INSTRUMENT FOR EVALUATING POSITIVE AND RESILIENT LEADERSHIP (PRL) AMONG PUBLIC SCHOOL PRINCIPALS

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Abstract

This study validated and developed a researcher-made instrument to evaluate the Positive and Resilient Leadership (PRL) practices of public-school leaders. The instrument was designed from an earlier qualitative study that elicited 50 public school teachers' concepts of PRL from a metaphorical perspective. Using qualitative content and thematic analysis, five domains of PRL practices were identified, characterizing positive and resilient public-school leaders as providers of positivity, opportunity, wisdom, empathy, and reinforcement. These domains and their corresponding indicators formed the questionnaire for a quantitative study. The questionnaires were distributed to 500 participants in the five most populated public schools in Metro Manila. Confirmatory Factor Analysis (CFA) was used to ensure the reliability and validity of the measure of PRL constructs. Findings showed that providing wisdom obtained the highest mean at 5.33, while providing positivity got the lowest mean at 5.28. The reliability measures, factor loadings, and average variances extracted indicated that convergent validity was established in the five dimensions of PRL. Model fit indices indicated that the CFA model has a good fit with the data. Further, the CFA model revealed that all 10 indicators of each dimension of PRL have acceptable factor loadings that are all significant at $p < 0.01$.

Keywords: Developing Instrument, Leadership, Modelling, Positive Resilient, Public-Schools, Structural Equation

1. INTRODUCTION

The leadership of every organization increasingly determines whether it succeeds or fails. It involves more than simply management and administration. It demands the capacity to inspire others and promote teamwork. Additionally, it calls for the capacity to understand and react to an environment that is becoming more complicated, whether that environment is the workplace where a team collaborates or the global market where a company competes (Goldberg, 2017). Leaders are conscious of the necessity of maintaining their leadership skills in order to lead effectively. However, being a leader requires more than simply inspiring people around you; it also calls for self-awareness. No one method works for all personality types and leadership styles (Akkaya, 2020). But they are not super heroes, no matter what the circumstance. It is necessary to evaluate each candidate's abilities to satisfy set requirements, as well as their strengths and limitations. This is doable with the assistance of adequate leadership assessment tools.

Hunt, (n.d.) asserts that failing to objectively assess a leader's capabilities may have grave consequences. In the beginning, it can provide unconscious bias an opportunity to influence the procedure. Second, underperforming teams typically disconnect, produce less, and have higher turnover rates. He continued by saying that without an evaluation procedure, you won't know which teams are weak, and that these impacts often last for a long time after a leader has "left the building." Public school leaders are among those who need to be assessed because they influence student learning and accomplishment and promote the delivery of high-quality educational services and programs in every school. It is commonly known that public schools serve the majority of children worldwide since they are funded by the government. Due to the tremendous workloads and obligations that they bear, teachers and school administrators frequently experience tiredness, worry, and anxiety which leads to various challenges (Fadare et al., 2021). It takes extraordinary qualities and a strong drive to achieve to be a school leader. Many school principals were found to be unprepared for their new duties and positions in school administration after Sindhvad (2009) and Weerakoon (2017) in their studies on their effectiveness as educational leaders. Sam (2020), citing Tepper (2007), noted that among the problems and difficulties in leaders' practices in public schools are (a) absent administration and (b) abuse of power. Tepper came to the conclusion that (a) absent administration includes incompetence, inattention, neglect, bad judgment, and a lack of zeal or devotion, while (b) practices of abuse of power include, but are not limited to, yelling, harassment, and bullying. As a result, toxic school leaders have the potential to make already existing issues worse (Sam, 2020).

