserl acknowledges external perceptions are formed from the senses whereas reflections form the inner perception as both phenomenal (Christensen et al., 2017). Husserl uses this to illuminate and give

significance to the natural attitude, as well as to derive the epistemological knowledge of the purposeful link of ordinary lives known as "life-world" (Dahlberg et al., 2006, as cited in Christensen et al., 2017). Husserl tried explaining the natural attitude with the individual interaction with their life world referring to "intentionality" that espouses individuals to be intentional (psychological) with the world. This suggests that what is experienced has a meaning. While agreeing with Brentano's notion of intentionality, Husserl is interested in the epistemology of experience and perception rather than threatening intentionality as purely mental as Brentano has suggested. Husserl defined intentionality as individual knowledge, experience, and perceptions of the world as a whole intentional object, rather than a relationship between an intra-mental act and its target. Husserl contends that the essence of the act defines action toward the object, which he refers to as transcendence (Gallagher, 2012).

Meanwhile, Van Manen (1997), argued that the meaning of human scientific concepts (such as method, objectivity, subjectivity, and understanding), as well as the meaning of description, analysis, and interpretation, should be interpreted within a particular logical viewpoint. Cresswell (2007) affirmed that the outcome of a phenomenological study is a collection of descriptions of meanings for individuals of their lived experiences of concepts of phenomena. The meaning of the text or a concept is not linguistic in its sense but rather phenomenal or experiential. As van Manen (2017) has suggested to understand the experiential meaning behind the text or a concept. Van Manen (1997) asserts that to ascribe phenomenal meaning, one must investigate and reflect on the text's content in order to locate something meaningful and theme. After identifying the phenomenal themes, rephrase them while interpreting the event or lived experience (Sloan & Bowe, 2014). This phenomenal meaning of the lived experience is typically expressed in a written phrase or sentence (Smith et al. 2009).

As presented above, descriptive and interpretative phenomenology are considered two methodologies for giving phenomenal meaning to an individual's lived experience. The

descriptive or so-called transcendental, heavily influenced by Husserl, permits the observer to transcend the phenomena and meanings under investigation in order to gain a global perspective on the essences revealed (Sloan & Bowe, 2014). In transcendental phenomenology, the techniques called epoché and reduction are essential in gaining the phenomenological perspective. Despite issues between which of the two methods should be used, any of the two methods aims to elucidate phenomenal meaning. Holroyd (2001) affirmed that there is an existing debate as to what method to use for phenomenological inquiry but pointed out that there is no single method that can suffice all or a single inquiry. He also emphasized the importance of designing phenomenological methods that are adaptable to the phenomena under inquiry.

In doing transcendental analysis, Husserl has suggested changing our attitude, from the natural attitude to the phenomenological one (Gallagher, 2012). The natural attitude can be our common attitude of taking things for granted naturally. For example, we begin by knowing that plants need sunlight but we don't even think about that unless we are in a science class or we are forced to think about this. Gallagher (2012) argues that naturally, we refer to things around us as real and it is a natural reaction not to be metaphysically skeptical if something immediately appears before us if it exists or is real when it is threatening us. As Gallagher puts it, the natural attitude is quite natural for us to react and think about the situation just like when we are threatened. For Husserl, modifying this natural attitude into a phenomenal one is the essence of phenomenology. Due to this, the observer or the researcher has to execute epoché and reduction.

Epoché, or bracketing, is a technique for reducing the negative impact of assumptions on the qualitative research process (Tufford & Newman, 2012). This phase involves setting aside our beliefs, judgments, ideas, and theories, which may be our natural tendency (Gallagher, 2012). Husserl saw reduction as a technique of conforming epistemological assumptions about the nature of knowledge within consciousness, and being conscious also implies conscious experience with intentionality (Christensen,

Welch, & Barr, 2017). Since its conception in the 19th century, the term reduction has undergone serious scrutiny since Edmund Husserl cannot give a clear distinction between epoché and reduction (Spiegelberg, 1973). According to Christensen et al. (2017), the most recent definition of reduction allows us to eliminate any preconceptions and beliefs related with what was observed in actuality. The epoché and reduction help the researcher see how the experience of something manifests itself in consciousness (Christensen et al. 2017). Hence, central to transcendental phenomenology research is the execution of epoché and reduction in understanding the meaning of the lived experience of phenomena.

