

Emerging School Leadership amidst Covid-19 Pandemic

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ABSTRACT

School leadership is a complex and demanding role, adapting to change in uncertain times added challenges and difficulty in decision making. Their normal leadership practices and approaches are been put to their utmost. This study aims to generate a theory on emerging school leadership among school heads in providing education in this time of COVID-19 pandemic. Utilizing the Grounded theory approach to investigate the phenomenon of interest, obtained data through a semi-structured in-depth interview with ten (10) School leaders; using comparative and qualitative thematic analysis themes were compared with each other, and similar concepts were integrated. The results showed that in providing quality education in a time of pandemic is systemically planned, the curriculum was modified and established a partnership with the community sharing common goals towards the education of the learners. Maximizing and outsourcing funds to provide enough resources to address the needs (e.g. printing materials, COVID-19 virus equipment preventions, etc.) of the school and community. Implemented plans based on the context of the school, and concerns of the community. Parent's active participation, telecommunication devices, and literacy in social media are significant factors in this new normal education. The study recommends the school leaders must enhance their (1) communication skills in disseminating information, listening to the concerns, and giving feedback, (2) immerse themselves in the status quo of their teachers, learners, parents, and community. (3) Skills in Information Communication technology for facilitating and monitoring distance learning modalities of the school.

Keywords

Immersion, Curriculum, Resources, COVID-19 Pandemic, Mass media, School leadership, Community, Parents participation

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Introduction

Rationale

School leadership is a complex and demanding role, and navigating change during uncertain times brings added challenges and increasingly difficult decisions. Building strong, purposeful relationships with staff, students and school communities is a trait of highly effective principals (Masters, 2018). School leaders' roles have been unexpectedly and dramatically changed by the COVID-19 crisis. The unprecedented nature of this situation means there is no set direction for them to follow. School leaders are like actors in a play where the story, the script, and costumes have all changed mid-performance, and they are on stage improvising to adjust to their new role. Very few school leaders have thorough training and support for their role, and even fewer have been given clear guidelines on their expectations through disaster response and recovery. Despite these daunting circumstances, we have seen incredibly inspiring school leaders acting to ensure the safety and wellbeing of

families and minimizing the disruption faced by out-of-school children.

The Philippine's Department of Education (DepEd) Secretary, Leonor Briones quipped, "Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war" (Department of Education, 2020). The Philippines' Commission on Higher Education (CHED), on the other hand, advised HEIs to continue the "deployment of available flexible learning and other alternative modes of delivery in place of on-campus learning" (Commission on Higher Education, 2020). DepEd sets a distance learning approach that utilizes three methods: (1) delivery of printed modules to students, (2) access to DepEd Commons, an online education platform DepEd developed to support alternative modes of learning, and (3) delivery of lessons or self-learning modules via radio and television (Magsambol, 2020).

School leaders bear the primary responsibility of ensuring the well-being of their personnel and students and finding ways to ensure that students are learning while in-school learning is suspended. A survey of over 1,800 leaders across 12

countries found that more than 70% of principals felt that the well-being of students in their school was their primary responsibility. Because they have the respect of their communities as well as personal relationships with students and their families, school leaders are uniquely positioned to guide families in many respects. Education systems should be delivering four clear messages to school leaders to improve student well-being and engagement through this crisis and as they move toward opening the academic years

The researcher is motivated to identify the different actions taken by various school leaders in addressing the emerging needs of their students, parents, teachers, school community, and stakeholders amidst Pandemic. The strategies and leadership styles applied by the school leaders in implementing their plans, monitoring, and assessment in this current situation to ensure that they still delivering quality and accessible education to all.

Literature Review

COVID-19 has become a global health crisis. As of October 6, 2020, almost 36 million people have been infected and over one million have died. In the Philippines, this translates into almost 325,000 infected and 6,000 deaths (Worldometer, 2020). To curb the spread of COVID-19, most governments have opted to employ quarantine protocols and temporarily shut down their educational institutions. As a consequence, more than a billion learners have been affected worldwide. Among this number are over 28 million Filipino learners across academic levels who have to stay at home and comply with the Philippine government's quarantine measures (UNESCO, 2020). The coronavirus (COVID-19) pandemic has forced almost all countries to close their schools. At the peak of the crisis, about 1.6 billion children across the world were not at school.

According to a new report from the Australian Institute of Teaching and School Leadership (2020), being able to successfully navigate challenging times like these requires adaptability and a toolkit of strategies. 'How do we lead when we can't predict what's going to happen next? Uncertainty requires leaders to adapt quickly to a rapidly changing situation and to draw on different skills and types of leadership. This all

comes with experience and principals are constantly learning. Heffernan says leaders naturally evolve and change over the course of their careers as they work in different types of schools and contexts. 'The most effective thing principals can do is learn from each school they lead and continue to build up their professional knowledge and skills, and grow their support networks, to be able to build up that toolbox of strategies so that they can make the best decision at any given time.' This includes professional learning, engaging with research, and making the most of networks like principals' associations, local school clusters, and former colleagues.

Heffernan says there's a real sense of pressure on everyone in schools at the moment, and that's a worry. (Heffernan et al., 2019) showed that we were already reaching really critical points of wellbeing, stress, and effects of teaching. Adding the year, we've had so far now, we have real cause for concern about the stress and pressure being faced by our school leaders and everyone involved in education. Leading through uncertainty can be daunting - there are no easy solutions, and often no clear paths to follow. How do we lead when we can't predict what's going to happen next? Uncertainty requires leaders to adapt quickly to a rapidly changing situation and to draw on different skills and types of leadership. When faced with uncertainty, school leaders need to deal with the immediate, while remaining focused on the future, to achieve the best possible teaching and learning environment, and outcomes for students. Some activities differentiate effective leaders from the rest of the crowd when faced with adversity. What is required is a proactive, inclusive and transparent approach that does not downplay information or delay a response (Kerrissey and Edmonson 2020).

A common leadership analogy is that of an expert golfer who draws on a wide range of tools, in the form of various woods, irons, and putters, to best meet the conditions under which they are playing. While an inexperienced or first-time golfer may pull out of their golf bag a club they've used before, the skilled golfer will draw on their knowledge, skills, and experience to choose the best club for the situation (Goleman 2000).

Leaders have various tools available. With practice, leaders learn how to use each tool, and

become aware of the best approach to draw on in a particular situation. The more familiar leaders are with different approaches, styles, and skills; the more sophisticated they become in using them. Adaptive or complex challenges can be approached in multiple ways, often with multiple solutions, and usually require changes in numerous areas. Adaptive leadership requires collaborative problem solving, continual learning and adaptation, the leveraging of multiple perspectives, and shared leadership responsibilities (Drago-Severson & Blum-DeStefano 2018).

Effective school leaders understand and respond appropriately to the different contextual demands that they face. Day, Gu, and Sammons (2016) note that while practices of transformational and instructional leadership are often dichotomized - successful leaders combine practices in different ways across different phases of their school's development.

A crisis is defined as a difficult or dangerous situation that requires immediate and decisive action. Crises are not the normal recurring challenges that schools experience on a day-to-day basis. Rather, crises are usually 'confronting, intrusive and painful experiences' (Smith & Riley 2012, p. 53), at least for some members of the school community. Crises of one form or another will inevitably occur in all schools, no matter how well the school is led.

There is no neat blueprint for leadership in such times, no pre-determined roadmap, and no simple leadership checklist of things to tick off (Harris 2020). The critical attributes of school leadership in times of crisis include: (1) the ability to cope and thrive on ambiguity; (2) Decisive decision making and an ability to respond flexibly and quickly and to change direction rapidly if required; (3) A strong capacity to think creatively and laterally and question events in new and insightful ways; (4) The tenacity and optimism to persevere when all seems to be lost; (4) An ability to work with and through people to achieve critical outcomes, synthesizing information, empathizing with others and remaining respectful; (5) Strong communication and media skills (Smith & Riley 2012).

Lessons from other sectors suggest that breaking down the broader challenge into phases may help

leaders move forward without becoming overwhelmed by the scale of the problem. In this way, the 3Ts is a framework that may be useful for

schools: Triage, Transition, Transform (Lenhoff et al. 2019). The 3Ts can be used to reflect on a crisis situation, both during and after the event. This framework is not linear, for example, while moving through a later phase (transform), leaders may also be helping others in an earlier phase of the crisis (transition). The value of this model is to provide a lens for understanding the types of challenges leaders may face at each phase of a crisis.

Triage refers to an initial sorting process on the basis of urgency. The task in the immediate onset of a crisis is to separate the now from the later. At this stage, adrenaline is high, there are plenty of practical things to take care of, and the leadership approach most likely to be selected from the school leader's toolkit is authoritative leadership. Taking decisive action, the focus is on safety and wellbeing for everyone who is immediately affected. For school leaders, this could mean rapidly sharing up-to-date government advice to school communities and proactively implementing changes in their schools.

Accounts from schools directly involved in the Canterbury earthquake in New Zealand, show school leaders taking control while remaining focused on creating a calm atmosphere. Leaders in schools and early childhood services became role models for others. If the leaders stayed calm, then children, staff, and parents were more likely to remain safe and calm (Education Review Office (ERO) 2013, p. 1).

