Resource Generation Practices, Technological Resiliency, and Work-Life Balance on the Leadership Capability of School Administration

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Abstract: This study examined the influence of resource generation practices, technological resiliency, and work-life balance on the leadership capability of school administrators in the Department of Education, Province of Bukidnon, Region X, Northern Mindanao, Philippines. Using a descriptive correlational research design, data were gathered from 259 elementary and secondary school administrators selected through random sampling from Bukidnon, Malaybalay City, and Valencia City divisions. Standardized survey questionnaires measured the administrators' effectiveness in resource generation, technology integration, work-life balance, and leadership skills. Results revealed that administrators demonstrated high efficacy in community engagement, human resource utilization, financial management, technology access, digital skills, and healthy work-life balance. Correlation and regression analyses showed that all independent variables were significantly associated with leadership capability, with support systems identified as the strongest predictor. The study underscores the importance of integrated resource management, technological adaptability, and robust support networks in fostering effective school leadership. Recommendations include policy support and professional development from the Department of Education, proactive engagement from school administrators and teachers, active participation from learners, and strengthened partnerships with stakeholders. The findings provide timely insights for educational leaders and policymakers seeking to enhance leadership capability and institutional success in diverse academic settings.

Keywords: *Resource Generation Practices, Technology Integration, Work-life Balance, Leadership Capability.*

I. INTRODUCTION

Schools face countless challenges in the contemporary educational landscape that require effective leadership. School administrators are more critical than ever in navigating these complexities to ensure institutional success and sustainability. This study investigates the factors that influence school administrators' leadership capabilities, focusing on resource generation practices, technological resiliency, and work-life balance. By examining these variables, the research aims to provide insights into effective leadership strategies within educational settings.

Resource generation practices encompass the strategies and methods school administrators utilize to secure and manage financial and material resources, which are crucial for the effective functioning of educational institutions. These practices include fundraising, grant writing, partnerships with local businesses, and optimizing budget allocations. With increasing fiscal constraints and resource competition, administrators must be experts at identifying and leveraging opportunities to enhance their schools' financial standing.

Resiliency refers to the ability of school administrations to adapt to and thrive amidst technological changes and disruptions. In an age of rapid technological advancement, schools must integrate new tools and platforms to enhance teaching and learning processes. Technological resiliency involves not only the adoption of new technologies but also the capacity to manage and utilize these tools effectively. This adaptability is essential for fostering an innovative and dynamic educational environment that meets the needs of 21st-century learners.

Work-life balance is another critical factor that influences the effectiveness of school administrators. The demands of

leadership roles can lead to stress and burnout, adversely affecting job performance and decision-making. Maintaining a healthy work-life balance is essential for administrators to sustain their well-being and effectiveness in leadership roles. This balance allows leaders to manage their professional responsibilities while fulfilling personal commitments, ultimately contributing to a more productive and harmonious work environment. Despite the recognized importance of leadership in educational settings, research is scarce examining the specific factors that enhance leadership capabilities among school administrators. Leadership is a multifaceted construct influencing various aspects of school performance, including student achievement, teacher satisfaction, and overall school climate. According to [14] Leithwood et al. (2020), effective leadership is a critical determinant of school success, yet there is limited understanding of how resource generation practices contribute to this effectiveness. This gap in the literature highlights the need for a comprehensive analysis of how financial and material resource management affects leadership capabilities.

Given educational institutions' increasing financial constraints, the importance of resource-generation practices cannot be overstated. Schools are often required to do more with less, necessitating innovative approaches to resource management. However, the extent to which these practices impact leadership effectiveness is not well-documented. Understanding this relationship is crucial for developing strategies that enhance school administrators' capability to lead effectively in resource-constrained environments.

Technological resiliency has become increasingly essential in the digital transformation of education. As noted by [5] Fullan and Quinn (2021), the ability of school leaders to integrate and adapt to technological advancements is crucial for fostering innovative learning environments. However, the extent to which technological resiliency influences leadership effectiveness remains underexplored, necessitating further investigation into this relationship. The rapid pace of technological change presents opportunities and challenges for school administrators. While new tools and platforms offer the potential to enhance teaching and learning, they also require leaders to develop new skills and competencies.

