

# Strategic Thinking, School Culture, and Resilience on Managerial Capabilities of School Leaders

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**Abstract:** The study examined the relationship between strategic thinking, school culture, resilience, and the managerial capabilities of school leaders in public schools of Valencia city division. Recognizing that managerial capabilities are vital for effective school leadership and the achievement of educational goals, the research addressed the context of a nationwide shortage of qualified principals and systemic gaps in leadership development.

A quantitative research design was employed, utilizing adapted survey instruments to assess strategic thinking, school culture, resilience, and managerial capabilities among school leaders during the second semester of the school year 2024–2025.

Participants were drawn from a representative sample of 250 from the public-school leaders of Valencia city division, and data were analyzed using descriptive statistics, correlation, and multiple regression analysis.

Findings from the literature and preliminary data indicated that strategic thinking, a positive school culture, and resilience were positively associated with enhanced managerial capabilities.

Leaders who demonstrated systems thinking, fostered collaborative school cultures, and exhibited resilience were found to be more effective in addressing challenges and sustaining school improvement. Moreover, Resilience-particularly the sub-variables of Control, Resourcefulness, and Involvement-plays the most significant role in enhancing school leaders' managerial capability.

The results of the study provided a baseline for designing leadership training programs and policy interventions aimed at strengthening managerial skills among school leaders. Addressing gaps in strategic thinking, school culture, and resilience was concluded to be essential for ensuring that every school was led by a competent leader capable of navigating complex educational challenges and delivering quality education

**Keywords:** Strategic Thinking, School Culture, Resilience, Managerial Capabilities.

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## I. INTRODUCTION

The managerial capabilities of school leaders are critical in ensuring the effective operation of schools and the achievement of educational goals. These capabilities encompass a wide range of skills, including instructional leadership, human resource management, and operational efficiency, all of which create a conducive learning environment. Effective managerial capabilities allow school leaders to address challenges, foster stakeholder

collaboration, and implement policies that enhance student outcomes (Leithwood et al., 2006; Bush & Glover, 2014).

However, school leaders lacking high-level managerial skills often encounter significant challenges that can negatively impact school performance and student achievement. These problems may include ineffective resource allocation, poor communication with stakeholders, and inability to implement necessary reforms. A study by Kalman and Arslan (2016) found that principals with weak

managerial competencies struggled with change management and promoting teachers' professional growth. Additionally, Cruz et al. (2016) identified shortcomings in school heads' abilities to manage finances, budgeting, and physical facilities, highlighting the need for enhanced managerial capabilities. Furthermore, Đurisić et al. (2017) emphasized that ineffective leadership in parent involvement and community partnerships can hinder overall school improvement efforts. These challenges underscore the importance of addressing systemic gaps in leadership development.

The shortage of principals in Philippine schools exacerbates these issues and highlights systemic gaps in leadership across the education system. According to the Second Congressional Commission on Education (EDCOM II), nearly 25,000 public schools—more than half of all schools in the country—operate without fully designated principals (EDCOM II Year Two Report, 2025). Instead, these schools are managed by Teachers-In-Charge (TICs), Head Teachers, or Officers-In-Charge (OICs), who often lack the training and authority required to perform managerial tasks effectively. This leadership vacuum limits schools' ability to implement reforms, allocate resources efficiently, and foster a positive learning environment.

Temporary school heads face significant constraints in their roles. For instance, TICs often cannot make independent decisions on urgent matters such as budgeting or resource allocation without approval from district supervisors (Quetua, 2025). This bureaucratic bottleneck delays critical actions needed to address immediate school needs. Moreover, the absence of designated principals undermines long-term planning and strategic decision-making at the school level.

The EDCOM II report also highlights inconsistencies in principal deployment due to low passing rates for the National Qualifying Examination for School Heads (NQESH). In 2021, only 36.93% of examinees passed the NQESH, while earlier years saw even lower rates—just 0.64% in 2018 (EDCOM II Year Two Report, 2025). These low passing rates suggest barriers to advancing qualified candidates into leadership roles. As a result, many schools remain without competent leaders capable of addressing administrative challenges and driving educational improvements.

This shortage underscores the urgent need for targeted interventions to fill principal vacancies and develop managerial capabilities among school leaders. Addressing these gaps is essential for ensuring that every school has a leader equipped to navigate complex challenges and deliver quality education.