While ensuring physical safety is the absolute first priority, psychological safety is also important. People need to feel safe to ask questions, raise concerns, and propose ideas. Transparency and open communication help build a better understanding of the full picture. Transparency is 'job one' for leaders in a crisis. Be clear what you know, what you don't know, and what you are doing to learn more (Edmonson 2020). Transitioning from the triage stage, and carrying learnings forward, requires strong leadership. A key consideration for education leaders at this point is how to ensure learning continuity.

Once lockdown or evacuation is over, and people's basic physical and security needs have been attended to, the leader's focus is to increase stability, and reduce uncertainty for teachers, other school staff, students, and their families.

The phase of transition is about adopting new ways of working and being, be it for a short time or a more extended period. After immediate responses to dangers or threats have been actioned, communities are often adjusting to new approaches. This may involve a dispersed school community, or a move to relocatable buildings, as well as replacing lost materials. For example, in the context of the current pandemic, this phase has involved a combination of remote learning and a transition back to socially distanced classrooms.

A further example can be drawn from the school closures in Hong Kong during the protests in 2019. David Lovelin from Hong Kong International High School provided the following leadership advice for managing such a crisis (Jacobs and Zmuda 2020): (1) Establish a crisis management team. (2) Use talent within your school community. (3) Identify key common technology platforms for communication. This advice, born out of this Principal's experience, reinforces the evidence-based on effective leadership through change, which emphasizes the importance of teams and communication.

The complexity of the challenges leaders face demands solutions that reach beyond one individual. Rather than looking to individuals to solve problems, people increasingly recognize that effective solutions come from networks and other collaborations (Jensen, Downing & Clark 2017, p. 20).

Leading through complexity requires working together to draw on the collective wisdom of the group to find solutions to the challenges presented. A collective approach to leadership is essential for the sustainability and wellbeing of leaders, teachers, schools, and the broader education system. Distributed leadership is an approach that recognizes multiple people influence improvement in a school, including middle leaders (Harris & Spillane 2008). A growing body of evidence on the power of shared leadership has found that it: (1) Creates a more democratic organization; (2) Provides more significant opportunities for collective learning;

(3) Provides opportunities for teacher development; (4) Increases the school's capacity to respond intelligently to the many and complex challenges it faces (Leithwood 2012).

Leadership in a crisis should be collaborative but should also look to be sensibly hierarchical. There are times when school leaders need to wait and take advice from government, system-level leaders, and first responders. Within the school, a well-formed crisis management team brings a cross-section of perspectives to a problem and reduces the risk of missing certain voices.

Some in the school community have specific expertise and leadership responsibilities because of their role. Staff with professional qualifications beyond education such as the school counsellor, psychologist, nurse or chaplain, and information and resource specialists in the school's library have additional skills to contribute in such situations. Information technology staff become heroes when remote schooling scenarios come into play, and cleaners and facilities staff bear the brunt of restoring sites post-disaster. Supporting the supporters is a key element of a school's emergency management and recovery plan (Whitla 2003). Tapping into expertise and influencers in the parent body, local personalities and networks can also support the school's leadership team.

Communication is vital. In the aftermath of the Canterbury earthquake, New Zealand leaders highlighted their need for communications systems that operate when people have no access to an office, school computer, or power (ERO 2013). In an information age, the issue leaders' face is often not a lack of information, but an overwhelming amount. The apparent wealth of communication channels can actually hinder free flow of vital information. In the same way, we look to the Australian Broadcasting Corporation as our national emergency services broadcaster, schools that establish a common, official communication channel, and ensure upfront that everyone in the school community can access this readily, are better equipped when the need arises.

Clear, simple, and frequent communication is imperative to sharing up-to-date information and maintaining open communication channels. In fact, school leaders, who are themselves a key communication channel may benefit from media

training (Smith & Riley 2012). Both verbal and written communication are important. In a school context, this includes newsletters, assemblies, and information sessions for lengthier communications, and the use of instant messaging systems, quick pulse surveys, daily staff meetings or bulletins, and wellbeing check INS.

Rebuilding school communities after major disruption and trauma requires a rethinking of social capital, resilience, of space, individuals' roles, and their contributions (Nye 2016, p. 88). Leading the recovery of a school community after a crisis involves a delicate balancing act. Key findings from the aftermath of crises such as Hurricane Katrina in New Orleans and the Canterbury earthquake suggests that for schools, recovery may be less about minimizing the loss of student learning time and more about the role schools play in emotional and social recovery, which can minimize longer-term health concerns (Hattie 2020). During this phase, the needs of those impacted by the crisis must be sensitively balanced with the community's (staff, students, and parents) desire to return as quickly as possible to business as usual routines. Through this phase of transformation, schools may act as (1) Community drop-in and re-bonding centers; (2) Pastoral care and agency hubs for staff, students, and families; (3) Frontline screening to identify community members experiencing severe effects; (4) Facilitators of appropriate recovery services (Mutch 2014).

Rebuilding during the transformation phase provides an opportunity for leaders to adapt "flexibly and strategically to changes in the environment, in order to secure the ongoing improvement of the school" (Professional Practice: Leading improvement, innovation and change, AITSL 2014, p. 17). In this phase, schools have a chance to refocus, re-energies, and try new ideas (Smith & Riley 2012, p. 64). This involves learning and growing from the experience, and possibly experimenting with a new vision, values, and culture. In this way, the recovery period can become an opportunity for transformation – to 'build back better' (BBB) by integrating disaster reduction and management strategies into the 'restoration' and 'revitalization' of systems and communities to build resilience for future crises (Global Facility for Disaster Reduction and Recovery n.d.; United Nations General Assembly

2016). For example, the current COVID-19 pandemic demonstrates that rebuilding is not only about physical infrastructure but about the health, safety, and wellbeing of individuals and school communities.

Determining what has worked and what hasn't and deciding what to cut, keep or further develop are key considerations to support learning and growth following a crisis. That is, the period of transformation is also about retaining any successful new practice that emerged during the crisis, to build the 'new normal.' An important role for school leaders in this process is to broker agreement on what 'building back better' or the 'new normal' should look like, ensuring it centers on the needs of students (Mutch 2014).

Taking the time to reflect and learn from a critical incident is, therefore, a valuable exercise, both in terms of ensuring the school leader's voice is part of the review that will inevitably follow a crisis or incident, and as an optimal time to revisit a school's disaster/crisis policies (Myors 2013). To have effective results in the foreseen changes, there is not enough to have only principals' leadership, i.e., heads of education institutions (directors and their deputies). Therefore, the need for another governance culture in education institutions is becoming relevant, as top managers need to pay attention not only to development of their own abilities and possibilities but also promote leadership of their institutions' community members (Lietuvos Respublikos švietimo ir mokslo ministerija, 2013; Valuckienė et al., 2015).

The conception of learning for leadership was chosen to promote the change of the school (Valuckienė et al., 2015), and one of the key elements in it is distributed leadership. Creating the theoretical background of learning for leadership, considerable attention was paid to the features and development of distributed leadership. It is assumed that the different context of education institutions determines the need for different leadership and development in organizations. (Kivunja, 2015). Therefore, foreign researchers increasingly turn to the particularity of management of this process in education institutions of different age groups. A lot of scientific studies on leadership in early childhood education institutions have been conducted in

Finland (Nivala, Hujala, 2002; Heikka, Waniganayake Hujala, 2012; Heikka, 2014), Australia (Waniganayake, 2014), China (Chan, 2013). According to J. Heikka et al. (2012), recently attention of researchers and practitioners to distributed leadership in early education has been increasing, and it results from the necessity to solve emerging leadership challenges in this sector, employing innovative methods.

The influence of distributed leadership to the organizational performance outcomes and students' learning outcomes (Harris, 2012; Day et al., 2009). A. Harris (2012) also notes that considerable attention in studies should be paid to analysis, which ways and models of distributed leadership are the most efficient and not to seek to prove that distributed leadership is effective. There had already been such scientific studies before. For example, K. Leithwood et al. (2006) noted that the outcome of distributed leadership and its influence to an organization depend on the type of distributed leadership: 1) planned distributed leadership when team members share the functions, responsibility, they become organizers of implementation of made decisions, representatives in other groups, structural divisions; 2) self-distributed leadership, when it is necessary, in an organization, non-formal groups meet to solve the problems; 3) demanded distributed leadership, when clustered steering group demands the rights for decision making and their implementation.

The above-mentioned A. Harris, who in 2008 investigated the expression of distributed leadership in organizations, already wrote about the different strategies of development of distributed leadership. When leadership reveals only through delegation, it is possible to ascertain the surface level of distributed leadership in an organization. When in the development of leadership new teams are created, roles are shared, responsibility is taken, and it is shared among members, it is possible to talk about the middle level of distributed leadership. The deep level of distributed leadership is seen in an organization's culture – distributing leadership becomes the norm of work.

In the Philippines, federal educational policy provides guidance for the way people become principals, and it also frames the basic functions

of the position in the overall context of Philippine education. The most important contemporary policy document that frames the principalship is Republic Act 9155, titled, "An Act Instituting a Frame Work of Governance For Basic Education, Establishing Authority And Accountability, Renaming The Department Of Education, Culture, and Sports As The Department Of Education, And For Other Purposes." (Republic of the Philippines, 2011). De Guzman and Guillermo (2007) paraphrase Republic Act 9155 (RA 9155) in explaining the basic role and functions of school principals (and school superintendents) in the Philippines:

The authors see RA 9155 as an alignment of federal law to some current global trends related to the principalship in that it suggests a leadership role rather than one solely focused on administration or management. That said, they also note that the policy frames the work of the school principal in a distinctly Anglo-Western perspective. This is problematic for many cultural and logistical reasons. In the Philippine context, some of the idealized notions upon which policies rest are in fact not the way education is practiced in developing countries, where principals do not often follow a rational-linear path to the position and there is no requirement that they have experience as a teacher, thereby limiting their potential as instructional leaders (English, 1994, 2002). As the authors note, "many of them have never been in a classroom, and their appointment is the result of political intervention" (de Guzman & Guillermo, 2007, p. 217).