According to Cox and Mullen, (2023) there is an urgent need for greater study on the principalship's place in the conversation about what makes for good teachers and institutions. Similar to this, Cann et al. (2021) and Cruz, (2018) asserts the value of teacher leadership in public schools and stresses the need for positive cultural change to improve the learning environment. Finding gaps using an evaluation might be helpful. A leader's performance might be assessed to find out whether there are any skill gaps or other areas that need improvement. This encourages leadership growth since the results may be utilized to provide training materials or chances to assist enhance any weak areas (Adlawan et al., 2022). Why focus on positive and resilient leadership practices? Due to their emphasis on both personal and social development as well as academic development, schools are a crucial setting for processes that promote and generate positivity and resilience. According to Bartlett et al., 2019), positive leadership provides the resources and framework necessary for teachers to perform at their highest level. Educators are empowered to grow and learn both independently and collectively when given a voice, a shared purpose, and social support. Thus, organizational trust is increased. A teacher's sense of well-being, optimism, and significance can change frequently and have an impact on other people's emotions. A lot can be inferred about leaders and the school as a whole from how well educators can control their emotions and handle challenging situations (Zahed-Babelan et al., 2019). Resilient leaders, on the other hand, can adjust to jarring changes, stay motivated in trying circumstances, and survive them. They swiftly recover from setbacks. They also succeed in conquering big obstacles without responding

dysfunctional or having a bad influence on other people (Bolsinger, 2020; Awosola, 2022). Wang (2021) asserts that there are few research exploring teacher resilience, despite studies highlighting the benefits of resilience in education.

The use of tools for leadership evaluation enables one to examine their leadership style and then concentrate on developing the necessary skills. It has several aspects, much like the tools for assessing and improving abilities (Hughes, 2019). Additionally, leadership evaluation tools aid in determining a person's leadership skills in a range of situations. It also highlights the distinctive qualities that make them unique (QuestionPro, 2023). The leadership evaluation tools determine a person's leadership talents across a range of fields and also highlight each one's strongest points. Understanding how a person might fit into a certain function within an organization based on that role's requirements can be helpful (Momenzadeh et al., 2023). The majority of the leadership assessment instruments we looked at were self-evaluations of a leader's traits, skills, and methods. One's capacity to lead teams and communicate with people may be significantly improved by self-awareness of one's leadership abilities and personal traits. The finest assessments of oneself are not always possible, though. Everybody has biases that may shape their own perspectives. These blind spots can lead to ignorance and are particularly dangerous.

This study's objectives were to develop a leadership instrument, evaluate the validity and reliability of the instrument, and then use the instrument to evaluate the effectiveness of school leaders in terms of their ability to support teachers in public schools as they navigate the difficulties of day-to-day school life, problems, doubts, and frustrations, as well as other demanding workplace situations (Fadare et al., 2021. Its dimensions and corresponding indicators are based on a prior qualitative study designed to elicit the metaphorical perspectives of public-school teachers on the resilient and positive leadership styles of principals as they experience them and which styles support their success in their day-to-day work as educators.

In order to determine the Positive and Resilient Leadership (PRL) practices of public-school leaders, an instrument was developed. The domains and indicators of this instrument were elicited from the metaphorical perspective of public-school teachers, or those that are led. The purpose of this research was to assess the validity and reliability of this instrument. The following issues were carefully addressed by the researchers: (a) What are the validity and reliability of the instrument designed to assess the PRL practices of public-school principals? (b) How acceptable are these parameters and metrics for evaluating these PRL practices?

2. RELATED WORKS

There are various instruments available for evaluating leadership, and each one serves a certain function depending on the circumstances. Maxwell (1995) developed a leadership-level evaluation instrument that rates the characteristics, skills, and attributes of leaders. It is a tool that helps leaders assess their own personal characteristics, skills, and attributes as well as those they believe they should and shouldn't possess. A management grid, often called a "leadership grid," was suggested by Robert Blake and

Jane Mouton as a way to depict different leadership ideas visually (Shoemaker, 2022). The grid showed care for people on the y-axis (meeting people's needs and giving them precedence) and concern for production on the x-axis (meeting deadlines). The leader's style might be found in 81 different positions, with a range of low (1) to high (9 for each aspect). This grid is used to help managers analyse their leadership beliefs using a technique called grid training. The Innovation Self-Assessment for School and Education Organization Leaders is a tool for leaders who want to help their schools and educational institutions benefit from innovation, set an example by identifying innovations throughout operations and practices, and promote an environment where innovation is valued, systems are reviewed, and failure is an option. It consists of 20 self-assessment questions that can help pinpoint what one can do to better support innovation in a classroom or organization, as well as where one excels in innovative leadership. Results can be used to inform improvements, stress the value of innovation to staff and colleagues, and use innovation to revamp a school or other educational institution (Jakavonytė-Staškuvienė & Barkauskienė, 2023; Raišienė et al., 2022).