Moreover, the impact of work-life balance on leadership capability in educational settings is not well-documented, creating a research gap that this study aims to address. Research conducted by [7] Greenhaus and Allen (2017) suggests that maintaining a healthy work-life balance reduces burnout and enhances job performance. However, the specific ways work-life balance influences leadership effectiveness in school administration have not been thoroughly examined. Given the demanding nature of leadership roles, understanding how administrators can achieve and maintain work-life balance is critical for promoting their well-being and effectiveness.

This study will draw upon several theoretical frameworks to better understand the relationship between the independent variables and leadership capability. These frameworks provide a foundation for analyzing the complex interplay between

resource generation practices, technological resiliency, work-life balance, and leadership effectiveness.

Resource Dependency Theory [18] (Pfeffer & Salancik, 1978) provides a foundation for examining how resource generation practices influence leadership. This theory suggests that organizations depend on external resources and that effective management of these resources is crucial for organizational success. Resource dependency theory highlights the importance of securing and managing financial and material resources to support school operations and initiatives in educational institutions. School administrators must navigate a complex landscape of funding sources and stakeholder interests to ensure the sustainability and growth of their institutions.

Technological Resilience will be explored through the lens of the Adaptive Leadership Framework [8] (Heifetz et al., 2009). This framework posits that leaders must be flexible and adaptive in changing environments, allowing them to navigate technological disruptions and leverage new opportunities effectively. Adaptive leadership emphasizes the importance of learning and innovation in response to complex challenges. For school administrators, this means developing the capacity to integrate new technologies into the educational process, fostering a culture of continuous improvement, and encouraging collaboration among staff and students.

The Work-Life Balance perspective will be analyzed using the Conservation of Resources Theory [9] (Hobfoll, 1989), emphasizing the importance of resource management, including time and energy, in maintaining well-being and job performance. This theory highlights the need for school administrators to balance their professional and personal lives to enhance their leadership capabilities. By managing their resources effectively, administrators can reduce stress, prevent burnout, and maintain high job satisfaction. This, in turn, contributes to their ability to lead effectively and inspire others within the educational community.

This research is to investigate the impact of resource generation practices, technological resiliency, and work-life balance on the leadership capability of school administration. Specifically, the study seeks to analyze how resource generation practices influence leadership effectiveness. This involves examining the strategies employed by school administrators to secure and manage resources and assessing their impact on leadership outcomes. Examine the role of technological resiliency in enhancing leadership capabilities. This includes exploring how school leaders adapt to technological changes and disruptions and evaluating the effectiveness of these adaptations in promoting innovation and learning. Assess the impact of work-life balance on leadership performance. This entails investigating the relationship between work-life balance and leadership effectiveness and identifying strategies for achieving and maintaining this balance in school administration.

The study aims to contribute a deeper understanding of the factors that enhance leadership capabilities in educational settings by addressing these objectives. The findings will

provide valuable insights for policymakers, educators, and school administrators seeking to improve leadership effectiveness and promote the success of their institutions.

This study will be conducted during the 2024-2025 school year across various schools in Region 10, Northern Mindanao. The selection of this region provides a diverse educational context that will contribute to the generalizability of the findings. Northern Mindanao is home to many educational institutions, from urban schools with advanced technological infrastructure to rural schools facing resource constraints. This diversity allows for a comprehensive analysis of school administrators' challenges and opportunities in different settings.

By focusing on this specific timeframe and location, the research aims to capture contemporary challenges and opportunities faced by regional school administrators. The 2024-2025 school year presents a unique context for the study as schools navigate the aftermath of the COVID-19 pandemic and adapt to new educational paradigms. The findings will provide timely insights into the strategies and practices that enhance leadership capabilities in the face of ongoing challenges and changes.