Accordingly, the governance scheme provides a certain amount of professional development at the School Division Level, usually offered in the form of regularly offered Management Communication (MANCOM) Meetings. These meetings vary with respect to the content and quality of professional development on offer. At times, they emphasize relevant skills related to the evolving principal role in the conceptual, human and technical domains (Northouse, 2012). Interestingly, the Filipino context places special importance on developing skills as a listener, with respect to relationship building with internal and external school community members. "Listening is a skill that principals need to nurture. This skill makes the principal's decisions needs-based. As a skill to be practiced by principals, listening is a two-way

endeavor that makes a school a caring community” (de Guzman & Guillermo, 2007, p. 221).

Hofstede and colleagues (2010) state, “Collectivist societies usually have ways of creating family-like ties with persons who are not biological relatives but who are socially integrated into one’s in-group” (p. 111). Thus, the Filipino organization, such as the school, takes on familial dynamics (Restubog & Bordia, 2006). Schools and the communities in which they operate are dependent on fictive kinship systems with the principal serving as a patriarch or matriarch. The principal has control of elements of schooling like enrollment, the release of records and report cards, and influence over teacher job placement and promotion. Through these and other areas of control, the principal’s influence reaches into the community where the school is situated. For example, a principal may use the Parent Teacher Association (PTA) to raise funds from the parent community. The PTA leadership may enjoy a close connection to the principal and an increased capacity for influencing practice. In turn, out of expected loyalty, the PTA works hard to use their community connections to motivate parents to contribute to the principal’s fundraising efforts.

Ritual and fictive kinship depend on actors establishing patron-client relationships (Wong, 2010). The patron-client relationships allow actors to construct meaning, provide access to power and influence, and create opportunity for both the patron and client. This power and relationship structure in Filipino culture is called the *padrino system*. *Padrino* is the Spanish equivalent to the Filipino words *ninong/ninang* (godfather/godmother) and *kumpadre/kumadre* (co-father/mother), and refers to the patron who may be a family, school, or community leader.

In order to build influence and authority, leaders must develop and nurture loyalty in a network of ritual or social relations. The patron-client relationships often form through acts of favor, which result in the clients owing debts of gratitude, called *utang na loob*, to the patron. Debts of gratitude lead to loyalty and social capital, which can be leveraged for political, material, and social opportunities. The benefit to the client depends on how close the client is to the patron in the kinship network. The stronger the

relationship, the closer the client is to the patron, the greater opportunity the client has to leverage the patron’s influence (Wong, 2010). In schools, parents and teachers work hard to establish patron-client relationships with principals to gain opportunity and favor. The strength of the symbiotic relationships within the kinship structures determines how much power and influence leaders have. However, the relational prioritization does not always lead to ethical leadership. We now explore how the prioritization of relationship in kinship systems can be used in positive and negative ways in schools and communities.

According to Hofstede, the Philippines is a largely collective culture that accepts inequalities in, and the centralization of, power. However, cultural differences in school leadership should not be overstressed, because all leaders are working in an increasingly complicated and interconnected world (Law, 2012). There is an emphasis in the Philippines on the community (de Guzman & Guillermo, 2007). The basis of Filipino society is the kinship system. Kinships fall into three basic groups: biological (family), ritual (e.g. god parents), and fictive (groups of friends); schools in the Philippines “depend on fictive systems” (Sutherland & Brooks, 2013, p. 208). These fictive relationships are built through buying and accepting favours in order to “cement a relationship” (p. 208).

These relationships sometimes take the form of “patron-client” relationships, where one member in the relationship holds a senior social position and helps a junior social member in order to build social influence or social capital (Sutherland & Brooks, 2013). The building of these relationships is related to influence; building them helps to build influence and authority, and so they provide an opportunity for both members in an exchange of favours or help.

It is almost certain that some Western models of leadership have been adopted in the Philippines because of the U.S. colonial period. In general, indicators of leadership considered essential in the United States (e.g. coordinating the overall program, managing finances, and strategic planning) might be viewed as essential in the Philippines, as Cravens, Liu, and Grogan found in China (Cravens et al., 2012). Filipino school

leaders may also have adapted some “Western” aspects of leadership to their local context (e.g. collaboration and collegiality), as was found in a study of Chinese principals (Ho & Tikily, 2012).

Milligan (2010) dealt with school leadership in the Muslim regions of the southern Philippines. He saw a pattern of strategic blending of sources of authority as principals adapted to working amidst the armed conflict in Muslim Mindanao (Milligan, 2010). Academic leaders experienced different situation where their leadership were strengthen and it acquired them to make decisions to be able to secure everyone’s safety. Travelling and deployment of their students was also a concern, knowing the unstable peace and order in the area. It also revealed that being employed in a conflict zone does not really affected their effectively as an academic leader hence, it even developed strong passion and persistency to do their task and responsibility. With cautiousness and with prayers, they will be able to serve the department of education for a safer and longer period of time. Providing quality education is every teacher’s objective but in a conflict zone, providing safe and quality education is an academic leader’s goal; securing himself, his teachers, his students and the school Tigue, M. D. M. C., & Abadiano, M. N. (2020)

De Guzman and Guillermo (2007) conducted a narrative enquiry with one school principal and suggested that Filipino principals probably rely more on knowledge from their day-to-day experiences than on formal training, because many of them came to their positions without formal leadership training. On the other hand, San Antonio (2008), in a study of democratic leadership, observed that some principals in the Philippines were tactless, authoritarian, and lacked self-confidence.

Brooks and Sutherland (2014) found in a case study of 43 school principals in the Philippines that change was complicated, and those leaders that were successful were the ones that formed meaningful relationships with people in the school system and government. Ten themes emerged from their interviews with principals (curriculum, instruction, facilities, technology, politics, policy, finance, communication, religion, and corruption). They noted that communication with the national Department of Education office was inefficient,

that administrators showed a low level of trust in each other, and that “communication with parents can be problematic due to a variety of reasons” (p. 349).

Leithwood et al.’s (2010) model shows the change in thinking about leadership 30 years later. The four paths include the organizational path, the rational path, the family path, and the emotions path. The data used to develop the model for the Four Paths came from online survey responses from 1,445 teachers in 199 schools in Ontario, Canada, in 2009. These results were compared to students’ standardized test scores in Grade 3 and Grade 6 math. Their paths are distinctly less managerial though they do not exclude formal management. For example, the family is included, reflecting the idea that different individuals, not just formal leaders, influence student achievement.

In the Four Paths model, school leadership is seen as practices or actions that have a direct or indirect influence on student achievement. Each path has different mediators influencing the student, so both direct and indirect actions of school leadership are accounted for, and each path works at different levels of organizational conceptualization (e.g. the school level, the classroom level, and the individual level). Leithwood et al. (2010) used the results from Hattie’s (2009) meta-analysis of effects on student learning to develop the mediators on each path.

In the Four Paths model, the path with the strongest correlation to student achievement is the Rational Path. The path with the lowest correlation to student achievement is the Organizational Path. Another refinement is that, in the newer model, the concept of influence is more broadly defined. In the earlier model, influence was defined more narrowly or mechanically. Power and decision-making constituted a category of influence all their own. In the newer model, influence is closely associated with the definition of school leadership: the ability to take action that changes the direction of the school. Power is not a single category.

The mediators on the Organizational Path account for relationships in the organization, which are influenced by the surrounding community. Important mediators that influence student learning along the Family Path are parental

expectations, time spent watching television, home visits by school personnel, and the home environment (Hattie, 2009). School-level indicators that strongly influence student learning include classroom behaviour, acceleration for gifted students, classroom management, and small-group learning (Hattie, 2009). This makes the Four Paths model a good tool to use in different social contexts, as it can adapt to the changes in emphasis that come from leaders working in different contexts. Effects interact with each other. For example, working conditions (in the Organizational Path) have a strong influence on the Emotions Path. Because of this interaction, it is not enough for a study to account for only one aspect of leadership.

A study may highlight one aspect of leadership, but it also must account for the other aspects. In the Four Paths model, social context is accounted for in the Organizational Path, the Family Path, and the social context (Leithwood et al., 2010).

In this time of pandemic, and DepEd's pursuance in continuing education with all the challenges brought by the current situation; this motivates the researcher to develop a theory on emerging school leadership among school leaders amidst this COVID-19 Pandemic. The researcher utilized an inductive approach based on empirical data in the field.

Statement of Objectives

This study aims to generate a theory on emerging school leadership among school leaders amidst the COVID-19 pandemic in the school year 2020 – 2021; which can shed light on (1) what were the objectives or targets set by the DepEd for them to fulfill; (2) how did they prepared the school and community for the opening of classes; (3) what were the plans they implemented; and (4) how did they facilitate and monitor the distance learning modalities of their school?