An individual's leadership style may be identified using the Leadership Style Self-Assessment at the University of South Carolina (USC). Conflict can result from leaders' differing perspectives of themselves from those of their followers (Stock et al., 2022). The objective evaluation of leadership strengths and shortcomings is done via this leadership assessment. One can enhance their management style by taking particular actions armed with this information (Hughes, 2019). The Brandon School Division's Evaluation of School Leaders tool was developed by the Division Board as a supervisory and instructional quality evaluation tool for principals. It emphasizes the significance of the principal's leadership position, which encompasses the four key facets of management and administration: visionary leadership, leadership in learning, facilitation of school and community activities, and resource stewardship (Molina, 2018). The efficacy of the school and cultural norms makes up the tool (Castro, 2023).

The majority of the instruments for evaluating a leader's qualities, skills, and behaviours were self-evaluations. One's capacity to lead teams and engage with people may be considerably enhanced by self-awareness of one's own traits and leadership abilities. But it's not always possible to judge oneself favourably. Everyone has biases that may shape how they see the world. These vulnerabilities are extremely dangerous and could lead to ignorance.

3. METHODOLOGY

Structure Equation Modelling (SEM) was used to assess the instrument's reliability and validity. SEM is a well-known statistical technique that permits complex interactions between one or more exogenous and one or more endogenous variables. As broad indirect effects between the predictor and the result that depend on the moderator, the combination of mediation and moderation tests may also be used collectively (Preacher et al., 2007). The following inclusion requirements were carefully considered when choosing 500 Filipino public-school teachers: (a) teachers must be 26 years of age or older; (b) they must be licensed public school teachers; (c) they must have worked for at

least two (2) years in the same school; and (d) they must be citizens of the National Capital Region (NCR). Contrarily, the following were the exclusion criteria: (a) school leader appoints to a specific role; (b) replacement teachers; (c) teachers on leave; (d) teachers managing auxiliary services; and (e) floating and non-advisory instructors.

The target participants' representative institutions were five densely populated Metro Manila high schools: Camarin High School in Caloocan City, Paranaque National High School Main in Paranaque City, Rizal High School in Pasig City, Tala High School in Caloocan City, and Batasan Hills National High School in Quezon City (GMA News Online, 2015; ABS-CBN, 2015). Each of the participating public schools provided one hundred (100) responses.

The PRL Practices Evaluation Tool (PRLPET) was developed using theme analysis and qualitative content to assess the effectiveness and resilience of leadership techniques in public schools. Participants were asked to create a visual representation of a leader to handle school duties and issues. Five clusters of distinguishable characteristics were identified in the metaphors and narratives used by teachers to explain their interactions with PRL techniques. These characteristics, collectively known as P.O.W.E.R., were found to benefit school instructors from PRL in school leaders. The PRLPET was designed to evaluate the constructive and resilient leadership practices of public-school leaders using a six-point Likert scale.

Researchers contacted principals and division offices of participating schools to obtain permission to participate in a study on the epidemic. Department heads determined participants based on inclusion and exclusion criteria. A group conversation was established for each school, and two methods were used for distribution and data collection: online participation and physical copies provided. Participants who answered in hard copy received the instrument from their department heads, while those who responded online used the Google form.

The content of surveys was assessed for validity, as defined by Haynes et al. (1995). Three specialists, with over ten years of experience in education, were chosen based on their educational background, subject-matter expertise, and prior experience making decisions. The French (2011) criteria were also considered, emphasizing preparedness and motivation for participation. 80% of the experts agreed that a question was legitimate before adding it to the instrument. All experts agreed that the items and indicators were consistent with the constructs being assessed, and only minor adjustments were made. Double-barrelled and superfluous terminology was removed. A pilot study involving 10 public school teachers was conducted to analyse the data for frequency, percentage, and factor analysis. Version 19 of the Statistical Package for Social Sciences was used to analyse the data, and AMOS 19 and SEM were used to examine the connections between variables. Regression and confirmatory factor analysis were used to evaluate the structures and fit directories governing model fit and parsimony. The decision rule used to assess model fit includes CMIN/df between 2 and 3, RMSEA.80, and a higher PNFI.