II. OBJECTIVES OF THE STUDY

This study will develop a structural model on resource-generating practices, technological resiliency, and work-life balance on the leadership capability of school administration. In the Department of Education Region X for this school year, 2024-2025. Specifically, it sought to:

➢ *Describe The Level of Resource Generation Practices on the Leadership Capability of School Administration in Terms of:*

- Financial management
- Human resource utilization
- community engagement

➢ *Determine the Level of Technological Resiliency on the Leadership Capability of School Administration in Terms Of:*

- Technology Access
- Digital Skills
- Technology Integration

➢ *Ascertain the Level of Work-Life Balance on the Leadership Capability of School Administration in Terms of:*

- Time Management
- Emotional Well-Being
- Support Systems

➢ *Examine the Level of Leadership Capability of School Administration in Terms of:*

- Decision-Making Skills
- Communication Skills

- Emotional Intelligence

➢ *Correlate Resource Generation Practices, Technological Resiliency, Work-Life Balance, and Leadership Capability in School Administration.*

➢ *Identify The Variable/S Singly or in Combination That Best Predict the Leadership Capability of the School Administration.*

III. METHODOLOGY

➢ *Research Design*

The study employed descriptive correlational research design methods, analyzing quantitative data. It utilized the descriptive approach to examine the school administration's resource-generating practices, technological resiliency, work-life balance, and leadership capability. Pearson Product product-moment correlation assessed variables influencing the leadership capability of school administrations.

➢ *Research Setting*

This study was conducted within the Department of Education in the province of Bukidnon, Region X, Northern Mindanao, Philippines. The research encompassed three major school divisions: The Division of Bukidnon, Malaybalay City, and Valencia City. These divisions represent a diverse educational landscape, including urban and rural schools, providing a comprehensive context for the investigation. Including these distinct areas allowed for a broader understanding of leadership capabilities and challenges faced by school administrators across different settings.

➢ *Participants of the Study*

The participants of this study comprised elementary and secondary school administrators working under the Department of Education in the Province of Bukidnon, located in Northern Mindanao, Region X. To ensure a representative and unbiased sample, a random sampling procedure was utilized, resulting in the selection of 259 school administrators from the three divisions within Bukidnon: Bukidnon Division, Malaybalay City Division, and Valencia City Division. Random sampling was significant given the province's large and diverse geographic area, including urban and rural educational contexts. Each administrator participated as a respondent by providing data on resource-generating practices, technological resiliency, and work-life balance, all about their overall leadership capability. This comprehensive approach allowed the study to capture a holistic view of the strengths and challenges faced by school leaders across different environments within the province.

➢ *Sampling Procedure*

The study will use a random sampling technique to ensure representation from different school environments. Schools will be categorized based on their environment, and then participants will be randomly selected from each category to ensure proportional representation.

➤ *Data Gathering Procedure*

A formal request to collect data was initially submitted to and approved by the school division superintendent and public-school district supervisors within the three divisions of the Province of Bukidnon. These permissions were essential for granting access to the school administrators targeted for the study. The research team emphasized voluntary participation, making it clear to all respondents that their involvement was optional and that they could withdraw at any time without consequence. Additionally, strict confidentiality protocols were established to ensure that all responses would remain anonymous and be used solely for research purposes.

Once all necessary permissions were secured, survey questionnaires were distributed to elementary and secondary school administrators across the three divisions of Bukidnon: Bukidnon Division, Malaybalay City Division, and Valencia City Division. The questionnaires gathered data regarding resource-generating practices, technological resiliency, work-life balance, and leadership capability. After distribution, the completed surveys were collected within a specified timeframe. The data were then meticulously tabulated and subjected to statistical analysis to address the research objectives. The results were interpreted and discussed, providing insights into the leadership capabilities of school administrators in the province.

➤ *Data Analysis*

The following statistical procedures were employed to answer the specific problems to study:

Descriptive statistics, such as the frequency and percentage, were used to determine the extent of resource-generated practices, technological resiliency, work-life balance, and leadership capability of school administrators.

Pearson's product-moment correlation was used to establish the relationship among variables. At the same time, multiple linear regressions were utilized to determine the variable that best predicts the leadership capability of the school administrators.

IV. RESULT AND DISCUSSION

➤ *Resource Generation Practices*

Table 1 presents the level of resource Generation Practices among school leaders, as measured by three key indicators: Community Engagement (mean = 4.27), Human Resource Utilization (mean = 4.25), and Resource Financial Management (mean = 4.22). The total mean score of 4.25 falls within the "Effective" category. This indicates that school leaders are consistently effective across all major domains of resource management, including engaging the community, utilizing human resources, and managing financial resources.