Research Design: Grounded Theory

Glaser's grounded theory approach (1978) an inductive qualitative method will be utilized to examine the phenomenon of interest in this research study to generate a theory on the emerging school leadership amidst the COVID-19 pandemic. The methodology involves the construction of hypotheses and theories through

the collecting and analysis of data Abadiano (2014)

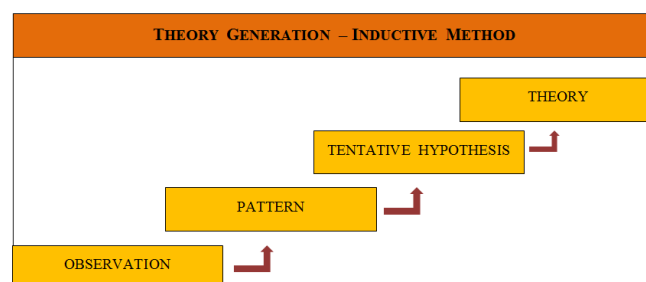


Figure 1: Research Process for the Theory Generation

Research Environment

The study was conducted in the schools under the Division of San Carlos City, Negros Occidental; this will specifically focus on the school leaders of elementary and secondary public schools.

Research Participants/Informants

Purposive sampling was used in the study. The researcher interviewed various school heads/principals of elementary and secondary schools under the Division City of San Carlos City, Negros Occidental. The criteria for qualified respondents are as follows: a.) at least 3 years in service as School leader in the institution he/she is in; b.) must not be affected or quarantined due to COVID-19 pandemic in this year; c.) must be in an active status not on any form of leave application.

Research Sampling

The researcher relies on his judgment on choosing school leaders under the Division of San Carlos City, Negros Occidental to participate in the study as long as the respondents were qualified participants base on the criteria stated; homogeneous sampling was used. Deep interview and note-taking are done to supplement the study.

Research Instrument

The researcher utilized a semi-structured interview allowing a discussion with the interviewee rather than a straightforward question and answer format. Contains both open-ended and closed-ended questions. The content validity of the constructed interview questions was subjected to the experts, adviser, subject expert, and research expert.

Data Gathering

Data Collection: The researcher conducted the semi-structured interview with the selected school leaders under the Division of San Carlos City. Some participants were contacted through phone calls or social media platforms. All the participants were brief about the study and write informed consent to solicit for their participation and the use of audio/video recorders to record the interview more accurately. Based on their answers and feedback, the researcher revised, fine-tuned his guide questions, etc.

Coding and Categorizing Data: In this phase, the researcher listed all the recorded interviews and transcripts to be more immersed and be able to capture the meanings that the participants wanted to convey. This was done after the initial interview with the participants. Codes were constructed about concepts related to emerging school leadership amidst the COVID-19 pandemic, where some concepts were similar to others while others were not. Themes will be created and integration of sub-categories through constant comparison, modification, and analysis of concepts.

Theoretical Sampling, Constant Comparison. In this phase, the interview was guided based on developed concepts and sub-categories from the findings of preliminary gathered data on emerging school leadership amidst the COVID-19 pandemic. Participant sampling was directed by emerging constructs and categories. Throughout the data gathering and analysis phase, emerging categories or themes will be constantly compared with each other, similar concepts were integrated and contrasting categories were further explored to identify the solid concepts related to the study topic.

Constant comparative analysis was the primary strategy in the integrated coding and analyzing stages of grounded theory (Duchscher and Morgan, 2004). Elliott and Jordan (2010) broke down the comparative process; begins by comparing incident to incident. But as it progresses, it is the increasingly abstract process of comparing concept to incident and concept to concept that further integrates coding. It is through the process of comparing the concept to the incident that the researcher can check to see if further incidents fit with the newly developed concepts and, in so doing, ensure that the concepts

are capable of accounting for all related incidents in the data. (pp. 34-35)

Memo Writing: Writing memo, reflections, analysis of the interview, and until theory generation. Note personal analysis on the relationship, variation, and links between basic concepts, codes, and categories, as well as observations, critical analysis, and reflection on categories, the process of integrating the concepts, emerging theoretical categories, and core category in the memo. Skipping this step and jumped to theoretical writing, then it will be a missed out and some doubts/questions on the validity would naturally surface.

In the current study, memos are used as a reference to the concepts that emerged from coding and constant comparative analysis of data, selection of a number of participants for theoretical sample, development of a focused interview questionnaire for the theoretical sampling, matching of sub-categories, and contrast categories to develop theoretical categories and core category and validate these categories of the study phenomena.

To remember these thoughts and questions, researchers write them down. Memos are such analytic or conceptual notes. According to Glaser (1978), memos are “the theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding” (p. 83). Memos can also be defined as “the narrated records of a theorist's analytical conversations with him/herself about the research data” (Lempert, 2007, p. 247).

Theoretical Sensitivity: It was expected that in the preliminary theory generation process the study of the phenomenon was presented by empirical evidence through interviews and observations directly from participants. Data were analyzed, coded, categorized into emerging themes, using field notes, and memos of school leaders” emerging school leadership amidst COVID-19 pandemic throughout the data collection process and through the review of related literature.

Theoretical sensitivity is a process of using sensitizing concepts such as the concepts in Glaser’s coding families. In qualitative research, the notion of a conceptual framework is focused on the concrete level of experiences. The core of this framework consists of a few concepts or a

cluster of concepts with a logical relationship. Concepts enable us to distinguish one event or sensation from another. Concepts also allow us to relate events in the past to ones in the present or future. Often these concepts will cluster and form a higher-order unit of thought known as a construct e.g. IQ is a construct that incorporates the concepts of age and intelligence (Anfara & Mertz, 2006, p. xv)

Ethical Considerations: The researcher informed the participants and assured strict confidentiality of participants' consent, following the ethical principles in conducting the study to formulate a preliminary theory on emerging school leadership amidst the COVID-19 pandemic.

Rigors of the Study: In the study, the researcher utilized the Lomborg and Kirkevold (2003) criteria to maintain the rigors of the study which comprised the concepts of fit, work, relevance, and modifiability. The selection of participants in the study is school heads who met the criteria.

Data Analysis – Thematic Approach

Qualitative approaches are incredibly diverse, complex, and nuanced (Holloway & Todres, 2003), and thematic analysis should be seen as a foundational method for qualitative analysis. It is the first qualitative method of analysis that researchers should learn, as it provides core skills that will be useful for conducting many other forms of qualitative analysis. Holloway and Todres (2003: 347) identify “thematizing meanings” as one of a few shared generic skills across the qualitative analysis. For this reason, Boyatzis (1998) characterizes it not as a specific method but as a tool to use across different methods. Similarly, Ryan and Bernard (2000) locate thematic coding as a process performed *within* „major“ analytic traditions (such as grounded theory), rather than a specific approach in its own right.

Thematic analysis is widely used, but there is no clear agreement about what thematic analysis is and how you go about doing it (Attride-Stirling, 2001; Boyatzis, 1998; Tuckett, 2005, for other examples). It can be seen as a very poorly „branded“ method, in that it does not appear to exist as a „named“ analysis in the same way that other methods do (e.g., narrative analysis, grounded theory). In this sense, it is often not

explicitly claimed as the method of analysis, when, in actuality, we argue that a lot of analysis is essentially thematic - but is either claimed as something else (such as discourse analysis, or even content analysis (e.g., Meehan, Vermeer, & Windsor, 2000)) or not identified as any particular method at all – for example, data were “subjected to qualitative analysis for commonly recurring themes” (Braun & Wilkinson, 2003: 30). If we do not know how people went about analyzing their data, or what assumptions informed their analysis, it is difficult to evaluate their research, and to compare and/or synthesize it with other studies on that topic, and it can impede other researchers’ carrying out related projects in the future (Attride-Stirling, 2001). For these reasons alone, clarity around the process and practice of the method is vital.

Theory Generation Process

The Grounded Theory research method operates almost in a reverse fashion from traditional social science research. Rather than beginning with a hypothesis, the first step is data collection, through a variety of methods. From the data collected, the key points are marked with a series of codes, which are extracted from the text. The codes are grouped into similar concepts in order to make them more workable. From these concepts, categories or themes are formed, which are the basis for the creation of a theory (Allan, 2003)

Results and Discussion of Preliminary Study for Theory Development

The results of the preliminary study for theory development were presented as follows: findings on the emerging school leadership among school heads amidst the COVID-19 pandemic in the school year 2020 – 2021 presented in Theoretical Themes or Categories.

Categorizing, Coding and Themes

Using the Husserlian Method of Data Analysis and Collaizzis’ Thematic Process, the researcher anchored the steps, and just like Collaizzis who asserted that all research occurred through dialogue and that asking the right questions was tantamount to eliciting an accurate description of the experience from study participants (Collaizzi, 1978). On the other hand, Husserl’s focus was on meanings and identifying the essence or central

theme of an experience as a way of furthering knowledge.

A descriptive analysis of transcripts revealed that eight (8) major themes characterized the participants' on emerging school leadership among school heads amidst the COVID-19 pandemic. The eleven major themes were labeled using direct quotations from the participants; this was done to express the original idea conveyed by the participants.