4. FINDINGS

Five (5) dimensions of PRL—namely, Positivity Provider, Opportunity Provider, Wisdom Provider, Empathy Provider, and Reinforcement Provider—emerged from the metaphorical viewpoints of the public-school teachers. Each of these dimensions has ten (10) indications. Table 1 presents the descriptive statistics and item-item-total correlation of the PRL dimensions. According to the table, Empathy Provider (5.316) and Wisdom Provider (5.326) had the two highest means. Opportunity Provider came in fourth (5.299), while Reinforcement Provider came in third (5.313). The mean for the provider of positivity was the lowest at 5.282. These findings reflect the PRL methods and attributes that public school teachers find most appealing.

As seen in the table, the teachers' preference for leaders to provide them with knowledge, skills, and expertise emerged. The most significant indicator in the Wisdom Provider is "*Recognizes the importance of teamwork in achieving school goals and projects,*" with a mean of 5.40. It is noteworthy to know that the least significant indicator among the indicators is "*Finds effective solutions to address various school problems and issues,*" with a mean of 5.26. The table also shows that public school teachers seek a leader that *"Provides empathy and promotes mutual respect between and among peers and school authorities,"* with the highest mean of 5.37, while the least significant is *"Manifests genuine concern and care for teachers as part of the school family,"* with a mean of 5.28. The most significant indicator for the Reinforcement Provider is *"Maintains credibility in performing duties and functions"* with a mean of 5.38, while the least significant indicators are *"Evaluates performance fairly for purposes of promotion"* and *"Rewards valuable inputs and talents displayed by teachers in performing their roles and responsibilities"* with a mean of 5.27 each. The Opportunity Provider identifies the most significant indicator, with a mean of 5.38, as *"Invite stakeholders to participate in school planning and decision-making processes,"* while the "*Turns trials, failures, or disappointments into opportunities when pursuing school goals*" indicator got the lowest mean of 5.21. In terms of Positivity providers, public school teachers prefer leaders who *"Show enthusiasm, dedication, and persistence in pursuing school goals through programs and activities"* with a mean score of 5.41, while the indicator *"Maintains a calm and controlled disposition despite occasions of anger, anxiety, or displeasure"* with a mean score of 5.16 had the lowest significance.

Table 1: Descriptive statistics and item item-total correlation of the factors of Positive and Resilient Leadership (PRL)

		Mean	Std. Deviation
	Positivity Provider	5.282	0.738
D1.1	Shows firmness and consistency in deciding on disciplinary cases among teachers	5.19	.854
D1.2	Builds confidence among teachers who suffer from doubt when in difficult situations	5.18	.862
D1.3	Shows courage when situations demand standing up for one's principles	5.27	.783
D1.4	Promotes hope, unity, harmony, and trust to collectively pursue the school vision	5.37	.793