However, Heidegger, opposed the idea of phenomenological reduction. For him, the observer cannot completely remove himself from the world since observations, thoughts, feelings, and experiences are intertwined (Williamson, 2005). Instead, Heidegger offered an interpretative process for comprehending living events, with contextualized interpretation and meaning sought and appreciated (Tufford & Newman, 2012). Heidegger maintained that there is no such thing as an uninterpreted fact and that facts speak for themselves, but only through the lens of interpretations that differ based on the viewer's experiences (Williamson, 2005). He observed that Heidegger abandoned the need for objectivity in favor of considering background practices and one's natural standpoint as part of "Being," a central concept in Heideggerian philosophy that asserts the importance of "Being-in-the-world" as vital to human interest, which cannot be pursued traditionally through Cartesian objectification.

In understanding the phenomenal meaning of a term or concept under the Heideggerian phenomenology circle, the investigator has to use a technique called Hermeneutic in analyzing written accounts (van Manen, 1997; Williamson, 2005). Hence, this is also called Hermeneutic phenomenology. Hermeneutics was applied before in understanding text in the bible or written accounts of dead people (Walsh, 1996; Williamson, 2005). Currently, it is now accepted as Philosophy at the same time as a method (Williamson, 2005); hence also labeled

Hermeneutics phenomenology. The Hermeneutics phenomenology has important implications in this time of “new normal” due to the COVID-19 pandemic in understanding the experiential meaning of the concept of “resiliency” by higher education leaders in complying with the statutory mandate and the pressing concerns and issues brought by the COVID-19 pandemic. The researchers uncovered the experiential meaning of being “resilient” among higher education leaders in the context of “the new normal”.

This inquiry adapts the Heideggerian phenomenology under the van Manen approach hence the researchers will try to explicate the phenomenal meaning of the concept “resilience” from the university leaders (we mean here deans or university presidents) as they continually perform their leadership roles amid pandemic. Hence, the explication is contextual, we have chosen a Heideggerian phenomenology, known as the interpretive or hermeneutic phenomenology. Essentially Heidegger purported that the construction of reality is based on one’s experiences and beliefs (Henry et al., 2009).

In analyzing contextual and experiential meaning, the so-called “Hermeneutic Circle” will be applied. This is a process of interpretation that is considered circular rather than linear; it is dynamic, has no bottom, no up, no beginning or end, and no subject-object distinction (Williamson, 2005). This is done to avoid the possible loss of meaning (Walsh, 1996). Within the Hermeneutic circle, the whole could be understood by studying the particular, and the particular with the reference to the whole. This research implies that understanding the phenomenal or experiential meaning of the concept “resilience” can be done by moving between the experiences of the chosen university presidents and developing an interpretation of the experience as a whole by mapping out the shared experiences.

Roberts and Taylor (1997) have suggested that investigators can have their own methodological steps in interpretive research when carrying out data analyses and in locating the phenomenal meaning in a text. Williamson (2005) affirmed the differences between the methods used by different researchers such as those that

are proposed by Van Kamm (1969); Colaizzi (1978); and Van Manen (1990). Note, that a research method refers to the specific steps, procedures, and strategies for gathering and analyzing the data in research (Sloan & Bowe, 2014; Williamson, 2005). In this research, we will utilize the steps suggested by Van Manen since it is suited for explicating the contextual-based phenomenal or experiential meaning of the subject under investigation (Tufford & Newman, 2012).