Themes, however, are not to be interpreted as independent from each other but as complementary aspects of a unified pattern. The eight (8) themes as deduced from the transcripts of the participants are:

Theme 1: Changes

Theme 2: Equipping to uncertainty

Theme 3: Parents support and engagement (Teacher –Parent-Assistance)

Theme 4: Utilizing Mass media (Monitoring via Communication)

Theme 5: Battle for Enrolment

Theme 6: School Preventions (Readiness to new normal)

Theme 7: Maximizing MOOE to supplement Insufficient Materials

Theme 8: Initiative, Emerge and adjustments

Theme 1: Changes

P3 "One of the objectives is to develop a School Learning Continuity Plan that would really cater, the needs of the learners and community in this time of the pandemic. This would serve as a guide of the school in delivering basic education to the Learners through distance learning modality."

P5 "Yes there are the learning modality, the involvement of parents who are the ones who come to school and get their modules"

P6 "Yes, there are changes because before we are using CG curriculum guide but now MELC Most Essential Learning Competencies. In the CG's it where you can find the list of objectives, the lessons within the week or quarter and now we are calling it MELC therefore the objectives from the CG are being compressed and sorted which is the most important are being picked. This is only in

terms of the curriculum. But incomes to school are just the same. Another change is in the grading system before it was divided into 3 (Written, Performance & Quarterly Assessment/Periodical Test) today only Written and Performance no more QA/PT. In every quarter there should be at least a minimum of 2 performance, and 4 summative test."

P8 "In terms of the curriculum there is, we have Most Essential Learning Competencies. We select objectives from the previous curriculum, the most essential. That comes from the central office. We adjusted the level of difficulties of the modules because it does not suit the level of understanding of pupils"

P9 "So far, though this is pandemic time, DepEd is trying its best to implement and to give quality education still and without the face to face in school, we are given that requirements to continue our classes, and we are now using our module. We online, TvI, and radio-based."

P10 "To provide, quality education through distant learning. Implement blended teaching-learning experience"

Theme 2: Equipping to uncertainty

P1 "The plan, we are asked to make the learning continuity plan as to the learning delivery modality. Trying the best we can to deliver good educational services to our students despite this health crisis. We are guided, with our plan; we were required to make our school; our learning continuity plan, each school, seeing to it that the students will continue schooling despite this health crisis. We are also asked to present our LCP at the barangay informing them that this is the plan and the barangay supports our plan. That's our goal that the plan of the school LCP must be supported. Our effort in making the plan must be supported by the barangay sector."

P2 "SLCP was planned, crafted, revised, approved by the SDS, and implemented, monitored and with the adoption with all DepEd orders."

P3 "Series of meeting with the teachers, advocacy campaign and encouraging support from the barangay has been initiated for the realization of this plan. P3 The school finds it hard to set the minds of the learners and parents to really

embrace and focus on the learning modality being adopted by the school. To solve this, series of meetings with the parents were conducted, presenting to them the Learning Continuity Plan of the school and talking various suggestions and translating it on what is really best for the community for the smooth implementation of the plan.”

P5. “We prepared it in our PowerPoint, plan everything and the enrollment form have a lot of information needed from the student such as if the student has gadgets in their home and that is our basis in our school learning continuity plan. We tried to put everything in the school learning plan that is found in the school learning form. Our Learning Continuity Plan is presented by barangays and through media, we try to explain to people about Learning Continuity Plan.”

P6 “We do LAC sessions, survey, checklist, news, TV, Radio we are advertising that the school will open and are accepting enrollees even there is Pandemic at the same time we also preparing our SLCP School Learning Continuity Plan the make school make it and presented to Superintended in the Division Office inside our SLCP we indicate the type of modality we adapt like for example in our school supposed to be we are going to adapt the modular which is much easier for my teacher but then since we are in the central school we are encouraged by our superintendent to have an online class, so base on our survey we conducted, on what grades we can conduct an online class and the result was Grade 5 and 6 but it is not the only plain online class but online-modular, so at the same time even they are on online the parents still have to get modules to the school. Before we really don’t know that there is no face to face so it is also included in the SLCP if there will be a face to face the students are divided that 50% of our students will be scheduled on MWF and TTHS. This is also the same with the teachers, that’s why we have AWA, (two weeks)2 Schedule this is to avoid the risk of transmission to the teacher in a day so if there will be an infection in that day there are backups.”

P8 “Yes, Every school has a basic learning continuity plan. We learn from it and we present it on barangay because we need help from barangays because some of the places were possibly risky for us. It is for the safety of all.”

P9 “Still we are having our learning continuity plan and it serves as our guide in the conduct and revision of our school, wherein every week, our teacher is printing modules to distribute to the parents even night time, no vacation at all. It will be distributed Monday and it will be retrieved Friday.”

Theme 3: Parents support and engagement

P2 “Convincing parents to enroll their children in the time of the pandemic. Sustainability of the parents in getting and returning the modules and Sustainability of pupil’s internet in studying and answering the modules. Late submission of learning modules. A constant follow-up to parents and provision of TA’s needed”

P3 “The sustainability and support of the parents in guiding and mentoring their children in studying their modules is one of the constraints we foresee in the Distance Learning Modality. We always encourage the parents to give ample time for their kids to assist in their modular studies”

P3 “Parents were hesitant in enrolling their children to school as their concept on distance learning is by using various gadgets for online classes, and most of them could not afford. Through series of meetings with the parents, they were enlightened that the department prepared various modalities that would really suit the situation of the community.”

P5 “When the teacher wants the module to be returned at a time, some parents were not to follow the schedule, they want to do their chores first rather than going to school. They really do not follow the schedule. That what I see as the problem between the parent and teachers.”

P6 “It’s even hard now because we cannot have a face to face with the learners we don’t know if other people are answering the module and how reliable the answer of the learner. It’s hard to monitor/ follow up the absenteeism of the learner because of once a week contact to the parents.”

P7 “Some parents are not interested to get the modules because sometimes parents afraid to answer due to they had not finished studying. Maybe they don’t know what to do or how to explain so it is hard for us to convince them so that’s why other schools have teacher aides and that’s the purpose. In our part, if parents could not

help or students did not do the task, just bring back the modules because anyways we have nothing to do with that.”

P8 “First, parents will disagree because they are the ones who get the module. Our intervention for that is we explain to them that it is for their children.”

P9 “Our parents are just reachable but there are times that some parents did not respond maybe they are too busy. We are trying to adjust to their needs and time. If we will so strict, then maybe classes and attendance will be affected, so we just keep on adjusting.”

P9 “Teachers are making follow up because there are parents did not getting their modules and also sad because not 100% that there are parents not getting their module, teachers need to follow up but we are not strict on that, we understand this situation. There are students whose parents were not able to get their module and they asked the help of their relatives.”

P10 “In our school, we did not encounter major issues since most of our parents are active and cooperative by connecting online.”

Teacher –Parent-Assistance

P2 “Regular communication between parents and teachers so that parents get the needed Teacher Assistance for their children.”

P3 “Parents sometimes find it hard to mentor and assist their children in modular learning considering that most of them were just elementary level and if not, most are working parents. So teachers were task to constantly monitor their learners through online communication and sometimes conduct home visitation to help those struggling learners.”

P4 “If possible, I try to trace them where about to easily monitor the parents about problems easier.”

P6 “Parents adopting with the new normal. Parents contacting the teachers in answering the modules especially in higher years like math subjects. So the adviser created a group chat and also providing a contact to the subject teachers. There is open communication between teachers and parents.”

P7 “Through information as long as the parents have been noted even if they just give it to other parents to pass.”

P10 “Releasing and retrieval of self-learning modules, online class (2 hrs. am, 2 hrs. pm), schedule of RBI and TvI, Periodic conference with teachers and parents”

Theme 4: Utilizing Mass media

P1 “Utilizing and maximizing social media and all available contact line with the parents to inform them that is our way of information dissemination; information drive; maximizing the use of social media.”

P2 “PTA meeting was conducted. Utilization of all forms of mass media such as Radio Broadcasting, Internet, Flyers, etc.”

P3 “Parents and stakeholders informed on various procedures of enrollment through social media and local radio stations. Records around the community were also initiated by the school to ensure that information system and visiting the houses to those who are submitting late.”

P4 “The school used the media to announce the said activities.”

P5 “Through radio, Facebook, and flyers”

P6 “We conducted, parent orientation and at the same time we also have an advertisement in radio and TV stations and also in the social media like Facebook.”

P7 “Informing them through cellphones, radio, tarpaulins, etc.”

P8 “We just inform them through media such a Facebook. And we also posting tarpaulins and announcing through broadcasting through radio. We group our students in terms of their availability. Those students that can be reached through messenger would be in one section so easy contact. The other who don’t have, the learner’s aide will be assigned to them to reach out to their residence. Those aides are locally paid by the government.”

P9 “Before the classes started, we inform them through social media, we post their schedules of enrollments so that parents will not be coming together so the infection will not be the problem again.”

P10 “The schools conducted series of orientation as to how the online learning, RBI and TBI as well as the modular learning to be implemented.”

Monitoring via Communication

P2 “Communication with parents using SM’s, video calls, GC’s”

P3 “Group chat in every section played a great role in monitoring the learner’s performance. Important instructions and communication were posted by the class advisers on their GC’s for the parents and learners to interact.”

P5 “We have a checklist when we distribute when we distribute modules and all names of students written and there is instruction prepared and then who did not able to return the modules, and we evaluate and reach out the parent through social media, calls or personal visit.”