D1.5	Acts with sustained courage and determination in pursuing school plans and activities despite challenges	5.37	.763
D1.6	Takes risks in order to pursue changes deemed suitable for the school	5.27	.852
D1.7	Exhibits flexibility when conditions require adjustments and changes	5.29	.833
D1.8	Shows enthusiasm, dedication, and persistence in pursuing school goals through programs and activities	5.41	.795
D1.9	Spreads active energy through words and actions to keep the workplace dynamic and driven	5.31	.842
D1.10	Maintains a calm and controlled disposition despite occasions of anger, anxiety, or displeasure	5.16	.964
Opportunity Provider		5.299	0.782
D2.1	Provides opportunities for teachers to develop and grow professionally	5.31	.827
D2.2	Gives due credit to others when assigned tasks are successfully achieved	5.30	.859
D2.3	Invites stakeholders to participate in school planning and decision-making processes	5.38	.839
D2.4	Establishes partnerships with NGO's to build meaningful networks and affiliations	5.35	.873
D2.5	Prepares teachers for the expectations and technologies that will be required of them by new developments and trends in the field	5.26	.899
D2.6	Shows openness for change in order to adjust in a new environment	5.29	.857
D2.7	Turns trials, failures, or disappointments into opportunities when pursuing school goals	5.21	.894
D2.8	Stimulates critical thinking among teachers to seek further self-improvement	5.29	.884
D2.9	Instills value of cooperation among teachers in performing school tasks	5.34	.816
D2.10	Implements team-building activities to improve group collaboration and cooperation for school programs and projects	5.27	.890
Wisdom Provider		5.326	0.739
D3.1	Finds effective solutions to address various school problems and issues	5.26	.907
D3.2	Deliberates objectively and fairly when deciding on various matters	5.29	.826
D3.3	Recognizes the importance of teamwork in achieving school goals and projects	5.40	.768
D3.4	Communicates clearly the vision and mission of the school to guide various teacher efforts and activities	5.39	.800
D3.5	Applies to good use the lessons learned from past experiences to address various concerns	5.35	.755
D3.6	Organizes well in pursuing the priorities set by the school	5.34	.803
D3.7	Demonstrates excellent intellectual ability in school management particularly decision-making	5.35	.784
D3.8	Encourages the use of feedback from stakeholders to improve student, teacher, and school performance	5.24	.889
D3.9	Initiates constant efforts for the continuous improvement of the school	5.31	.865
D3.10	Manages school resources well for programs and projects that contribute to the school mission and vision	5.33	.819
Empathy Provider		5.316	0.753
D4.1	Creates a friendly environment to balance work pressure	5.36	.799

D4.2	Promotes mutual respect between and among peers and school authorities	5.37	.789
D4.3	Listens well to concerned parties in addressing conflicts in the workplace	5.31	.830
D4.4	Shows just consideration in assessing teachers' conditions and welfare	5.31	.834
D4.5	Manifests genuine concern and care for teachers as part of the school family	5.28	.846
D4.6	Maintains both physical and moral presence to boost teachers' morale	5.31	.811
D4.7	Applies understanding of human nature and psychology in relating with school personnel	5.29	.818
D4.8	Promotes moral uprightness to maintain professionalism in the workplace	5.31	.798
D4.9	Uses careful and appropriate language to communicate with different members of the school community	5.31	.823
D4.10	Treats sensitive matters with care and confidentiality when dealing with various school issues	5.31	.846
Reinforcement Provider		5.313	0.771
D5.1	Evaluates performance fairly for purposes of promotion	5.27	.893
D5.2	Promotes teachers' success through assignments that hone further their skills and abilities	5.32	.829
D5.3	Guides teachers to perform their responsibilities beyond mere compliance	5.32	.845
D5.4	Provides encouragement that helps teachers cope with both professional and personal challenges in life	5.32	.796
D5.5	Finds appropriate resources to support teachers' professional growth and development	5.28	.842
D5.6	Rewards valuable inputs and talents displayed by teachers in performing their roles and responsibilities	5.27	.840
D5.7	Updates own knowledge and skills to inspire teachers to seek professional development	5.31	.822
D5.8	Glues together team efforts to facilitate the achievement of school goals and objectives	5.30	.828
D5.9	Maintains credibility in performing duties and functions	5.38	.794
D5.10	Creates and maintains a school environment conducive to meaningful teaching and learning	5.37	.821

Confirmatory factor analysis of positive and resilient leadership practices

A confirmatory factor analysis for the five factors or dimensions of PRL was conducted to determine if the indicators are contributing significantly to measuring each construct. Internal consistency reliability coefficients (Cronbach's alphas) for the five factors ranged from.969 to.982, while composite reliability coefficients ranged from.968 to.982. All these reliability coefficients are higher than the most commonly used acceptability threshold of.70. All of the indicators' factor loadings are greater than 0.50. The factor "Positivity Provider" has loadings ranging from 0.776 to 0.941, with *"Spreads active energy through words and actions to keep the workplace dynamic and driven"* having the highest loading and *"Shows firmness and consistency in deciding on disciplinary cases among teachers*" having the lowest loading. The second factor, "Opportunity Provider," has loadings ranging from 0.851 to 0.929, with *"Turns trials, failures, or*