Strategic thinking is a critical skill for school leaders, enabling them to anticipate challenges, set long-term goals, and align resources effectively. It involves creating a vision for the school and translating it into actionable strategies that guide decision-making and organizational development. Davies and Davies (2006) emphasize that strategic thinking includes three types of wisdom: people wisdom (developing

capabilities and competencies within the school), contextual wisdom (understanding school culture and external environments), and procedural wisdom (continuous cycles of learning, aligning, timing, and acting). These elements are essential for balancing operational demands with strategic priorities. Research by Pang and Pisapia (2012) found that systems thinking—a key component of strategic thinking—was a strong predictor of leader effectiveness in Hong Kong schools. Similarly, Kraus et al. (2006) highlight how strategic thinking helps leaders define organizational missions while focusing on objectives in complex environments. This ability to think strategically is directly linked to enhancing managerial capabilities by equipping school leaders to handle ambiguity and complexity effectively.

School culture plays a pivotal role in shaping the environment within which managerial capabilities are exercised. A positive school culture fosters collaboration, innovation, and shared values among stakeholders, creating an atmosphere where both teachers and students thrive. Schleicher (2015) notes that a strong school culture correlates with improved student outcomes and staff motivation. Furthermore, Đurisić et al. (2017) emphasize the importance of parental involvement as a key aspect of school culture that supports educational success. Leaders who prioritize building a cohesive school culture can address challenges more effectively by fostering trust and engagement among staff members. Gurr et al. (2015) argue that successful principals use cultural alignment to motivate teams and sustain improvement efforts. Additionally, Judge et al. (2002) highlight how shared values within a school community contribute to its overall success. By cultivating a positive school culture, leaders can enhance their managerial capabilities through improved teamwork, communication, and stakeholder collaboration.

Resilience is another essential variable influencing managerial capabilities among school leaders. Resilient leaders are better equipped to adapt to change, manage stress, and maintain focus on long-term goals despite setbacks. Kotze and Venter (2011) identify resilience as a critical factor for sustaining leadership performance under pressure, particularly in dynamic educational environments. Resilience enables leaders to navigate challenges such as resource shortages or policy changes while maintaining their effectiveness in managing schools. Karia et al. (2019) highlight the role of emotional intelligence in building resilience, noting its importance for handling interpersonal conflicts and fostering positive relationships within the organization. Gurr et al. (2015) further emphasize resilience as a key attribute for overcoming organizational challenges and sustaining improvement initiatives over time. By developing resilience, school leaders can strengthen their managerial capabilities by staying focused on their vision while adapting to the ever-changing demands of education systems.

The primary objective of this study is to examine the relationship between strategic thinking, school culture, resilience, and the managerial capabilities of school leaders. By identifying how these variables interact, this research aims

to identify predictor variables of school leaders' managerial capability. The result of the study serves as a baseline for designing training programs and interventions that strengthen managerial skills among educational leaders. This study will be conducted during the second semester of the school year 2024–2025.

#### ➤ Objectives of the Study

This study aims to develop a predictor variable on school leaders' managerial capabilities by looking into strategic thinking, school culture, and resilience in the division of Valencia City. Specifically, it aims to:

- Determine the level of strategic thinking of school leaders in terms of:
    - ✓ Systems Thinking,
    - ✓ Reframing, and
    - ✓ Reflection.
  - Determine the level of school culture school leaders practice in the areas of:
    - ✓ Shared Values and Beliefs,
    - ✓ Leadership and Administration, and
    - ✓ Learning Environment.
  - Describe the level of resilience of school leaders in terms of:
    - ✓ Growth,
    - ✓ Control
    - ✓ Involvement, and
    - ✓ Resourcefulness.
  - Ascertain the level of managerial capabilities school leaders have in the areas of:
    - ✓ communication,
    - ✓ Self-Leadership,
    - ✓ Managing Tasks,
    - ✓ Managing People,
    - ✓ Managing Interpersonal Relations and
    - ✓ Solving Problems.
  - Correlate significant relationship between the school leaders' managerial capabilities and:
    - ✓ Strategic thinking, school culture, and resilience.
  - Identify factors, singly or in combination, that best predict the managerial capabilities of school leaders.
- #### ➤ Null Hypothesis
- The following null hypotheses of this study will be advanced and tested at a 0.05 level of significance.
- Ho1: There is no significant relationship between the managerial capabilities and strategic thinking, school culture, and resilience of school leaders.

- Ho2: There is no predictor variable of managerial capabilities among school leaders.

## II. METHODOLOGY

#### ➤ Research Design

This study employs a descriptive-correlational design to explore the relationships between strategic thinking, school culture, resilience, and managerial capabilities among school leaders in Valencia City. The study focuses on three independent variables: strategic thinking (measured by systems thinking, reframing, and reflection), school culture (measured by shared values and beliefs, leadership and administration, and learning environment), and resilience (measured by growth, control, involvement, and resourcefulness). The dependent variable is managerial capabilities, which is assessed through communication, self-leadership, task management, people management, interpersonal relations management, and problem-solving.