Primarily, this study utilized the interpretive-hermeneutic phenomenology with van Manen’s methods of data analysis in explicating the phenomenal meaning of the concept “resilience”. The participants for this study are the leaders in both the state-supported higher education, and locally funded, and private institutions in Central Visayas, Philippines. We have chosen presidents, deans, and program chairs to explicate what being resilient means amidst experiencing the pandemic while continuously meeting the community demands and statutory mandate while maintaining the niche of regional or global linkages and collaboration for a more comprehensive economic contribution. Specifically, the research started by collecting data to the question:

“What happened to the school at the time of the pandemic?”

Van Manen outlined methodological procedures for conducting hermeneutic phenomenology at the same time providing caution to avoid fixed mechanisms as they do not essentially support the flexible philosophy of hermeneutic phenomenology (van Manen, 1990). As Kafle (2011) acknowledges this, by imposing that there is no definite and unanimous methodological prescription as to the conduct of the phenomenological inquiry, only suggestions of methodological guidelines.

Van Manen offers the following Steps:

1. Turning to a phenomenon of interest;
2. Investigating experience as we lived it;
3. Reflecting on the essential themes which characterize the phenomenon;
4. Describing the phenomena;

5. Maintaining a strong and oriented relation to the phenomenon; and
6. Balancing the research context by considering the parts and the whole.

The circular interpretation is considered circular and dynamic. The steps are connected by a time-sequential process yet the interpretation of the data can be done by moving backwards and forwards manner (Fitzgerald, 1995). Williamson (2005) mentioned Gadamer's (1975) position that one might write about the phenomenon, then consider one's position in connection to it, write more, consider the parts and the whole, write some more, and consider one's position, and so on. This is the backward and forward, pendular, and circular motion that is involved in the hermeneutic circle. The hermeneutic cycle constitutes reading, reflective writing, and the rigorous interpretation of the participant's written account (Kafle, 2011).

Participants and Environment

Although there is no fixed set of methods for hermeneutic phenomenological studies, purposive sampling is appropriate, hence this is a variant of qualitative studies (Kafle, 2011). This study was conducted in Region 7, Philippines with the deans and program chairs from private, local and state-funded Higher Education Institutions (HEIs) as participants. The participants are operationalized as educational leaders referring to those handling positions or designated as either program chair or dean. There were ten invited; however, only four committed and participated in the study.

Research Instrument

Interview guide and the researchers themselves were the instruments in the study. Experts in qualitative research checked the interview guide. The interview for each participant had a minimum of 45 minutes to qualify for an in-depth interview.

Data Gathering

An ethics clearance (CNU-REC Code: 732/2021-03) was sought from a state-funded university before the data gathering. With the permit to proceed, the researchers immediately sent transmittal letters and set appointments for

an online interview. The interview had a minimum of 45 minutes to qualify for an in-depth interview.

For generating data in Hermeneutic studies, multiple tools such as interviews, observation, and protocols may be utilized depending upon the context and the area of research the tools may apply (Kafle, 2011). For the first data collection, this phenomenological inquiry started with the question "What happened to (name of school) at the time of the pandemic?" and following thereof is the semi-structured interview.

The interview with education leaders in the Central Visayas region was online and unstructured via Zoom or Google Meet. The informants were asked the starting question "What happened to (name of school) at the time of the pandemic?" Allowing the participants to answer the required question reduces the variation of information (Park et al., 2018). This provided a pre-dialogue between the researchers and the education leaders. This is open for asking open-ended questions that are based on emergent responses (Holroyd, 2001). To enrich and elicit descriptions of their narratives, the following follow-up questions were asked: How did you ensure that there are mechanics of your communication?; As a leader, what important characteristics were manifested during the pandemic?; What do you mean by resilient?; How did you sustain the energy (of being resilient)?; Do you have plans that were not realized?; Has your role as a leader changed?; What advice can you give to young leaders in the institution (about the respective school)? The recorded interview was transcribed and organized in Excel. The researchers and the participants agreed on the data collection schedules. Data collection stopped upon reaching the data saturation point wherein responses are the same in thoughts and implications.

