RESILIENCY: A MIGHTY WEAPON IN ACHIEVING EFFICIENT SCHOOL PERFORMANCE

by:

Gemalyn T. Barquin
School Head, Mabayo Elem. School

Being a school principal is both rewarding and challenging. Others do not consider this position as a reward but rather a greater responsibility to shoulder, but fulfilling. It is never an easy task because there are many duties to be accomplished on a daily basis, may it be school-based or even community-based. Principals are the ones who are affected most when there are some struggles and dilemmas that their schools are facing. They are usually the ones being blamed if their schools do not perform well or there are problems that cannot be resolved. However, these difficulties of a school principal are just tip of the iceberg. There are still many challenges that they struggle with and resiliency is their weapon to handle frustrations.

Christopher Day (2014) said that “although much of the literature on resilience suggests that it is a necessary quality in extreme adverse circumstances – for example, physical or emotional trauma as a result of conflict – it seems obvious that everyday resilience will be an essential quality and a necessary capacity for leaders to lead to their best.” He further said that such diverse and sometimes competing demands of policy, local context and educational values not only challenge the breadth of qualities, knowledge and skills possessed by leaders, but also test their adaptivity, flexibility and intellectual, and emotional energy on an everyday basis.

There will be times that principals will be bombarded with challenges such as conflicts between teachers and parents, complying with necessary requirements given by department heads, decision-makings and thinking of ways on how to empower their faculty members. During tough times like these, principals must maintain their grip to their goals for the betterment of the school no matter how rough the situation is.
However, these challenges can sometimes compromise their own mental and physical health that is why they must possess strong qualities of an education leader. They must not be easily bent because the school’s performance rely on their efficient leadership.

According to Elle Allison (2011), effective leaders of sustainable change are highly resilient. Not only do resilient leaders quickly get their mojo back, but because they understand that the status quo is unsustainable that is why a school principal must lead with their eyes open and pay attention in able to recognize both opportunities and harbingers of disaster, in able to prepare not only themselves but the teachers as well. Allison further said that “resilience may be a highly personal characteristic, but as such, it's a quality that individuals can choose to develop.” It is because if you are a school principal, you will always end up being resilient because sometimes, that is the only choice to keep on going.

Resiliency of a school principal also comes with other desirable traits such as being organized and prepared. As a principal, he or she has to deal with many variables, encounters unforeseen problems, and there may be occurrences of unplanned things. With these matters, he or she must be always prepared because failure to deal with these occurrences may lead to some problems. Such preparations can reduce stress and worries because the principal does not need to panic or be confused on what to do when sudden things occur. This can be connected to resiliency because a principal must be able to easily recover and adjust to unexpected changes.

Despite having tons of works to be accomplished and many other things that call their attention, school principals must be excellent listeners too. This may add their burdens because what they might hear are the teachers, students or even parents blurting out some issues or conflicts, but school principals must always be willing to listen. Derrick Meador (2018) said that principals can disarm most difficult situations simply by showing them that they care enough to listen to what they want to say because principals need to hear them out. After listening, principals must be willing to
go the next step in helping them resolve their issues because in any case, it all begins with listening.

Great principals do not break down as they encounter problems, may these be simple or complex ones. Instead, they possess a positive attitude of figuring out what else should be done and improved in able for the school to excel. Before achieving an efficient school performance, principals and other school staff must undergo a painful process. There are no shortcuts to reach success. A lot of things might be compromised during the process and there are things that must be sacrificed such as time and effort. Principals who choose resilience over failure do not only attract positivity for a better change, but also build up a school of excellence that makes a difference to the lives of the students.

References:

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