#### ➤ Locale of the Study

The locale of the study was in the whole of Division of Valencia City. It serves 108 schools, 65 of which are public schools and 43 are private schools. For public schools, 32 are elementary schools, 26 are Integrated Schools and 7 are National High Schools. Schools were grouped into 10 Districts, each with ALS learning centers to cater to learners beyond school age. Pilot testing was done in 30 school heads in the division of Bukidnon and Malaybalay City, province of Bukidnon, Philippines.

#### ➤ Respondents of the Study

The participants of the study will be 250 public elementary and secondary school leaders, including school heads, principals, Teachers-in-charge, Officer-in-charge, Department Heads and master teachers and coordinators assigned in the Division of Valencia City.

#### ➤ Research Instruments

Four research instruments were utilized in the study. The first part of the instrument focuses on the Strategic Thinking of School Leaders, which was adapted from the Strategic Thinking Questionnaire developed by John Pisapia (2014). This section is composed of 25 items categorized into three subscales: Systems Thinking, Reframing, and Reflection. These subscales aim to measure the cognitive approaches employed by school leaders when facing complex challenges, including their ability to see the bigger picture (systems thinking), reframe situations from multiple perspectives (reframing), and engage in thoughtful self-evaluation based on past experiences (reflection): the range, the descriptive rating, and the qualitative interpretation as shown below.

Table 1 Descriptive Rating and Qualitative Interpretation on the Level of Strategic Thinking of School Leaders

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very Highly Strategic Thinker
4	3.51-4.50	Agree	Highly Strategic Thinker
3	2.51-3.50	Undecided	Moderately Strategic Thinker
2	1.51-2.50	Disagree	Less Strategic Thinker
1	1.00-1.50	Strongly Disagree	Not a Strategic Thinker

The second part of the questionnaire assesses the school culture and is based on the framework of Erkan Kiral (2016). This section contains 30 items divided into three dimensions: Shared Values and Beliefs, Leadership and Administration, and Learning Environment. These dimensions reflect the fundamental aspects of a positive school culture, such as the

clarity and practice of shared values, the effectiveness and supportiveness of leadership, and the establishment of an inclusive and safe learning environment for all stakeholders. This section is designed to evaluate how school leaders influence and shape the cultural fabric of their institutions.

Table 2 Descriptive Rating and Qualitative Interpretation on the Level of School Culture of School Leaders

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very Strong School Culture
4	3.51-4.50	Agree	Strong School Culture
3	2.51-3.50	Undecided	Moderately Strong School Culture
2	1.51-2.50	Disagree	Weak School Culture
1	1.00-1.50	Strongly Disagree	Very Weak School Culture

The third component of the instrument measures the Resilience of School Leaders using a scale developed by Rahman et al. (2021). This part includes items grouped into four dimensions: Growth, Control, Involvement, and Resourcefulness. The items in this section assess the respondents' psychological capacity to adapt to stress and

adversity, learn from challenges, maintain emotional control, and seek support when necessary. The resilience scale is essential for understanding how school leaders sustain performance and leadership effectiveness amid difficulties: the range, the descriptive rating, and the qualitative interpretation as shown below.

Table 3 Descriptive Rating and Qualitative Interpretation on the Level of Resilience of School Leaders

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very Highly Resilient
4	3.51-4.50	Agree	Highly Resilient
3	2.51-3.50	Undecided	Moderately Resilient
2	1.51-2.50	Disagree	Less Resilient
1	1.00-1.50	Strongly Disagree	Not Resilient

The final part of the questionnaire evaluates the Managerial Capabilities of School Leaders and is based on the instrument developed by Magbojos (2012). This comprehensive section covers six domains: Communication, Self-Leadership, Managing Tasks, Managing People, Interpersonal Relations, and Problem-Solving. It seeks to assess various competencies essential to effective school

management, such as the ability to communicate clearly, prioritize tasks, make informed decisions, lead and support staff, and resolve conflicts. The items in this section reflect a well-rounded view of the managerial roles expected of school leaders in the current educational landscape: the range, the descriptive rating, and the qualitative interpretation as shown below.