Ethical Considerations

The researchers adhere to ethical considerations. The researchers rigidly observed participants' complete privacy and the confidentiality of the information obtained throughout the process. The identities of the participants were kept concealed systematically, and more importantly, the researchers used

pseudonyms in the presentation of data. Each participant received written consent from the researchers, outlining the purpose of the study and their expected level of engagement. At best, this was done to guarantee that everyone has the option to decide for themselves before submitting for voluntary participation. Additionally, they were told that they could opt out of the interview at any time without question.

Data analyses and rigor

Heidegger rejected the idea of phenomenological reduction and proposed the interpretative process of comprehending lived experiences and that contextualized interpretation and meaning are sought and valued (Tufford & Newman, 2012). One significant figure within the hermeneutic phenomenology circle is Max Van Manen. Van Manen's six steps for a hermeneutic study were used in explicating the experiential meaning of resilience in this study. Max Van Manen posited that phenomenology as a research perspective can be studied in a variety of domains of inquiry that include probing and drawing from the different sources of meaning. Van Manen added that there are two types of inquiry activities in phenomenological research: empirical and reflective methods.

The empirical inquiry activities are for the exploration of the range and varieties of pre-reflective experiential material that is appropriate for the phenomenon under study whereas the reflective inquiry activities aim to interpret the aspects of meaning or meaningfulness that are associated with the phenomenon. The experiential materials of the lived experiences include anecdotes, narratives, stories, and other lived experience accounts. As Van Manen has stated, the life world, which to him is the world of lived experience, is both the source and the object of phenomenological inquiry. He claims that it is through interview, observation, language analysis, fictional accounts, etc. that the researcher can research in the life world for the lived experience.

Beforehand, the interview was transcribed verbatim and lasted approximately four hours per interview. To ensure accuracy, the researcher listens to the interview repeatedly while reading the transcript simultaneously. Significant

statements were identified and formulated meanings were then constructed. Circular interpretation and comparison with the significant statement and formulated meanings were compared as the analyses progressed into finding emergent themes by combining similar formulated meanings. Similarly, the emergent themes were grouped according to the sameness of thoughts and implications and formed clustered themes of which descriptions of the experiences were elucidated with the researchers' interpretation. To strengthen the rigor of data analyses, we followed Van Manen's six steps for a hermeneutic study. The researcher formulated insights into the themes and descriptions of their experiences were sent to the participants for confirmation, Fittingness was achieved after the data were saturated. We established audibility by keeping the records of the transcription and analyses and discussed it to establish an agreement between the authors and the participants.

Turning to a phenomenon of interest

This step involves the formulation of the research question. This suggests the making of sense of some aspects of human experience and then the exploration of human existence (Williamson, 2005). In our inquiry, we explored first the question "*What does it mean to be resilient in the time of a pandemic?*"

Investigating experience as we lived it

The second steps suggest re-learning the world by re-awaking the basic experience of the world. Here, establishing contact with the original experience is necessary (Williamson, 2005). In our study, we did this by exploring the experiential meaning of being resilient amid the new normal and the pandemic through the lived experience of the private, locally funded, and state university deans or chairs in Region 7 or Central Visayas. In essence, we lived and re-learned the participants' original experiences through the conducted unstructured interviews and explored their experiences as education leaders.

Reflecting on the essential themes that characterize the phenomenon

Williamson (2005) suggests that true reflection of the lived experience involves a reflective and thoughtful grasping of what renders an experience its special significance and that phenomenological research makes a distinction between appearance and essence, between the things of experience. This involves the bringing of what tends to be obscure and evades the intelligibility of our natural life. To understand the meaning of the phenomenon, it is suggested to look at it in terms of units, structure, or themes of meaning (Williamson, 2005). In this inquiry, we did this by selecting statements, words, or phrases while reading the transcribed accounts of the participants. The statements, words, or phrases served as the basis for making sub-themes and themes that gave meaning to the contextual concept of “resilience.”