disappointments into opportunities when pursuing school goals" having the highest loading and *"providing opportunities for teachers to develop and grow professionally"* having the lowest loading. For the third factor "Wisdom Provider", the loadings ranged from 0.782 to 0.923, with *"Organizes well in pursuing the priorities set by the school"* having the highest loading and "*Finds effective solutions to address various school problems and issues"* having the lowest loading. Factor four, "Empathy Provider," has loadings ranging from 0.815 to 0.947, with *"Shows just consideration in assessing teachers' conditions and welfare"* having the highest loading and *"Treats sensitive matters with care and confidentiality when dealing with various school issues*" having the lowest loading. Finally, factor five, "Reinforcement Provider," has factor loadings ranging from 0.860 to 0.935, with *"Provides encouragement that helps teachers cope with both professional and personal challenges in life"* having the highest loading and *"Evaluates performance fairly for purposes of promotion"* having the lowest loading. These reliability measures, factor loadings, and average variance extracted indicated that convergent validity was established in the five dimensions of PRL. Table 2 shows the confirmatory factor analysis of PRL practices.

Table 2: Confirmatory Factor Analysis (CFA) of PRL practices

	Estimate	Cronbach	CR	AVE
Positivity Provider	**0.776 – 0.941**	**0.969**	**0.968**	**0.755**
D1.1	0.776			
D1.2	0.84			
D1.3	0.84			
D1.4	0.868			
D1.5	0.867			
D1.6	0.894			
D1.7	0.914			
D1.8	0.92			
D1.9	0.941			
D1.10	0.813			
Opportunity Provider	**0.851 – 0.929**	**0.976**	**0.975**	**0.797**
D2.1	0.851			
D2.2	0.881			
D2.3	0.865			
D2.4	0.89			
D2.5	0.896			
D2.6	0.919			
D2.7	0.929			
D2.8	0.888			
D2.9	0.911			
D2.10	0.893			
Wisdom Provider	**0.782 – 0.923**	**0.973**	**0.974**	**0.79**
D3.1	0.782			
D3.2	0.892			
D3.3	0.907			
D3.4	0.915			
D3.5	0.92			

D3.6	0.923			
D3.7	0.917			
D3.8	0.881			
D3.9	0.831			
D3.10	0.908			
Empathy Provider	**0.815 – 0.947**	**0.98**	**0.98**	**0.831**
D4.1	0.914			
D4.2	0.921			
D4.3	0.924			
D4.4	0.947			
D4.5	0.908			
D4.6	0.943			
D4.7	0.941			
D4.8	0.903			
D4.9	0.893			
D4.10	0.815			
Reinforcement Provider	**0.860 – 0.9 35**	**0.982**	**0.982**	**0.843**
D5.1	0.86			
D5.2	0.902			
D5.3	0.922			
D5.4	0.935			
D5.5	0.93			
D5.6	0.926			
D5.7	0.931			
D5.8	0.931			
D5.9	0.918			
D5.10	0.922			

CFA model of the 5 dimensions of PRL

Different model fit indices were used to assess the CFA model. The ratio of the chi-square and degrees of freedom (X^2/df = 2.886) is less than the threshold value of 3. Comparative fit index (CFI =.918), normal fit index (NFI =.881), and Tucker-Lewis Index (TLI =.908) are generally acceptable. The root mean square error approximation (RMSEA = 0.079) is all less than the threshold value of 0.80. These model fit indices indicated that the CFA model has a good fit with the data. The CFA model revealed that all 10 indicators of each dimension of PRL have acceptable factor loadings that are all significant at p < 0.01. Regression data imputation was conducted to generate the composite values of the five dimensions. Figure 1 shows the CFA model of the five dimensions of PRL.
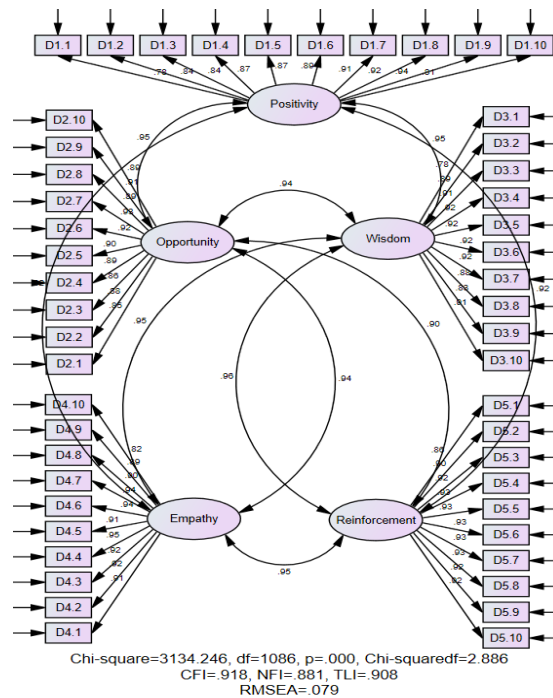
Fig 1: CFA Model of the 5 Dimensions of PRL