Table 1 Presents the Level of Resource Generation Practices of the School Leader

INDICATORS	MEAN	QUALITATIVE DESCRIPTION
Community Engagement	4.27	Effective
Human Resource Utilization	4.25	Effective
Resource Financial Management	4.22	Effective
Total Mean	4.25	Effective

Legend:
4.51-5.00	Strongly Agree	Highly Effective
3.51-4.50	Agree	Effective
2.51-3.50	Undecided	Neutral
1.51-2.50	Disagree	Ineffective
1.00-1.50	Strongly Disagree	Highly Ineffective

The data reveals that among the three domains, community engagement received the highest mean score, suggesting that school leaders place particular emphasis on building partnerships, facilitating community participation, and maintaining strong communication with stakeholders. Human resource utilization and financial management also scored highly, reflecting effective strategies in staff development, performance evaluation, transparent budgeting, and resource allocation. The consistently high ratings across all indicators highlight a holistic approach to leadership, where effective resource management is seen as interconnected and mutually reinforcing.

These findings are supported by literature emphasizing the importance of integrated leadership practices. According to [15] Leith wood, Harris, and Hopkins (2020), successful school leaders excel not only in financial stewardship but also in fostering strong relationships within and beyond the school. [4]

Epstein et al. (2018) further assert that community engagement enhances resource availability and school effectiveness, while [3] Darling-Hammond et al. (2017) point to the critical role of human resource management in supporting school improvement. Collectively, these studies confirm that effective resource financial management, as demonstrated in this study, is essential for achieving educational goals and sustaining school development.

➤ *Technology Resiliency*

Table 2 summarizes the overall technology resiliency of school leaders, assessed through the sub-variables of technology integration (mean = 4.23), technology access (mean = 4.16), and digital skills (mean = 4.11). The total mean of 4.17 falls within the "Effective" category according to the legend provided. This indicates that school leaders are generally effective in their ability to adapt to and manage technological change within their schools.

Table 2 Presents the Level of Technology Resiliency of the School Leader

INDICATORS	MEAN	QUALITATIVE DESCRIPTION
Technology Integration	4.23	Effective
Technology Access	4.16	Effective
Digital Skills	4.11	Effective
Total Mean	4.17	Effective

Legend:

4.51-5.00	Strongly Agree	Highly Effective
3.51-4.50	Agree	Effective
2.51-3.50	Undecided	Neutral
1.51-2.50	Disagree	Ineffective
1.00-1.50	Strongly Disagree	Highly Ineffective

➤ *Work-life Balance*

Table 3 data shows the work-life balance level among school leaders across three key indicators: Time Management, Emotional Well-being, and Support System. Each indicator received a mean score above 4.14, with Time Management and Emotional Well-being at 4.17 and Support System at 4.14. The aggregate Total Mean is 4.16. According to the provided legend, scores from 3.51 to 4.50 are interpreted as "Good," which suggests that school leaders generally maintain a positive work-life balance. This indicates that, on average, school leaders can manage their time effectively, maintain stable emotional health, and receive adequate support from their social and professional environments.

Table 3 Presents the Level of Work-Life Balance of the School Leader

INDICATORS	MEAN	QUALITATIVE DESCRIPTION
Time Management	4.17	Good
Emotional well-being	4.17	Good
Support system	4.14	Good
Total Mean	4.16	Good

Legend:

4.51-5.00	Always	Excellent
3.51-4.50	Sometimes	Good
2.51-3.50	Often	Neutral
1.51-2.50	Seldom	Poor
1.00-1.50	Never	Very Poor

The results presented in Table 3 imply that school leaders are generally well-equipped to handle the demands of their professional roles without significant detriment to their personal lives. The "Good" rating across all indicators—Time Management, Emotional Well-being, and Support System—reflects a healthy and positive work-life balance among the respondents. This finding is significant, as maintaining a good work-life balance is crucial for sustained job performance, increased job satisfaction, and enhanced overall well-being. School leaders who can manage their time effectively, maintain emotional stability, and rely on strong support systems are likelier to experience lower stress levels and higher motivation, which can positively impact their professional and personal lives.

Furthermore, the consistency in the mean scores, all falling within a narrow range, suggests no significant weaknesses in the measured aspects of work-life balance among the school leaders surveyed. This uniformity indicates that the respondents perform well in isolated areas and demonstrate a balanced approach across multiple dimensions of their work and personal lives. These results highlight the importance of fostering environments that support time management, emotional well-being, and robust support systems for school leaders.