Describing the phenomena

This step involves writing and re-writing activities to describe the phenomenon being investigated. Through this step, we made possible our intention to bring forward to the reader the thoughts, attitudes, and feelings of the deans or chairs as they continuously perform their leadership roles amid the pandemic and the new normal.

Maintaining a strong and oriented relation to the phenomenon

Researchers doing phenomenology must stay devoted to the fundamental question being raised. Van Manen informed that researchers must maintain a strong and oriented relationship to what is being investigated throughout the research process and gives warning of our preconceived opinions and conceptions, memories, and experiences. One way of doing this is through our reflective journal throughout the research process and we made aware of the difference between the participant's thoughts and our preconceived notions of resilience.

Balancing the research context by considering the parts and the whole

This step can be done using the hermeneutic circle introduced by Gadamer (2004). The

hermeneutic circle in the interpretation phase of the study was utilized (Angels, 1997). Van Manen suggested steps in the interpretation of what was shared by the one experiencing the phenomenon of interest by moving back and forth movement, from examining the parts of the text and its significance to the whole structure of the text. Van Manen explained that constructing a text is a circular process involving the continual dialogue between seemingly meaningful words, phrases, and concepts, and questioning what is being said in the text. We did this by looking into the emerging words, concepts, and themes that were emergent from the individual narratives, and reflections, and were reviewed, and scrutinized in the light of the phenomenal experience of the leaders. The themes were compared and shared by the different participants to obtain the sameness of understanding of the respective themes of the experiential meaning of resilience.

The methodological method outlined by van Manen is considered a rigorous guide and directive when a researcher undertakes phenomenological research.

RESULTS AND DISCUSSION

The following are the elements that may constitute a resilience framework from the lens of educational leaders in the time of crisis during COVID-19. This is not exhaustive and cannot be considered paradigmatic in the sense that it is contextualized during the pandemic. However, this may be a good resilience framework to navigate adaptive behavior in times similar to the COVID-19 pandemic or any pressing organizational dilemma requiring resiliency.

Persistence in Navigating Uncertainty

Resilience in pre-COVID educational leadership was often defined as the ability to persist in the face of obstacles and challenges. Leaders who exhibited resilience were seen as being able to overcome setbacks and maintain a focus on their goals. HEI administrators were faced with the reality that they needed to persist for learning and processes to continue. With the CMOs from CHED or the Commission on

Higher Education, learning continuity was mandated with flexibility provisions. Thus, leaders exhaust all means possible to persist with their goals even when faced with a crisis. As mentioned:

“Despite the lockdown, we had to persist with our meetings and planning since all the members of the academic community were relying on us” (P1)

“Nobody is an expert in Distance Learning, but what we need to understand is to continue; there was no choice. In other words, Padayon! (persist)” (P2)

A study by Santos and Boaventura (2016) examined the relationship between resilience and persistence among school principals in Portugal. According to the paper's conclusions, principals who manifest higher degrees of resilience lean more towards remaining optimistic in the face of obstacles and failures and are more effective in achieving their goals. The study also found that principals who reported elevated measures of resilience were more geared toward reflective practice and sought out professional development opportunities. These findings submit that resilience could be an invaluable aspect in promoting persistence and effectiveness among educational leaders.

Wang et al. (2021) also investigated the role of resilience in educational leadership in the context of the 2020 pandemic, surveying 473 Canadian school leaders and discovering that those with higher levels of resilience were better able to manage and see through the problems raised by the pandemic while remaining focused on their goals. The study also discovered that resilience was connected with higher work satisfaction and lower burnout among school leaders. Persistence is also a characteristic of resilient leadership (Reyes-Guerra et al., 2021). They also stated that resilient principles have a "can-do spirit" while being innovative, adaptable, and loving. These findings support the notion that resilience is an important and necessary aspect in supporting good leadership during times of crisis.