Measurement Model

Table 3 displays the average variance extracted (AVE), factor loading, and composite Cronbach's alpha. The results of the reliability tests showed that the Cronbach alpha values of the various variables are all greater than 0.70 and range between 0.950 and 0.989, demonstrating the validity of the measures and the high internal consistency of the indicators. Utilizing loadings, composite reliability (CR), and average extracted variance (AVE), convergent validity was evaluated. Nearly all of the items' loadings are above 0.50, as shown in the table. For positive and resilient leadership, factor loadings are all significant (p.001) and range from 0.960 to 0.999. Average variances extracted (AVEs) are all greater than 0.5 and range from 0.951 to 0.988, while composite reliability coefficients are greater than 0.70. The convergent validity of the variables was established, as shown by the factor loadings, composite reliability coefficient, and average variance extracted.

Table 3: Factor loadings, Cronbach's alpha (CA), composite reliability (CR), and average variance extracted (AVE) of the variables

Variable and Indicators		Estimate	Alpha	CR	AVE
Resilient Leadership		**0.960 – 0.999**	**0.989**	**0.988**	**0.944**
F1	Positivity Provider	0.968			
F2	Opportunity Provider	0.960			
F3	Wisdom Provider	0.999			
F4	Empathy Provider	0.961			
F5	Reinforcement Provider	0.970			

5. DISCUSSION AND CONCLUSION

In this study, the dimensions and indicators of a PRL instrument that measures the effective and resilient leadership behaviours of public-school leaders by public school teachers were developed and evaluated. Five (5) aspects of PRL with ten (10) signs each were identified: Positivity Provider, Opportunity Provider, Wisdom Provider, Empathy Provider, and Reinforcement Provider. Oddly, the Wisdom Provider had the highest mean, followed by the Empathy Provider, with a difference of 5.316. With a mean of 5.313, the Reinforcement Provider finished in third and the Opportunity Provider, with a mean of 5.299, came in fourth. The mean for the provider of positivity was the lowest at 5.282. The preferences of teachers in public schools with regard to the recognized PRL activities and qualities were indicated by these findings. Convergent validity was established in the five dimensions of PRL, according to the reliability metrics, factor loadings, and average variance extracted. The factor loadings, composite reliability coefficients, and average variances retrieved proved the convergent validity of the variables. The instrument has strong discriminant validity and may be used to assess PRL practices, according to the results of correlations with square roots of average variances retrieved from the variables.

In a VUCA environment, organizations deal with unanticipated problems. Positive and resilient leadership techniques are more important than ever now if we want to survive the test of time. With the intention of enhancing procedures in public schools, this PRL instrument incorporated the most favoured techniques and characteristics of positive and resilient leaders created from the viewpoints of public-school instructors. As it presents new PRL dimensions and indicators, it can also act as the starting point for future studies on positive and resilient leadership. This study also aims to address a vacuum in empirical research on PRL principles and practice from the viewpoint of teachers, particularly those working in the public sector, given the paucity of literature on positive and resilient leadership from the perspective of those being led. Its ramifications may also aid in developing regulations crucial to school administrators' continuous professional growth.

Declarations

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Competing interests

The authors declare that they have no known competing interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethics approval

The authors have adhered to the accepted ethical standards of a genuine research study.

Consent

The authors agreed to publish this research study.

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