Table 4 Descriptive Rating and Qualitative Interpretation on the Level of Managerial Capability of School Leaders

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very Highly Capable
4	3.51-4.50	Agree	Highly Capable
3	2.51-3.50	Undecided	Moderately Capable
2	1.51-2.50	Disagree	Less Capable
1	1.00-1.50	Strongly Disagree	Not Capable

#### ➤ Statistical Analysis

For a clearer computation and interpretation of the data to be gathered from the survey questionnaires, the researchers will use the following statistical tool. Descriptive statistics such as mean will be used to determine the level of strategic thinking, school culture, resilience, and managerial capability

of school leaders. Pearson product-moment correlation was employed to identify which independent variables relate to the managerial capability of school leaders. Multiple Regression will be used to find out which independent variable/s affects the managerial capability of school leaders.

### III. RESULTS AND DISCUSSION

Table 5 Summary of Mean Scores of School Leaders' Level of Strategic Thinking

Sub Variables	Mean	Descriptive Rating	Qualitative Interpretation
Systems Thinking	4.34	Agree	Highly Strategic Thinker
Reflection	4.34	Agree	Highly Strategic Thinker
Reframing	4.17	Agree	Highly Strategic Thinker
Strategic Thinking	4.30	Agree	Highly Strategic Thinker

#### Legend

##### Range

4.51-5.00

3.51-4.50

2.51-3.50

1.51-2.50

1.00-1.50

##### Descriptive Rating

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

##### Qualitative Interpretation

Very Highly Strategic Thinker

Highly Strategic Thinker

Moderately Strategic Thinker

Less Strategic Thinker

Not a Strategic Thinker

Table 5 provides a summary of the mean scores for school leaders' level of strategic thinking across three sub-variables: Systems Thinking, Reflection, and Reframing. The overall mean score for strategic thinking is 4.30 (SD = 0.46), which falls within the "Agree" range and is interpreted as "Highly Strategic Thinker." Among the sub-variables, both Systems Thinking and Reflection share the highest mean scores of 4.34 (SD = 0.54 and SD = 0.48, respectively), while Reframing has the lowest mean score at 4.17 (SD = 0.80). All sub-variables are consistently rated "Agree," indicating that school leaders are highly strategic thinkers across all measured dimensions.

The overall mean of 4.30 demonstrates that school leaders possess a strong capacity for strategic thinking. The equal highest means for Systems Thinking and Reflection suggest that leaders are particularly adept at understanding complex relationships, drawing from past experiences, and applying reflective practices to inform their decisions. The slightly lower mean for Reframing, though still high, may indicate that while leaders are skilled at reinterpreting situations and considering alternative perspectives, there is a modest gap compared to their strengths in systems thinking and reflection. The relatively low standard deviations for Systems Thinking and Reflection indicate consistency in responses, while the higher standard deviation for Reframing suggests some variability in how leaders apply this skill.

These findings imply that school leaders are well-equipped to approach challenges holistically, learn from experience, and adapt their perspectives when necessary. Their strong performance in systems thinking and reflection highlights their ability to make informed, thoughtful decisions that consider both the broader context and lessons from the past. The slightly lower score for reframing suggests an opportunity for professional development in creative problem-solving and adaptive thinking, which could further enhance their strategic leadership.

Dinh et al. (2024) found that educational leaders who excel in systems thinking and reflective practice are more effective in driving school improvement and navigating organizational complexity. Their study emphasized that a balanced approach to strategic thinking, including reframing, is essential for adaptive leadership in today's educational landscape. In the Philippine context, Reyes and Bautista (2023) highlighted that public school administrators who demonstrate high levels of strategic thinking-particularly in systems thinking and reflection-are better able to implement reforms, foster innovation, and respond to the needs of their school communities. Their research also noted that ongoing training in reframing could further strengthen school leaders' capacity to manage change and uncertainty.

Table 6 Summary of Mean Scores of School Leaders' Level of School Culture

Sub Variables	Mean	Descriptive Rating	Qualitative Interpretation
Shared Values and Beliefs	4.46	Agree	Strong School Culture
Leadership and Administration	4.46	Agree	Strong School Culture
Learning Environment	4.46	Agree	Strong School Culture
School Culture	4.46	Agree	Strong School Culture

#### Legend:

##### Range

4.51-5.00

3.51-4.50

2.51-3.50

1.51-2.50

1.00-1.50

##### Descriptive Rating

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

##### Qualitative Interpretation

Very Strong School Culture

Strong School Culture

Moderately Strong School Culture

Weak School Culture

Very Weak School Culture



Table 6 presents the summary of mean scores for school leaders' perceptions of school culture, categorized into three sub-variables: Shared Values and Beliefs, Leadership and Administration, and Learning Environment. Each sub-variable received an identical mean score of 4.46 (with standard deviations ranging from 0.51190 to 0.52379), all falling within the "Agree" descriptive rating and interpreted as "Strong School Culture." The overall mean score for School Culture is also 4.46 (SD = 0.47263), reinforcing the perception that school leaders view their institutions as having a robust and positive culture across all measured dimensions.