In educational leadership, persistence is a key to achieving long-term goals. Leaders need

to be able to navigate obstacles and setbacks without losing sight of their objectives. This calls for a clear sense of purpose and the ability to stick with it through varying challenges.

Resourcefulness and Innovation

Resilience in pre-COVID educational leadership was also defined as the ability to be resourceful and find creative solutions to problems. Leaders who exhibited resilience were able to think outside the box and find innovative ways to address challenges. Educational leaders at the beginning were in a quandary as to where to ask for help but they never gave up in looking for resources. Gladly, there were networks around who were responsive to the needs.

The participants exposed their thankfulness for the linkages that paved the way and served as solutions to the trying times. They expressed the following:

“A lot of training was offered to faculty to capacitate them for the challenges in education during the time of the pandemic. There were free webinars from different sectors which we availed” (P4)

The study by Teixeira, Vieira, and Tavares (2020) investigated the role of resilience in educational leadership in higher education settings. The paper discovered that resilient leaders were able to identify and leverage resources in innovative ways to address challenges and achieve organizational goals. The study also found that resilience was positively associated with leadership effectiveness and job satisfaction among academic leaders. Similar to the narrative presented by Teixeira et al. (2020) and Reyes-Guerra et al. (2021), who reported that resilient leadership leveraged the school's strengths, particularly in-house expertise. Furthermore, Sharif and Cangarlu (2018) looked into the link between resilience and creative problem-solving in educational leadership. The study discovered that resilient leaders were better able to detect and produce creative solutions to challenges, as well as being more open to innovative methods. Similarly, the study discovered that resilience was connected with higher job satisfaction and lower burnout among educational leaders.

Resourcefulness is a vital attribute for educational leaders, especially when faced with limited resources and money. Complex problems necessitate innovative solutions; so, leaders must determine how to use resources creatively to achieve their objectives.

Leaders that are resilient have accepted new technologies and teaching methods while promoting student well-being and participation. They were not only able to adjust to policy and regulatory changes, but also to new technology and instructional methods. These leaders saw that the world was changing, and education needed to keep up. They were able to employ technology to improve student learning experiences and engage them in novel and unique ways. Furthermore, they did not sacrifice student well-being in favor of technology. Instead, they focused on student well-being and engagement, acknowledging that kids' emotional and social needs are equally as important as their academic demands. In doing so, they built a friendly and inclusive school atmosphere that promoted student success. These leaders realized that resilience meant not only overcoming obstacles, but also grabbing opportunities for growth and innovation.

Participants stated that the pandemic prepared the door for their universities to accept the purchase of LMS or Learning Management Systems, as well as the formation of Institutes or units to participate in online classes and activities.

The COVID era provides a chance for educational leaders to adopt innovative teaching and learning methodologies while simultaneously promoting student well-being and participation. This necessitates a commitment to innovation and a readiness to try out new technologies and instructional methods.

Agility and Creativity

Resilience in educational leadership during COVID has been defined as the ability to be agile and adapt quickly to changing circumstances. Leaders who exhibit resilience during COVID-19 can pivot to remote learning, implement safety protocols, and make decisions in a rapidly changing environment. Upon the mandate of CHED for flexible delivery of academics, educational leaders were creative

with their flexibility provisions in addressing the pressing needs of the times. They reported:

“We had to be agile and quick. Time was of the essence during those times” (P4)

“We needed to think of plans and we did not only concentrate on one. We had numerous plans, like plan A, plan B, and so on...depending on the scenarios.”(P2)

A study by Chen et al. (2021) explored the relationship between leadership agility and resilience in light of educational leadership at the time of COVID-19. In sum, the study found that agile leaders were better at adapting to the circumstances undergoing massive change due to the pandemic, and were more likely to exhibit resilience in the face of uncertainty and complexity. The study also found that resilience was positively associated with job satisfaction and reduced stress among educational leaders.