Ref. [12] Kumari and Mishra (2023) found that effective time management strategies correlate with improved work-life balance and reduced burnout among educational leaders. Their study highlighted that school leaders who practice structured time allocation experience higher job satisfaction and enhanced personal well-being. Similarly, Smith and Lee (2022) emphasized the importance of emotional well-being in leadership roles. Their research in educational settings indicated that leaders with strong emotional regulation skills are better equipped to handle work-related stress, positively impacting their professional performance and personal life.

Additionally, [6] García and Torres (2024) investigated the role of support systems in fostering work-life balance among school administrators. They concluded that strong collegial and familial support networks help leaders navigate the complexities of their roles more effectively, leading to higher overall well-being. In a broader context, [20] Zhang et al. (2023) conducted a cross-cultural study on work-life balance among school leaders. They found that those who report "good" balance levels often attribute their success to institutional support and professional development opportunities. These findings align closely with the results of the present study, further underscoring the importance of time

management, emotional well-being, and support systems in achieving a good work-life balance for school leaders.

➢ *Leadership Capability*

Table 4: The school administrators' leadership capabilities across three key indicators: Decision-Making Skills, Communication Skills, and Emotional Intelligence. The

mean scores for each indicator are as follows: Decision-Making Skills (4.31), Communication Skills (4.37), and Emotional Intelligence (4.34). The total mean score is 4.09. According to the provided legend, all mean scores fall within the "Strong" category (3.51–4.50), indicating a high level of agreement among respondents regarding the proficiency of school administrators in these areas.

Table 4 Leadership Capability of School Administrator

INDICATORS	MEAN	QUALITATIVE INTERPRETATION
Decision Making-Skills	4.31	Strong
Communication Skills	4.37	Strong
Emotional Intelligence	4.34	Strong
Total Mean	4.09	Strong

Legend:

4.51-5.00	Strongly Agree	Exceptional
3.51-4.50	Agree	Strong
2.51-3.50	Slightly Agree	Neutral
1.51-2.50	Disagree	Weak
1.00-1.50	Strongly Disagree	Very Weak

The data suggest that school administrators are perceived to possess strong competencies in decision-making, communication, and emotional intelligence. Communication Skills received the highest mean (4.37), highlighting that effective communication is a particularly notable strength among school administrators. Emotional Intelligence (4.34) and Decision-Making Skills (4.31) also received strong ratings, indicating that these leaders can make sound decisions and excel in understanding and managing emotions, both their own and those of others. The total mean of 4.09 reinforces the overall perception of robust leadership capability among the administrators surveyed.

These findings imply that administrators can lead their schools effectively, foster positive relationships, and make informed decisions that benefit their organizations. The strong ratings across all indicators suggest a balanced and comprehensive leadership skill set essential for navigating educational leadership's complexities.

Ref. [13] Leithwood and Azah (2022), in their study published in the *Educational Administration Quarterly*, found that practical decision-making skills among school leaders are closely associated with improved school performance and establishing a culture of trust and accountability. Similarly, [17] Norberg and Johansson (2023), writing in the *International Journal of Leadership in Education*, emphasized that communication skills are fundamental to effective school leadership. Their research highlights that administrators who communicate clearly and empathetically can build strong relationships with staff, students, and the wider school community, resulting in greater engagement and satisfaction.

In addition, [1] Brackett et al. (2024), in the *Journal of School Leadership*, underscored the critical role of emotional intelligence in educational leadership. Their findings suggest that emotionally intelligent administrators are more effective at managing stress, understanding the emotional needs of their staff, and creating supportive work environments, which lead to higher staff morale and reduced turnover. Furthermore, [2] Bush (2022), in his book *Theories of Educational Leadership and Management*, concluded that a balanced set of decision-making, communication, and emotional intelligence skills is essential for effective school administration. He asserts that leaders who demonstrate strength in these areas are better equipped to address challenges, drive school improvement, and inspire their teams. These studies affirm the results presented in Table 16, highlighting the importance of these core competencies in successful educational leadership.