P7 “We have an assessment. This is the problem right now because there is no face to face because if we say assessment, it should be face to face, but since we don’t have, we should deliver instead the questions, and then the teachers well assessed them and monitor them through media.”

P8 “It is easy for us to monitor those modules because they directly send to us and our teacher was responsible to check them. If those modules were in the students, I monitored it through the teacher, and teachers monitor it through parents by using multimedia or house to house. I’ll just check the issues and concerns coming from the parents.”

P9 “I am observing online classes of the teachers, sometimes we got a problem of internet so they conducted their classes at home then they just sending documentation to me about their online class. One of the major problems is the internet connection so we complain about it.”

P10 “In online teaching-learning, the teacher sent a link via Google meet by there I was able to monitor their classes.”

Theme 5: Battle for Enrolment

P1 “So far the challenges we encounter; some could not reach out the target enrollment rate; supposed to be we are asked/ instructed as much

as possible a 100% target; enrollment last year should be meet but we find it hard to meet that enrollment last year; trying our best, the best, as we can we, could attain at least 90% enrollment. Some of the parents are afraid of enrolling because of the risk of COVID transmission. We attained the 90% above exhausting all of our effort; using and making contacts with those students living in far-flung areas. We utilized the “tugon-tugon strategy” we let someone bring the enrollment form to those students and returned by that someone and with all of those kiosks and boxes we put up to the barangay hall and border. To reach out and to get the target enrollment rate. For those parents who are in the other province, we put kiosk at the border, observing the minimum health protocols; we facilitate the enrollment for them made the enrollment easy because it’s hard for them to come in and coordinate with the barangay to permit inputting the kiosk to students who are living in other provinces.”

P2 “Enrollment was online. For those who did not have the access to the internet, hard copies of the enrollments were provided at the most accessible venue (Barangay covered court).”

P3 “Some issues we encountered during enrollment process like; lacking data and information provided in the Learner Information and Survey Form, late submission of the said forms and refusal of parents to enroll their children. To solve the issue, data of learners were counter-checked on the Learners Information System and visiting the houses and visiting the houses to those who are submitting late.”

P5 “Most of the issues we encountered is filliping with lacking information such as reference number and it’s hard for us to classify them because they did not put whether they are online or module.”

P6 “We encounter a big problem. For example, in online enrolment, the learners have a double entry because they also submitted LESF. So our teachers manually check and sort the entries of our students.”

P8 “Actually central office did not give a command on how to implement this enrolment. It’s just school-based as long as we followed the health protocol. We encouraged students just to do

online instead of going to school. We just sent them soft copies through Google form. One of the issues is that we are not sure if the students were complete documents. What we did is the teacher will be the one to confirm.”

P9 “We followed as prescribed by the division office but if there I a problem, the school just having adjustments. Like we are having our enrollment campaign through barangays. Challenges meet during the enrollment. We are so worried because out of our pupils before, some went because we know it’s a fact that we had a problem also of travels in our locality. Some of our parents back to their province before the lockdown was implemented so our enrollment was affected. Some of the parents were scared for their children with this pandemic so they did not enroll their children. We actually reach 97% because we had late enrollees because we need to convince parents.”

Theme 6: School Preventions

P1 “Follow the health protocols set by the IATF, DOH. Strictly adhere to the minimum health protocols. When you will enter the campus Submit yourself for that prevention to prevent the spread of COVID for their own safety and for the safety of other people”

P3 “The school's primary concern is the health and safety of the school personnel, parents, and learners. With this, the school strictly implemented the basic safety and health protocol. Installation of hands-free alcohol dispenser in every entrance of the classroom and procurement of various disinfectants that would help prevent transmission of the virus.”

P4 “The school implement the No Mask, No Face shield, No Entry plan.”

P5 “We follow all the health protocols. We purchased all the things needed including giving a mask and hygiene kit to al each of our students. We purchase, scanners, soup, and everything. We having washing facilities.”

P6 “The school has an SBM –WinS program wherein the school installed touchless equipment’s for disinfection, signage’s posters in our guard post we put information awareness this is what included in SBM-WinS”

P7 “We prepared all the disinfectant, we have aide from other countries, for example washing facilities. All classrooms have sanitation and we also buy sanitizer and alcohol. There also other gave like private sectors.”

P8 “We have handwashing facilities which is a hands-free thermal scanner. DepEd gave us a guideline on what to implement in school during this pandemic.”

P9 “In our school, we are so strict, we have our alcohols with the guards, so before the visitors enter the school, they have to wash their hands and have a temperature no contamination will happen to teachers and stakeholders. We have a budget from MOEE, we buy alcohol, thermal scanner, and we are also soliciting to some private sectors.”

Readiness to new normal

PI “As to the readiness, and the capacity of the teachers, learners, and parents of the new normal education. The readiness we have to consider those gadgets especially for online, consider the access to the internet, the telecommunication signal strong if it is weak we will not go to online, we have to consider those factors in the delivery of the lesson and in the delivery of our lesson we adapt modular distance learning. If there were face to face will be the lack of classrooms and teachers. We only allowed 15 to 20 learners per classrooms observing social distances”

P7 “Of course I cannot imagine that there was a class during the pandemic, then it is impossible to this because we are not ready for this due to we are not trained. What we are after is to continue the class and follow the instruction from the higher office. At first, it is hard for us from later on we are adjusting. Same as parents that serve as a teacher for their children as for now. This is a sort of sharing.”

P8 “Most of them ask is the school ready for the face to face, and we just answer that if the central office will give us permission to do face to face learning. The school will be ready because we have some facilities such as hand washing, proper entrance, and exit gates and we have also a thermal scanner, signage and maintaining social distancing is a must.”

P9 “Before it was approved it was reported, we have an orientation in the barangay with the district supervisor. Each teacher handling 20 to 15 teachers last year, but then with this pandemic, all teachers are now advisers that’s why if we have face to face, each teacher will be having 10. So there will no teacher become a special teacher so all the rooms will be used. We have also series of training by virtual. All of us really adjusted this new set, but later maybe we can adjust because this is already a new normal. We conduct an assessment based on MELC, and they have videos on how parents assessed their children, so the teacher will be addressed deficiencies among children.”

P10 “We in DepEd we have to make some changes in our reports since the pupils are to make a new grading system and also teachers, I am talking about the online approach we are also required have the so-called Google classroom in which our assessments and evaluation are done online. In short, the teachers, pupils, and parents should have to learn these new things, speaking about the new approach in terms of technology. All our pupils know how to make or utilized/used the different platforms including teachers and parents. All those things are very new to us but we say at the end of the day “*Laban lang para sa bata para sa bayan*”

Theme 7: Maximizing MOOE to supplement Insufficient Materials

P1 “Lack of gadgets like printer, laptops. 1 printer all night long can only print 30 copies that were really the issue. We address it by acquiring those gadgets printers and laptops each department/subject area they must have their own. We solve the issues through shared responsibilities every member of the department shares the responsibilities of meeting the number of copies to be produced for a module to be distributed with that 1 is to 1 ratio. To Fast tract the reproduction. The school buy those gadgets through MOOE of the school and donated by the local government.”

P3 “One of the complaints and difficulties of teachers encountered is the bulk of learning modules to be printed every week. To lessen the difficulty, the school procured additional printers and ink and coordinating with the division office for the supplies of bond papers”

P6 “So far, is the printing of modules, number 1 we lack on materials like for example bond papers or inks. Although the Division will provide and the School MOOE we cannot say that everything can cover by our MOOE like for example now we lack printers. We address it through the initiative of the teachers and when it comes to the materials we ask help from the division and if there were no answers. We provided through our own pocket.”

P8 “First, financially, our procurement plan change because instead of another project, it goes to materials used in printing modules. Sometimes we ask for help in some private sectors. At the start, our teachers got a problem regarding with the printers because it is departmentalized. Then lacking other materials such as stapler. So some of our proposed projects were canceled just to buy those lacking materials. For now, it is ongoing due to supply.”

P9 “In our school, we are so strict, we have our alcohols with the guards, so before the visitors enter the school, they have to wash their hands and have a temperature no contamination will happen to teachers and stakeholders. We have a budget from MOEE, we buy alcohol, thermal scanner, and we are also soliciting to some private sectors. Most of their concern is the preparation of the modules especially in printers because they are just sharing printers. Some teacher using their personal printers”

P10 “Poor internet connection. The school should install three Wi-Fi connection- (25mbps), principal’s office (10mbps), Academic Building (15mbps)”

Theme 8: Initiative, Emerge and Adjustments

P1 “Follow it with some revision and modification we informed the division office and our revision and modification are acknowledged because depending on our context what is adaptable and practical to the situation and needs of the community. That is why we really adapt modular distance learning because that is what the parents choose because they think that is the most adaptable and most practical to the situation and need of the community.”

P3 “As to the delivery of distance learning modalities to learners, parents in one class section were group according to Sitios and areas wherein they could easily contact and communicate with

each other. Parent leaders were assigned in that group to get and return the modules on the said scheduled to avoid crowding of parents in the school.”

P5 “We need some revision such as we tap the barangay centers, we approach them to put enrollment forms to Barangay halls and put boxes and then parents will just get their enrolment forms and filled up and give it back. The teacher will collect the enrollment forms.”