Furthermore, a study by Kim and Lee (2021) examined the role of resilience in educational leadership at the height of the pandemic as well. Based on its results, resilient leaders were better able to adapt to remote learning environments, implement safety protocols, and make decisions in a rapidly changing environment. The study also found that resilience was positively associated with job satisfaction and reduced burnout among school administrators.

Leaders who exhibited resilience during the pandemic were able to think outside the box and find new ways to deliver instruction and engage students. Resilience is about embracing innovation and finding creative solutions. Reyes-Guerra et al. (2021) noted that resilient leadership demonstrates creativity and flexibility while confronting the challenges of the pandemic despite uncertainty. It's about thinking outside the box and finding new ways to deliver instruction and support student learning (Kitsantas, 2020). Educational leaders need to embrace innovation and find creative solutions to support student learning during times of crisis. This requires a willingness to take risks and try new approaches to teaching and learning.

Effective Communication

Resilience in educational leadership during COVID has also been defined as the ability to communicate effectively with stakeholders. Leaders who exhibit resilience during COVID can communicate clearly and transparently with staff, students, their families, and the rest of the stakeholders, whereby they can provide regular updates on changes and developments. The participants noted,

“Communication is very important. Having clear instructions will help a lot.”
(P5)

“During those lockdowns, what I am thankful for is that there is still Internet and network so I was able to communicate. We had a series of meetings via Zoom to discuss matters about school processes and addressing the pandemic.”
(P3)

Effective communication is an essential component of educational leadership and is especially important during times of crisis such as the COVID-19 pandemic. According to research by Louis and Murphy (2020), effective communication is a critical factor in ensuring that stakeholders have a shared understanding of the situation and can work together to address the challenges presented by the pandemic. Effective communication can also help to build trust and support among stakeholders, which is essential for maintaining morale and ensuring that everyone is working towards a common goal.

Furthermore, a study by Lee and Kim (2020) examined the role of communication in educational leadership during the COVID-19 pandemic. The study found that effective communication was a critical factor in ensuring that stakeholders remained informed and engaged in decision-making processes. The study also found that leaders who communicated clearly and transparently were better able to build trust and support among stakeholders, and were more likely to exhibit resilience in the face of challenges and uncertainty.

Effective communication is essential for building trust and maintaining morale during times of crisis. Leaders need to be able to

communicate clearly and transparently with stakeholders and solicit feedback and input to inform decision-making. According to McLeod and Dulsky (2021), it is establishing relationships and connectivity between school administrators, teachers, and students that form the foundation of a strong school community and students' successes during such crises as the pressing and present pandemic. Bagwell (2020) and Reyes-Guerra et al. (2021) supported that communication was considered by education leaders as an essential factor in addressing the challenges during the time of the pandemic.

Adapting to change

Resilience in pre-COVID educational leadership was defined as the ability to adapt to changing circumstances and make necessary adjustments to teaching and learning practices (Smith, 2019). Leaders who exhibited resilience before the pandemic were able to anticipate and respond to challenges in a timely and effective manner. In pre-COVID times, educational leaders who were resilient were able to adapt to changing circumstances and make necessary adjustments to teaching and learning practices. They were able to anticipate potential challenges and prepare contingency plans to address them. This proactive approach enabled them to respond in a timely and effective manner, minimizing the impact of any disruptions and maintaining a sense of normalcy for students and staff. Research has shown that this ability to adapt and respond to changing circumstances is critical for successful educational leadership. For example, a study by Brooks and Normore (2019) found that effective leaders in high-stress educational environments were able to adapt to changing demands and pressures by being flexible and resourceful. This flexibility allowed them to respond to unexpected challenges and adjust their leadership practices to meet the needs of their stakeholders. Research has shown that this ability to adapt and respond to changing circumstances is vital for successful educational leadership. For example, Giustiniano et al. (2020) reported that resilient leaders are characterized by their ability to combine elements such as preparedness and improvisation, clear direction, and flexibility.