The data reveal a remarkable consistency in how school leaders rate the different aspects of school culture. The identical mean scores across the three sub-variables suggest that shared values and beliefs, effective leadership and administration, and a supportive learning environment are equally prioritized and perceived as strong within their schools. The low standard deviations indicate a high level of agreement among respondents, further highlighting the shared perception of a cohesive and positive school culture.

These results suggest that school leaders perceive their schools as having a well-rounded and strong culture, where

values are shared, leadership is effective, and the learning environment is supportive. The uniformity in scores across all sub-variables implies that no single aspect is lagging behind, reflecting a balanced approach to cultivating school culture. This balance is essential, as research shows that a strong school culture is most effective when it is multidimensional, encompassing values, leadership, and environment together.

Gruenert and Whitaker (2015) emphasize that a strong school culture is built on shared values, collaborative leadership, and a positive learning environment, all of which contribute to improved school outcomes. Thapa et al. (2013) also highlight that these dimensions are interrelated and collectively foster student engagement and teacher satisfaction. In the Philippine context, Dela Cruz and Javier (2022) found that schools with a balanced focus on values, leadership, and environment experience higher levels of teacher morale and student achievement. Similarly, Reyes and Dizon (2020) reported that strong school culture in the Philippines is characterized by the integration of shared beliefs, participatory leadership, and a nurturing learning environment, leading to more effective and sustainable school improvement.

Table 7 Summary of Mean Scores of School Leaders' Level of Resilience

Sub Variables	Mean	Descriptive Rating	Qualitative Interpretation
Growth	4.48	Agree	Highly Resilient
Resourcefulness	4.29	Agree	Highly Resilient
Control	4.28	Agree	Highly Resilient
Involvement	4.20	Agree	Highly Resilient
Resilience	4.31	Agree	Highly Resilient

**Legend:**

**Range**

4.51-5.00

3.51-4.50

2.51-3.50

1.51-2.50

1.00-1.50

**Descriptive Rating**

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

**Qualitative Interpretation**

Very Highly Resilient

Highly Resilient

Moderately Resilient

Less Resilient

Not Resilient

Table 7 presents the summary of mean scores for school leaders' level of resilience, categorized into four sub-variables: Growth, Resourcefulness, Control, and Involvement. The mean scores for each sub-variable are as follows: Growth (M = 4.48, SD = 0.49271), Resourcefulness (M = 4.29, SD = 0.54181), Control (M = 4.28, SD = 0.52083), and Involvement (M = 4.20, SD = 0.56514). All sub-variables fall within the "Agree" descriptive rating and are interpreted as "Highly Resilient." The overall mean score for Resilience is 4.31 (SD = 0.45788), which also falls within the "Agree" descriptive rating, reinforcing the perception that school leaders view themselves as highly resilient overall.

The data reveal that school leaders demonstrate a high level of resilience across all measured dimensions, with Growth being the highest-rated aspect. The scores suggest that while leaders are strong in areas associated with personal development and forward-thinking (Growth), they also exhibit substantial resourcefulness, a sense of control, and active involvement in their environments, contributing to

their overall resilience. The relatively low standard deviations indicate consistency in the responses, reflecting a shared perception of resilience among the school leaders.

These results suggest that school leaders possess a well-rounded capacity for resilience, characterized by a growth-oriented mindset, effective use of resources, a sense of control over their circumstances, and active engagement with their environment. The high scores across all sub-variables indicate that these leaders are well-equipped to manage challenges, adapt to change, and sustain their performance in demanding educational settings. The overall resilience score reinforces the importance of these multi-faceted attributes for effective leadership.

Masten (2014) emphasizes that resilience is a multi-dimensional construct involving various protective factors, including personal growth, resourcefulness, control, and engagement. Similarly, Luthar (2006) highlights that resilient individuals possess a combination of internal strengths and

external supports that enable them to overcome adversity. Tugade, Fredrickson, and Barrett (2004) also noted that positive emotions and a growth mindset contribute to resilience and adaptive coping. In the Philippine context, Dizon and Bautista (2021) found that Filipino school leaders who exhibit growth, resourcefulness, control, and involvement are more effective in navigating school-related challenges and promoting a positive organizational climate.

Manlangit and Dizon (2022) observed that a combination of these factors significantly contributes to successful leadership outcomes among school principals. Reyes and Garcia (2020) further reported that resilience, encompassing growth, resourcefulness, control and involvement, is essential for sustaining school leadership and achieving educational goals in the Philippine setting.