➢ *Relationship between Resource Generation Practices, Technological Resiliency, and Work-Life Balance on the Leadership Capability of School Administration*

Pearson's product-moment was used to assess the degree of relationship between the continuous variables explored. Particularly, Pearson r was run to find out the relationship between the dependent variable, Leadership capability, and the independent variables, Resource Generation Practices, Technology Resilience, and Work-life balance.

The result is presented in Table 5 with Pearson's correlation coefficient and significance value as reflected in the scores reported by 259 teacher participants.

Table 5 Correlation Analysis Between the Independent Variables and Leadership Capability of School Administrators.

INDICATORS	CORRELATION COEFFICIENT (r)	PROBABILITY (p)
Resource Generation Practices		
Financial Resource Management	0.150	0..015*
Human Resource Generation	0.300	0.000**
Community Engagement	0.289	0.000**
Technology Resiliency		
Technology Access	0.390	0.000**
Digital Skills	0.407	0.000**
Technology Integration	0.372	0.000**
Work-Life Balance		
Time Management	0.244	0.000**
Emotional Well-being	0.373	0.000**
Support System	0.928	0.000**

** Correlation id significant at 0.01 level (2-tailed Test)
b. listwise N=259

Table 5 presents the correlation analysis between several independent variables—Resource Generation Practices, Technology Resiliency, and Work-Life Balance—and the leadership capability of school administrators. The correlation coefficients (r) range from 0.150 to 0.928, with all p-values indicating statistical significance ($p < 0.05$). This suggests that all identified factors have a significant relationship with leadership capability among the respondents (N=259).

Under Resource Generation Practices, Financial Resource Management shows a weak but significant positive correlation (r = 0.150, p = 0.015), while Human Resource Generation (r = 0.300, p = 0.000) and Community Engagement (r = 0.289, p = 0.000) both show moderate positive correlations. All are significant at the 0.01 level except Financial Resource Management, which is significant at the 0.05 level.

For Technology Resilience, all indicators—technology Access (r = 0.390), Digital Skills (r = 0.407), and Technology Integration (r = 0.372)—show moderate and statistically significant positive correlations (all p = 0.000), indicating that higher levels of technology-related competencies are associated with stronger leadership capability.

Within Work-Life Balance, Time Management (r = 0.244), Emotional Well-being (r = 0.373), and Support System (r = 0.928) all exhibit significant positive correlations. Notably, the Support System has an exceptionally strong positive correlation (r = 0.928, p = 0.000), suggesting it may be the most influential factor among those measured.

The results indicate that school administrators' leadership capability is positively associated with effective resource generation practices, technology resiliency, and work-life balance. While financial resource management has a weaker correlation, human resource generation and community engagement play a more substantial role. The moderate correlations with technology access, digital skills, and technology integration underscore the growing importance of technological proficiency in contemporary educational leadership.

Most strikingly, the exceptionally high correlation between support systems and leadership capability highlights the critical role of a strong support network in enabling effective leadership. This suggests that administrators who feel supported, whether by colleagues, family, or institutional structures, are significantly more likely to demonstrate strong leadership capacity. Similarly, time management and emotional well-being are also critical, reinforcing the need for holistic well-being to sustain effective leadership.

Journal of Educational Administration, [16] Nguyen et al. (2023) found that community engagement and human resource management are key predictors of effective school leadership, as they enhance collaboration and organizational capacity. Ifinedo et al. (2022), writing in *Computers & Education*, demonstrated that technology access and digital skills are increasingly vital for school leaders, enabling them to facilitate innovation, communication, and remote learning—especially in the post-pandemic era.

Regarding work-life balance,[11] Klocko and Wells (2023), in the *Educational Management Administration & Leadership* journal, emphasized that administrators' emotional well-being and time management directly impact their leadership effectiveness, with supportive environments as a buffer against burnout and stress. Furthermore, in an international review, [14] Leithwood and Sun (2022) found that strong professional and personal support systems are among the most significant contributors to sustained leadership capability and job satisfaction in educational settings.

Collectively, these studies affirm the importance of resource management, technological proficiency, and robust support systems in shaping the leadership capability of school administrators, echoing the results observed in the correlation analysis.

➤ *Regression Analysis of the Leadership Capability of School Leaders*

This regression analysis examines the relationship between leadership capability of school administration and the three independent variables: support system, technology access, and human resource utilization.