P7 “We have to follow whatever command from the division but there is a little revision of innovation depending on the situation. Due to students were not allowed to go to school, we made a center to all Sitios where they get and pass their modules. Its looks like a dropbox. I learn about adjustment, for yourself and for your teachers, and for the parents, because we are not trained in these situations. We are not trained with this technology learning. So we are just adjusting through following the guidelines as speculated by the DepEd. Just keep on adjusting, management well. Just enjoy and have unity with each other and sharing and ask help to others if you don’t know to do a certain thing.”

P8 “The most difficult is the implementing of online distance learning. We don’t have enough materials. In order to cope up, we choose a modular distance learning approach, and students who are willing to distance resist, we have assigned what we called learning support aide and teachers will go house to house with their lesson. The teacher will go out to school and they are the ones to teach their students in the residence of the students. It is risky for the teachers to travel due to the location of other schools which is from the city. Another is they used their personal expenses. The government had no guidelines about free transportation and food from teachers. Until now it becomes a commitment, the government did not shoulder all those expenses”

P8 “Before I am always inside the school supervising, but in this time I’ve been to far sitios to personally to approach those students who might drop out in this school year. I’m now in the field to accompany my teachers for them feel my support for them and what is it like to be in their shoes. I group my teachers and scheduling my time so I can be with all of them. In this time, the skill of leader must know to adjust to uncertainty

and complex things happening now drastically. 2nd must know how to use computer especially in this time because our reports now are getting more and fast deadlines and if you don’t know how the percentage of your late reports are higher.”

P10 “I have to adjust the approach to my teachers and my pupils. I have to take the shoe of my teachers so that I will know and I will experience what they are doing right now. Before the teachers only make their lesson plans, instructional devices and teach but now there are many things that they should have to do, online teaching making modules, making an online assessment, adapting this new grading system and so many more that they have to adjust to. That is way as their principal I have to understand and make their loads lighter because I don’t want to make myself their stressor so I tried my best to be on their rescue during this time of the pandemic.”

Hypotheses Derived from the Results:

Sub-categories and the theoretical category of information sharing behavior were considered. Going into narrative interview analysis, the researcher was able to generate the following hypotheses to explore the ideas as explanations about emerging school leadership among school heads amidst the COVID-19 pandemic. In grounded theory, hypothesis generation was always derived from the empirical data. The main method of forming a hypothesis in this study involved interviews with the purposive participants. This means forming questions appropriate to the study. In each hypothesis generation, the investigator asked one central interview question and a few guided questions which are described below.

Generation of hypothesis 1: The actions they took to accomplish the objectives or targets set by the DepEd for them to fulfill in the school year.

There were extracted from the following three themes:

Theme 1: Changes

P3 “One of the objectives is to develop a School Learning Continuity Plan that would really cater to the needs of the learners and community in this time of the pandemic. This would serve as a guide of the school in delivering basic education to the Learners through distance learning modality.”

P6 “Yes, there are changes because before we are using CG curriculum guide but now MELC Most Essential Learning Competencies. In the CG’s it where you can find the list of objectives, the lessons within the week or quarter and now we are calling it MELC, therefore, the objectives from the CG are being compressed and sorted which is the most important are being picked. This is only in terms of the curriculum. But incomes to school are just the same. Another change is in the grading system before it was divided into 3 (Written, Performance & Quarterly Assessment/Periodical Test) today only Written and Performance no more QA/PT. In every quarter there should be at least a minimum of 2 performance, and 4 summative test.”

P9 “So far, though this is pandemic time, DepEd is trying its best to implement and to give quality education still and without the face to face in school, we are given that requirements to continue our classes, and we are now using our module. We online, TvI, radio-based.”

Theme 2: Equipping to uncertainty

P1 Plan, we are asked to make the learning continuity plan as to the learning delivery modality. Trying the best we can to deliver good educational services to our students despite this health crisis. We are guided, with our plan; we were required to make our school; our learning continuity plan, each school, seeing to it that the students will continue schooling despite this health crisis. We are also asked to present our LCP at the barangay informing them that this is the plan and the barangay supports our plan. That’s our goal that the plan of the school LCP must be supported. Our effort in making the plan must be supported by the barangay sector.

P3 Series of meeting with the teachers, advocacy campaigns, and encouraging support from the barangay has been initiated for the realization of this plan. The school finds it hard to set the minds of the learners and parents to embrace and focus on the learning modality being adopted by the school. To solve this, series of meetings with the parents were conducted, presenting to them the Learning Continuity Plan of the school and talking about various suggestions, and translating it on what is best for the community for the smooth implementation of the plan.

Theme 5: Battle for Enrolment

P1 “So far the challenges we encounter; some could not reach out the target enrollment rate; supposed to be we are asked/ instructed as much as possible a 100% target; enrollment last year should be meet but we find it hard to meet that enrollment last year; trying our best, the best, as we can we, could attain at least 90% enrollment. Some of the parents are afraid of enrolling because of the risk of COVID transmission. We attained the 90% above exhausting all of our effort; using and making contacts with those students living in far-flung areas. We utilized “tugon-tugon strategy” we let someone bring the enrollment form to those students and returned it by that someone and with all of those kiosks and boxes we put up to the barangay hall and border. To reach out and to get the target enrollment rate. For those parents who are in the other province, we put kiosk at the border, observing the minimum health protocols; we facilitate the enrollment for them made the enrollment easy because it’s hard for them to come in and coordinate with the barangay to permit inputting the kiosk to students who are living in other provinces.”

P9 “We followed as prescribed by the division office but if there I a problem, the school just had an adjustment. Like we are having our enrollment campaign through barangays. Challenges meet during the enrollment. We are so worried because out of our pupils before, some went because we know it’s a fact that we had a problem also of travels in our locality. Some of our parents back to their province before the lockdown was implemented so our enrollment was affected. Some of the parents were scared for their children with this pandemic so they did not enroll their children. We actually reach 97% because we had late enrollees because we need to convince parents.”

Hypothesis 1: Providing quality education, is methodically planned, modified, and in partnership with the community

Proposition 1: Providing quality education in this time of pandemic are systemically planned base on the primary data gathered that leads to the modification of curriculum, and the formulated goals are disseminated to the community

Generation of hypothesis 2: The school leaders share issues and challenges they encounter to prepare the school and community for the opening of classes; their interventions to cope up with the demands and needs of the community.

Theme 3: Parents support and engagement

P3 “Parents were hesitant in enrolling their children to school as their concept on distance learning is by using various gadgets for online classes, and most of them could not afford. Through series of meetings with the parents, they were enlightened that the department prepared various modalities that would really suit the situation of the community.”

P8 “First, parents will disagree because they are the ones who get the module. Our intervention for that is we explain to them that it is for their children.”

Theme 4: Utilizing Mass media

P1 “Utilizing and maximizing social media and all available contact line with the parents to inform them that is our way of information dissemination; information drive; maximizing the use of social media.”

P8 “We just inform them through media such a Facebook. And we also posting tarpaulins and also announcing through broadcasting through radio. We group our students in terms of their availability. Those students that can be reached through messenger would be in one section so easy contact. The other who don’t have, the learner’s aide will be assigned to them to reach out to their residence. Those aides are locally paid by the government.”

P10 “The schools conducted series of orientation as to how the online learning, RBI and TBI as well as the modular learning to be implemented.”

Theme 7: Maximizing MOOE to supplement Insufficient Materials

P6 “So far, is the printing of modules, number 1 we lack on materials like for example bond papers or inks. Although the Division will provide and the School MOOE we cannot say that everything can cover by our MOOE like for example now we lack printers. We address it through the initiative of the teachers and when it comes to the materials we ask help from the division and if there were no answers. We provided through our own pocket.”

P8 “First, financially, our procurement plan change because instead of another project, it goes to materials used in printing modules. Sometimes we ask for help in some private sectors. At the start, our teachers got a problem regarding with the printers because it is departmentalized. Then lacking other materials such as stapler. So some of our proposed projects were canceled just to buy those lacking materials. For now, it is ongoing due to supply.”

P9 “In our school, we are so strict, we have our alcohols with the guards, so before the visitors enter the school, they have to wash their hands and have a temperature no contamination will happen to teachers and stakeholders. We have a budget from MOOE, we buy alcohol, thermal scanner, and we are also soliciting to some private sectors. Most of their concern is the preparation of the modules especially in printers because they are just sharing printers. Some teacher using their personal printers”

Theme 2: Equipping to uncertainty

P1 “The plan, we are asked to make the learning continuity plan as to the learning delivery modality. Trying the best we can to deliver good educational services to our students despite this health crisis. We are guided, with our plan; we were required to make our school; our learning continuity plan, each school, seeing to it that the students will continue schooling despite this health crisis. We are also asked to present our LCP at the barangay informing them that this is the plan and the barangay supports our plan. That’s our goal that the plan of the school LCP must be supported. Our effort in making the plan must be supported by the barangay sector.”

P3 “Series of meeting with the teachers, advocacy campaign and encouraging support from the barangay has been initiated for the realization of this plan. The school finds it hard to set the minds of the learners and parents to really embrace and focus on the learning modality being adopted by the school. To solve this, series of meetings with the parents were conducted, presenting to them the Learning Continuity Plan of the school and talking various suggestions and translating it on what is really best for the community for the smooth implementation of the plan.”

Hypothesis 2: The preparedness of the school and community, is dependent on their availability of resources and relationships.

Proposition 2: The preparedness of the school and community is attained when they have enough resources that can cater to the needs and shared common goals towards the education of the learners.