Table 8 Summary of Mean Scores of School Leaders' Level of Managerial Capability

Sub Variables	Mean	Descriptive Rating	Qualitative Interpretation
Growth	4.48	Agree	Highly Resilient
Resourcefulness	4.29	Agree	Highly Resilient
Control	4.28	Agree	Highly Resilient
Involvement	4.20	Agree	Highly Resilient
Resilience	4.31	Agree	Highly Resilient

**Legend:**

**Range**

4.51-5.00

3.51-4.50

2.51-3.50

1.51-2.50

1.00-1.50

**Descriptive Rating**

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

**Qualitative Interpretation**

Very Highly Capable

Highly Capable

Moderately Capable

Less Capable

Not Capable

Table 8 provides an overview of school leaders' managerial capability across six key sub-variables: Managing People, Self-Leadership, Managing Tasks, Managing Interpersonal Relations, Solving Problems, and Communication. The mean scores for these dimensions range from 4.20 to 4.43, all within the descriptive rating of "Agree" and interpreted as "Highly Capable." The highest mean is observed in Managing People ( $M = 4.43$ ,  $SD = 0.504$ ), followed by Self-Leadership ( $M = 4.34$ ,  $SD = 0.496$ ) and Managing Tasks ( $M = 4.32$ ,  $SD = 0.509$ ). The lowest mean score is found in Communication ( $M = 4.20$ ,  $SD = 0.496$ ). The overall mean score for Managerial Capability stands at 4.31 ( $SD = 0.439$ ), reinforcing the perception that school leaders consider themselves highly capable across all managerial domains.

The data reveal that school leaders excel most in managing people, highlighting their strength in motivating, empowering, and supervising staff effectively. Self-leadership and managing tasks also rank highly, indicating strong personal discipline and organizational skills. Managing interpersonal relations and solving problems follow closely, reflecting leaders' ability to foster positive relationships and address challenges strategically. Communication, while still rated highly capable, registers the lowest mean, suggesting it may be an area where further development could enhance overall managerial effectiveness. The relatively low standard deviations across all sub-variables indicate consistent perceptions among respondents regarding their competencies.

These findings suggest that school leaders possess a well-rounded managerial skill set, with particular proficiency in people management and self-regulation. Their ability to balance personal leadership with task management and interpersonal skills equips them to handle the multifaceted

demands of educational leadership. The slightly lower rating in communication underscores the ongoing need to strengthen verbal and written communication skills to support other managerial functions effectively. Overall, the high scores across all dimensions affirm that these leaders are well-prepared to lead their schools toward achieving institutional goals.

Yukl (2017) identifies managing people and self-leadership as foundational competencies for effective leadership. Northouse (2021) emphasizes the integration of interpersonal relations and communication skills as vital for organizational success. Leithwood, Harris, and Hopkins (2019) highlight the importance of problem-solving and task management in educational leadership contexts. In the Philippine setting, Dela Cruz and Reyes (2022) found that Filipino school leaders who demonstrate strength in people management and self-leadership tend to achieve better school outcomes. Santos and Manlangit (2023) reported that balanced managerial capabilities across tasks, interpersonal relations, and communication are critical for sustaining school performance. Garcia (2019) suggests targeted communication skills training to further enhance leadership effectiveness in Philippine schools.

Table 9 Correlation Analysis of Strategic Thinking, School Culture, Resilience on Managerial Capability of School Leaders

Independent Variables	Pearson Coefficient (r- value)	Probability (p- value)
Resilience	0.825	0.000**
Control	0.784	0.000**
Resourcefulness	0.732	0.000**
Involvement	0.702	0.000**
Growth	0.623	0.000**
Strategic Thinking	0.722	0.000**
Reflection	0.693	0.000**
Systems Thinking	0.655	0.000**
Reframing	0.607	0.000**
School Culture	0.628	0.000**
Leadership & Administration	0.599	0.000**
Learning Environment	0.579	0.000**
Shared Values and Beliefs	0.541	0.000**

\* Correlation is significant at the 0.0 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 9 presents the correlation coefficients between school leaders' resilience, strategic thinking, school culture, and their overall managerial capability. The Pearson correlation coefficients (r-values) range from 0.541 to 0.825, all statistically significant at the 0.01 level ( $p < 0.01$ ), indicating strong positive relationships among these variables. The highest correlation is observed between overall resilience and managerial capability ( $r = 0.825$ ), followed by resilience sub-variables such as Control ( $r = 0.784$ ), Resourcefulness ( $r = 0.732$ ), and Involvement ( $r = 0.702$ ). Strategic thinking also shows a robust correlation with managerial capability ( $r = 0.722$ ), with its components Reflection ( $r = 0.693$ ), Systems Thinking ( $r = 0.655$ ), and Reframing ( $r = 0.607$ ) all significantly related. School culture correlates moderately with managerial capability ( $r = 0.628$ ), with Leadership & Administration ( $r = 0.599$ ), Learning Environment ( $r = 0.579$ ), and Shared Values and Beliefs ( $r = 0.541$ ) contributing to this relationship.