Table 6 Regression Analysis of the Leadership Capability of School Leaders

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(constant)	1.898	0.247		7.678	0.000
Support System	0.318	0.042	0.404	7.544	0.000
Technology Access	0.148	0.041	0.210	3.636	0.000
Human Resource Utilization	0.118	0.044	0.151	2.662	0.008
R= 0.547	R^2= 0.299		F-Value= 36.282	Sig. = 0.000	

Regression Equation Model

$Y = 1.898 + 0.318X_1 + 0.148X_2 + 0.118X_3$

Where; y = Leadership Capability

X_1 = Support System

X_2 = Technology Access

X_3 = = Human Resource Utilization

Table 6 presents the results of a multiple regression analysis that investigates which factors most strongly predict leadership capability among school leaders. The model considers Support System, Technology Access, and Human Resource Utilization as independent variables. The analysis reveals that the regression model is statistically significant (F = 36.282, p < 0.001), confirming that these variables, when taken together, are meaningful predictors of leadership capability.

Support System emerges as the strongest predictor among the variables, as reflected by its highest standardized coefficient (Beta = 0.404, t = 7.544, p = 0.000). This finding indicates that having a robust support system plays a particularly crucial role in enhancing leadership capability among school leaders. Technology Access (Beta = 0.210, t = 3.636, p = 0.000) and Human Resource Utilization (Beta = 0.151, t = 2.662, p = 0.008) also show significant positive contributions to the model, although their impact is less pronounced compared to Support System. The correlation coefficient (R = 0.547) suggests a moderate relationship between the combined predictors and leadership capability, while the R² value of 0.299 indicates that about 29.9% of the variance in leadership capability can be explained by these three factors. This underscores the importance of support systems, technology resources, and effective human resource management in shaping the leadership effectiveness of school leaders.

Findings from the regression analysis indicate that a strong support system is the most significant factor in enhancing the leadership capability of school leaders. Leaders with access to robust professional and personal support networks—such as mentorship, collegial collaboration, and institutional backing—are better equipped to manage challenges, make informed decisions, and provide practical guidance to their teams. This strong foundation allows leaders to navigate the complexities of educational administration with greater confidence and resilience.

In addition to support systems, technology access, and human resource utilization also play essential roles in shaping leadership capability. The growing integration of technology in educational settings means that leaders must leverage digital tools and infrastructure to facilitate communication, innovation, and efficient management. Similarly, the ability to effectively utilize human resources, through recruitment, development, and retention, ensures that leaders can maximize the strengths and potential of their staff, ultimately contributing to the school's overall success.

The overall model explains approximately 29.9% of the variance in leadership capability (R² = 0.299), indicating that while these factors are essential, other variables not included in the model also play a role. [14] Leithwood and Sun (2022) emphasize the critical role of support systems—including mentorship, collegial networks, and institutional backing—in sustaining effective school leadership. [11] Klocko and Wells (2023) similarly assert that supportive environments are vital for helping educational leaders manage stress and prevent burnout. In the realm of technology, [10] Ifinedo et al. (2022) highlight the importance of technology access for school leaders, as it enables them to adopt innovative management practices and respond to the demands of digital learning environments. Furthermore, [16] Nguyen et al. (2023) note that effective human resource utilization is essential for school leaders to leverage staff strengths and drive organizational success. Collectively, these studies affirm the regression results, demonstrating that support systems, technology access, and human resource management are foundational to the leadership capability of school leaders.

V. CONCLUSION

This study sought to elucidate the multifaceted factors that influence the leadership capability of school administrators, focusing on the interplay between resource generation practices, technological resiliency, and work-life balance within the context of public schools in Northern

Mindanao, Region X. Drawing on data collected from 259 school administrators across various divisions, the research highlighted the crucial role each of these variables plays in shaping effective educational leadership amidst the evolving demands of the contemporary academic landscape.

The findings reveal that school administrators in the region generally exhibit strong leadership capabilities, as evidenced by high ratings in decision-making skills, communication skills, and emotional intelligence. These competencies are foundational to successful school leadership, enabling administrators to guide their institutions through complex challenges, foster a collaborative and supportive school climate, and drive continuous improvement. Communication skills emerged as a particular strength, with administrator's adept at leveraging technology to enhance stakeholder engagement, maintain transparency, and ensure transparent, effective dissemination of information.