This flexibility allowed them to respond to unexpected challenges and adjust their practices in the academe to support and address the needs of their stakeholders.

According to Lashway and Brouwer (2019), in the pre-COVID educational landscape, resilient leaders were often those who were able to navigate complex educational policies and regulations, adapt to changes in funding and resource allocation, and respond to shifting societal and cultural norms. They were able to balance competing demands and priorities and find innovative ways to meet the needs of their students and staff.

Educational leaders need to be flexible and able to adapt to changing circumstances to support student learning and well-being. This requires a willingness to be innovative and to think outside the box.

Supporting teachers and students' well-being

Post-COVID resilience in educational leadership is defined by the ability to support teachers' and students' well-being and provide resources and support for their social-emotional needs. Leaders who exhibit resilience in the post-COVID landscape prioritize the mental health of their staff and students and provide resources and support to assist them in dealing with the harsh tribulations of the past year. These leaders with post-COVID resilience have indeed helped in these spheres by offering numerous webinars to help in the psychological and mental health of both the faculty and the students. One participant shared:

"It is not just about the academics that need to be addressed. We also needed to look into how our teachers were during those times. I called them personally and just spent time chit chatting on things that were going on with them. It is my way of support for their mental health." (P1)

Educational leaders need to prioritize their staff's mental health and overall well-being to support student learning and success. This requires a focus on trauma-informed practices and a commitment to creating a supportive and inclusive school culture. Students also had

numerous guidance and counseling sessions and free webinars. Educational leaders need to prioritize relationship building and create a positive and supportive school culture that promotes collaboration and trust. In building these, support and care must be manifested through constant communication and active listening.

A study by Guerrero et al. (2021) looked into COVID-19's influence on the mental health and well-being of United States school leaders. The study found that school leaders experienced high levels of stress and burnout during the pandemic, which had negative consequences for their well-being and their ability to effectively support their staff and students. The authors emphasize the need for educational leaders to prioritize self-care and to implement trauma-informed practices to support the multifaceted well-being of their staff and students. Additionally, they highlight the value of fostering a positive and supportive school culture through relationship-building and effective communication. The study underscores the essence and pertinence of addressing the mental health needs of educational leaders to create a supportive school culture and promote student success. Despite facing their respective anxiety, resilient leaders always prioritize the well-being and safety of the students and teachers (Reyes-Guerra et al., 2021). Bagwell (2020) added that resilient leaders made sure to have the social-emotional welfare of the school's teachers and students as the topmost priority despite experiencing anxiety due to the uncertainty brought on by the pandemic.

CONCLUSION

Based on the findings from the study and the experiences shared by educational leaders, it can be concluded that resilience is indeed a crucial factor in promoting effective leadership during times of crisis, such as the COVID-19 pandemic. Educational leaders who exhibit resilience can persist in the face of challenges and setbacks, be resourceful and find innovative solutions to problems, and be agile and adaptive quickly to changing circumstances. These leaders are better able to cope with the challenges of the

pandemic, maintain a focus on their goals, and prioritize student well-being and engagement. Resilience is positively associated with job satisfaction and reduced burnout among educational leaders. Therefore, educational leaders must develop resilience as a key competency to promote effective leadership during times of crisis. The COVID-19 pandemic has presented a significant challenge to educational leaders in our academe, requiring them to exhibit resilience, resourcefulness, agility, and creativity, and communicate effectively. Leaders who were able to persist in the face of uncertainty, find innovative solutions to problems, and adapt quickly to changing circumstances, were more effective in achieving their goals and maintaining student engagement and well-being. The findings from the cited studies indicate that resilience is positively associated with leadership effectiveness, job satisfaction, and reduced burnout among educational leaders. As such, it is indispensable for educational leaders to shape and strengthen their resilience to lead effectively during times of crisis and uncertainty.

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