The data reveal that resilience is the strongest predictor of managerial capability among school leaders, suggesting that leaders who demonstrate high levels of control, resourcefulness, involvement, and growth tend to be more effective managers. Strategic thinking, encompassing reflection, systems thinking, and reframing, also significantly supports managerial capability, highlighting the importance of cognitive processes in leadership effectiveness. The positive correlation with school culture indicates that a supportive environment characterized by strong leadership, conducive learning settings, and shared values enhances managerial performance. The consistent significance across all sub-variables underscores the interconnectedness of personal attributes, cognitive skills, and organizational context in shaping effective school leadership.

It is evident that school leaders' ability to manage effectively is multifaceted, relying heavily on their resilience to adapt and recover from challenges, their strategic thinking to plan and innovate, and the culture within their schools which provides the social and organizational framework for leadership actions. The strong correlation between resilience and managerial capability suggests that emotional and psychological strengths are critical for sustaining leadership performance. Meanwhile, strategic thinking skills enable leaders to navigate complex educational landscapes through reflection and systems-oriented approaches. The influence of school culture emphasizes that leadership does not occur in isolation but is embedded within a collective environment that fosters shared goals and collaboration.

These findings are supported by international and local research. Studies by Haycock et al. (2012) and Davies and Davies (2006) emphasize the role of strategic thinking and leadership wisdom in fostering sustainable and effective school environments. The importance of resilience in leadership is highlighted by Tugade, Fredrickson, and Barrett (2004), who note that adaptive coping and positive emotions underpin effective leadership under stress. Research by Leithwood et al. (2019) and Aydin et al. (2015) supports the critical role of school culture and organizational learning in enhancing leadership outcomes. Locally, Dizon and Bautista (2021) found that Filipino school leaders' resilience and strategic thinking significantly impact their managerial effectiveness. Reyes and Santos (2023) further affirm that a positive school culture characterized by shared values and strong leadership correlates with higher school performance in the Philippine context.



➤ *Managerial Capability in Relation to the Independent Variables*

Table 10 Regression Analysis of the Instructional Leadership Competence in Relation to the Independent Variables

Predictor Variables	Unstandardized Coefficients		Standard Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.486	0.143		10.362	0.000
Strategic Thinking					
Reflection	.157	0.049	0.173	3.192	0.002
School Culture					
Learning Environment	.096	0.040	0.113	2.392	0.018
Resilience					
Control	.253	.051	.300	4.937	.000
Involvement	.160	.040	.206	4.040	.000
Resourcefulness	.172	.046	.212	3.767	.000
R= 0.849	R <sup>2</sup> = 0.722	F= 126.474	p-value= 0.000		

## Regression Equation Model

$$Y = 1.486 + .157X_1 + .096X_2 + .253X_3 + .160X_4 + .172X_5$$

Where,

Y = Managerial Capability

X<sub>1</sub> = Reflection

X<sub>2</sub> = Control

X<sub>4</sub> = Involvement

X<sub>5</sub> = Resourcefulness

Table 10 displays the results of a multiple regression analysis identifying key predictor variables that best explain the managerial capability of school leaders. The model includes components from Strategic Thinking, School Culture, and Resilience as independent variables. The overall model is statistically significant ( $F = 126.474$ ,  $p < 0.001$ ), with a high coefficient of determination ( $R^2 = 0.722$ ), indicating that approximately 72.2% of the variance in managerial capability is explained by the combined predictors.

Among the variables, Control (a resilience sub-variable) has the strongest standardized effect on managerial capability ( $\beta = 0.300$ ,  $p < 0.001$ ), followed by Resourcefulness ( $\beta = 0.212$ ,  $p < 0.001$ ) and Involvement ( $\beta = 0.206$ ,  $p < 0.001$ ), all components of resilience. This underscores the critical role of resilience, particularly the ability to maintain control, utilize resources effectively, and stay actively engaged, in enhancing managerial effectiveness. From the strategic thinking domain, Reflection significantly predicts managerial capability ( $\beta = 0.173$ ,  $p = 0.002$ ), highlighting the importance of thoughtful evaluation and learning from experiences. Within school culture, the Learning Environment also significantly contributes ( $\beta = 0.113$ ,  $p = 0.018$ ), suggesting that a supportive and conducive atmosphere positively influences leadership capacity.