Resource generation practices were found to be a significant component of leadership capability. Administrators demonstrated effectiveness in financial management, human resource utilization, and community engagement. These strengths reflect a holistic and integrated approach to resource management, allowing school leaders to secure and allocate resources strategically, build strong partnerships with stakeholders, and cultivate a motivated and competent workforce. The literature supports the view that such practices are critical for sustaining school operations, supporting educational programs, and fostering innovation in resource-constrained environments.

Technological resiliency is another vital factor influencing leadership capability. School administrators generally reported high effectiveness in technology access, digital skills, and technology integration. Adapting to technological change, implementing digital tools in both instructional and administrative domains, and fostering a culture of continuous learning and innovation are increasingly essential in today's schools. The study's results echo recent scholarship, which underscores that resilient digital leadership not only equips schools to respond to disruptions, such as those experienced during the COVID-19 pandemic, but also positions them to seize opportunities for educational transformation and improvement.

Work-life balance, encompassing time management, emotional well-being, and support systems, was also highlighted as a key determinant of leadership effectiveness. Administrators who reported stronger support systems—both personal and professional—demonstrated higher leadership capability. This finding is particularly significant, as the regression analysis identified the support system as the strongest predictor among all variables studied. Managing work demands while maintaining personal well-being is essential for preventing burnout, sustaining motivation, and ensuring long-term leadership effectiveness.

The study's correlation and regression analyses further reinforced the interconnectedness of these factors. All independent variables—resource generation practices,

technological resiliency, and work-life balance—significantly correlated with leadership capability, with the support system being the most influential factor. However, the regression model also indicated that other variables not included in the study contribute to leadership effectiveness, suggesting further research to explore additional determinants.

This research concludes that school administrators' leadership capability is best enhanced through a comprehensive approach that integrates effective resource management, technological adaptability, and a strong support network that fosters work-life balance. Policymakers and educational leaders should prioritize these areas in professional development, resource allocation, and institutional support to cultivate resilient, innovative, and effective school leadership. By doing so, schools can better navigate challenges, promote positive school cultures, and achieve sustainable educational success for all stakeholders.

RECOMMENDATIONS

The findings and conclusions of the study led to some recommendations that might be of help to improve the leadership capability of the school administration, and through targeted improvements in resource generation practices, technological resiliency, and work-life balance.

The Department of Education, developing and implementing policies that actively support resource generation, technological resiliency, and work-life balance among school administrators, is recommended. This includes providing training programs on innovative resource management, facilitating access to digital infrastructure, and establishing wellness initiatives that promote healthy work-life integration for educational leaders. The Department should also allocate budgetary and technical support for professional development and encourage collaborative partnerships with local communities and private organizations.

School administrators are encouraged to proactively seek continuous professional development in financial management, human resource utilization, and technology integration. They should foster a culture of transparency, open communication, and shared leadership within their schools. Administrators should also prioritize their well-being by utilizing available support systems, practicing effective time management, and modeling a balanced approach to professional and personal responsibilities, thereby setting a positive example for their staff.

Teachers play a vital role in supporting effective school leadership. It is recommended that teachers engage actively in professional development opportunities, collaborate with administrators in implementing innovative teaching practices, and participate in decision-making processes. By working closely with school leaders, teachers can help create a positive, adaptive, and inclusive school environment that benefits all school community members.

The recommendation for learners is to take advantage of the enriched learning environment fostered by effective

leadership and resourceful administration. Students should be encouraged to participate in school activities, utilize available technological resources, and engage in open communication with teachers and administrators. This involvement not only enhances their educational experience but also contributes to the school's overall success.

Finally, stakeholders—including parents, community members, and local businesses—are encouraged to strengthen their engagement and partnership with schools. Stakeholders can support resource generation efforts, provide valuable feedback, and participate in initiatives that promote technological integration and student well-being. By working collaboratively with school leaders and teachers, stakeholders help create a supportive network that enhances educational outcomes and ensures the sustainability and growth of the school community.

A coordinated effort among the Department of Education, school administrators, teachers, learners, and stakeholders is essential to nurturing and sustaining effective leadership capability in schools. By embracing these recommendations, all parties can contribute to building resilient, innovative, and supportive educational environments that drive student achievement and institutional success.

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