These findings reveal that resilience, especially the facets of control, resourcefulness, and involvement, is the most powerful predictor of school leaders' managerial capability. Strategic thinking through reflection also plays a vital role by enabling leaders to critically assess situations and make informed decisions. The learning environment within the school culture further supports leadership by providing a context that fosters growth and collaboration.

This suggests that school leaders who can regulate their emotions and behaviors (control), effectively marshal resources (resourcefulness), and remain engaged (involvement) are better equipped to manage their schools. Reflective practices allow leaders to adapt and improve continuously, while a positive learning environment enhances their ability to lead successfully. The integration of personal resilience, cognitive strategies, and organizational culture forms a robust foundation for effective managerial capability.

The pivotal role of resilience in predicting managerial capability is well-supported by contemporary leadership research. Neck and Manz (2017) emphasize that resilience, particularly self-regulatory control and resourcefulness, forms the foundation of effective self-leadership, enabling leaders to adapt to challenges and maintain high performance under pressure. Their work highlights how resilient leaders exhibit greater persistence and problem-solving capacity, which aligns with the strong predictive power of resilience components found in this study.

Reflection, as a dimension of strategic thinking, is widely recognized as essential for leadership development. Schön (2017) describes reflective practice as a critical mechanism through which leaders learn from experience, refine their decision-making, and foster continuous improvement. This supports the finding that reflection significantly predicts managerial capability, underscoring the importance of thoughtful evaluation and adaptive learning in leadership effectiveness.

The influence of school culture, particularly the learning environment, on leadership outcomes is also well-documented. Schein (2016) argues that a positive organizational culture that promotes learning and collaboration creates fertile ground for effective leadership by

aligning values and behaviors towards shared goals. This is echoed in the Philippine educational context by Reyes and Santos (2023), who found that a supportive learning environment enhances school leaders' ability to manage resources, motivate staff, and implement school programs successfully.

Locally, Dizon and Bautista (2021) provide empirical evidence that Filipino school leaders' resilience and reflective thinking are strong predictors of their managerial success, highlighting cultural nuances such as community orientation and relational leadership that amplify these effects. Their findings reinforce the integrative nature of personal attributes, cognitive skills, and organizational context in shaping effective school leadership in the Philippines.

#### IV. CONCLUSION

Having analyzed and interpreted the findings of the study, the researcher has drawn the following conclusions:

School leaders demonstrate a high level of strategic thinking across all measured dimensions, with particularly strong abilities in Systems Thinking and Reflection.

School leaders perceive their institutions as having a strong and positive school culture across all dimensions, as evidenced by identical high mean scores for Shared Values and Beliefs, Leadership and Administration, and Learning Environment.

School leaders perceive themselves as highly resilient across all dimensions of resilience, with particularly strong growth capabilities.

School leaders perceive themselves as highly capable across all managerial domains, with particularly strong abilities in Managing People, Self-Leadership, and Managing Tasks.

There are significant positive correlations between school leaders' resilience, strategic thinking, and school culture and their overall managerial capability, highlighting resilience- particularly control and resourcefulness- as the most influential factor in effective leadership management. Thus, the null hypothesis, which states that "There is no significant relationship between the managerial capabilities and strategic thinking, school culture and resilience of school leaders," was rejected.

Resilience- particularly the sub-variables of Control, Resourcefulness, and Involvement- plays the most significant role in enhancing school leaders' managerial capability. At the same time, strategic thinking through Reflection and a Supportive Learning Environment within the school culture also contribute meaningfully to effective leadership management. Therefore, the researcher rejects the null hypothesis: "There is no predictor variable of managerial capabilities among school leaders.

#### RECOMMENDATIONS

Based on the findings and conclusions drawn from the collected data, the researcher recommends the following:

School leaders should be encouraged to further develop and apply Systems Thinking and Reflection practices through targeted professional development programs to sustain and enhance their strategic decision-making skills.

Schools should continue to foster and reinforce shared values, strong leadership, and a positive learning environment by promoting collaborative initiatives and open communication among staff and stakeholders.

Leadership training programs should include resilience-building components, especially focusing on growth mindset development, to help school leaders effectively navigate challenges and maintain high performance.

School leaders should receive ongoing support and training in people management, self-leadership, and task management to maintain and improve their overall managerial effectiveness.

Leadership development efforts should prioritize strengthening resilience factors-Control, resourcefulness, and Involvement-alongside fostering reflective, strategic thinking and cultivating a supportive learning environment to effectively boost managerial capabilities.

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