Generation of Hypothesis 3: The various plans they implemented to address the issues and concerns arising within the context in their school amidst the Pandemic.

Theme 6: School Preventions

P3 “The schools' primary concern is the health and safety of the school personnel, parents, and learners. With this, the school strictly implemented the basic safety and health protocol. Installation of hands-free alcohol dispenser in every entrance of the classroom and procurement of various disinfectants that would help prevent transmission of the virus.”

P4 “The school implement the No Mask, No Face shield, No Entry plan.”

P6 “The school has a School-Based Management WASH in School - SBM WinS program wherein the school installed touchless equipment's for disinfection, signage's posters in our guard post we put information awareness this is what included in SBM WinS”

Readiness to new normal

P8 “Most of them ask is the school ready for the face to face, and we just answer that if the central office will give us permission to do face to face learning. The school will be ready because we have some facilities such as hand washing, proper entrance, and exit gates and we have also a thermal scanner, signage and maintaining social distancing is a must.”

P9 “Before it was approved it was reported, we have an orientation in the barangay with the district supervisor. Each teacher handling 20 to 15 teachers last year, but then with this pandemic, all teachers are now advisers that's why if we have face to face, each teacher will be having 10. So there will no teacher become a special teacher so all the rooms will be used. We have also series of training by virtual. All of us really adjusted this new set, but later maybe we can adjust because

this is already a new normal. We conduct an assessment based on MELC, and they have videos on how parents assessed their children, so the teacher will address deficiencies among children.”

P10 “We in DepEd we have to make some changes in our reports since the pupils are to make a new grading system and also teachers, I am talking about the online approach we are also required have the so-called Google classroom in which our assessments and evaluation are done online. In short, the teachers, pupils, and parents should have to learn these new things, speaking about the new approach in terms of technology. All our pupils know how to make or utilized/used the different platforms including teachers and parents. All those things are very new to us but we say at the end of the day “Laban lang para sa bata para sa bahay”

Theme 8: Initiative, Emerge and adjustments

P3 “As to the delivery of distance learning modalities to learners, parents in one class section were group according to Sitios and areas wherein they could easily contact and communicate with each other. Parent leaders were assigned in that group to get and return the modules on the said scheduled to avoid crowding of parents in the school.”

P8 “The most difficult is the implementing of online distance learning. We don't have enough materials. In order to cope up, we choose a modular distance learning approach, and students who are willing to distance resist, we have assigned what we called learning support aide and teachers will go house to house with their lesson. The teacher will go out to school and they are the ones to teach their students in the residence of the students. It is risky for the teachers to travel due to the location of other schools which is from the city. Another is they used their personal expenses. The government had no guidelines about free transportation and food from teachers. Until now it becomes a commitment, the government did not shoulder all those expenses”

P10 “I have to adjust the approach to my teachers and my pupils. I have to take the shoe of my teachers so that I will know and I will experience what they are doing right now. Before the teachers only make their lesson plans, instructional devices and teach but now there are many things that they

should have to do, online teaching making modules, making online assessments, adapting this new grading system and so many more that they have to adjust to. That is way as their principal I have to understand and make their loads lighter because I don't want to make myself their stressor so I tried my best to be on their rescue during this time of the pandemic."

Hypothesis 3: The various plans implemented, the number of contexts arising to address.

Proposition 3: The implemented plans, are based on the context of the school and the arising concerns identified by the school leader

Generation of hypothesis 4: Theoretical Sub-theme 3 which is teacher-parent-assistance combined with sub-theme 4, the monitoring via communication generated the hypothesis

Teacher –Parent-Assistance

P2 "Regular communication between parents and teachers so that parents get the needed Teacher Assistance for their children."

P3 "Parents sometimes find it hard to mentor and assist their children in modular learning considering that most of them were just elementary level and if not, most are working parents. So teachers were task to constantly monitor their learners through online communication and sometimes conduct home visitation to help those struggling learners."

P6 "Parents adopting with the new normal. Parents contacting the teachers in answering the modules especially in higher years like math subjects. So the adviser created a group chat and also providing a contact to the subject teachers. There is open communication between teachers and parents."

Monitoring via Communication

P3 "Group chat in every section played a great role in monitoring the learner's performance. Important instructions and communication were posted by the class advisers on their GC's for the parents and learners to interact."

P5 "We have a checklist when we distribute when we distribute modules and all names of students written and there is instruction prepared and then who did not able to return the modules, and we

evaluate and reach out the parent through social media, calls or personal visit."

P8 "It is easy for us to monitor those modules because they directly send to us and our teacher was responsible to check them. If those modules were in the students, I monitored it through the teacher, and teachers monitor it through parents by using multimedia or house to house. I'll just check the issues and concerns coming from the parents."

P9 "I am observing online classes of the teachers, sometimes we got a problem of internet so they conducted their classes at home then they just sending documentation to me about their online class. One of the major problems is the internet connection so we complain about it."

Hypothesis 4: Parents, telecommunication devices, and social media are the key factors in facilitating and monitoring distance learning modalities.

Proposition 4: Parent's active participation, telecommunication devices, and literacy in social media are the key factors in facilitating and monitoring distance learning modalities in the new normal education.

Generated Grounded Theory:

The emerging school leadership among school leaders amidst the COVID-19 pandemic is captured by the following;

DepEd is trying its best to implement and to give quality education, one of the objectives is to develop a School Learning Continuity Plan that would cater to the needs of the learners and community in this time of the pandemic. This would serve as a guide of the school in delivering basic education to the Learners through distance learning modality. Seeing to it that the students will continue schooling despite this health crisis. Series of meeting with the teachers, advocacy campaigns, and encouraging support from the barangay has been initiated for the realization of this plan. The school finds it hard to set the minds of the learners and parents to embrace and focus on the learning modality being adopted by the school. To solve this, series of meetings with the parents were conducted, presenting to them the Learning Continuity Plan of the school and talking about various suggestions, and translating it on

what is best for the community for the smooth implementation of the plan. (Theme 1, 2)

First, parents will disagree because they are the one who get the module and hesitant in enrolling their children to school as their concept on distance learning is by using various gadgets for online classes, and most of them could not afford. Through series of meetings with the parents, they were enlightened that the department prepared various modalities that would suit the situation of the community. To reach the target enrollment rate as much as last year but we find it hard some of the parents are afraid of enrolling because of the risk of COVID transmission. Exhausting all of our efforts; using and making contacts with those students living in far-flung areas. We utilized “tugon-tugon strategy” we let someone bring the enrollment form to those students and returned it by that someone and with all of those kiosks and boxes we put up to the barangay hall and border. For those parents who are in the other province, we put kiosk at the border, observing the minimum health protocols; we facilitate the enrollment for them made the enrollment easy because it’s hard for them to come in and coordinate with the barangay to permit inputting the kiosk (Theme 3, 5)

Utilizing and maximizing social media and all available contact line with the parents to inform them that is our way of information dissemination; information drive; maximizing the use of social media. We also posting tarpaulins and announcing through broadcasting through radio. We group our students in terms of their availability. Those students that can be reached through messenger would be in one section so easy contact. The other who don’t have, the learner’s aide will be assigned to them to reach out to their residence. Those aides are locally paid by the government (Theme 4)

First, financially, our procurement plan change because instead of another project, it goes to materials used in printing modules. Sometimes we ask for help in some private sectors. At the start, our teachers got a problem regarding with the printers because it is departmentalized. Then lacking other materials such as stapler. Although the Division will provide and the School MOOE we cannot say that everything can cover by our MOOE so some of our proposed projects were

canceled just to buy those lacking materials (Theme 7)

The schools' primary concern is the health and safety of the school personnel, parents, and learners. With this, the school strictly implemented the basic safety and health protocol. Installation of hands-free alcohol dispensers in every entrance of the classroom and procurement of various disinfectants that would help prevent transmission of the virus. Implement the No Mask, No Face shield, No Entry plan. School-Based Management WASH in School - SBM WinS program wherein the school installed touchless equipment’s for disinfection, signage’s posters in our guard post we put information awareness (Theme 6)

Series of training by virtual. All of us adjusted this new set, but later maybe we can adjust because this is already a new normal. We conduct an assessment based on MELC, and they have videos on how parents assessed their children, so the teacher will address deficiencies among children. Changes in our reports since the pupils are to make a new grading system and also teachers, In online approach, are also required have the so-called Google classroom in which our assessments and evaluation are done online. In short, the teachers, pupils, and parents should have to learn these new things by speaking about the new approach in terms of technology. All our pupils know how to make or utilized/used the different platforms including teachers and parents. All those things are very new to us but we say at the end of the day “Laban lang para sa bata para sa bahay” (Theme 6)

As to the delivery of distance learning modalities to learners, parents in one class section were group according to Sitios and areas wherein they could easily contact and communicate with each other. Parent leaders were assigned in that group to get and return the modules on the said scheduled to avoid crowding of parents in the school. I have to adjust the approach to my teachers and my pupils. I have to take the shoe of my teachers so that I will know and I will experience what they are doing right now. Before the teachers only make their lesson plans, instructional devices and teach but now there are many things that they should have to do, online teaching making modules, making an online

assessment, adapting this new grading system and so many more that they have to adjust to. That is way as their principal I have to understand and make their loads lighter because I don't want to make myself their stressor so I tried my best to be on their rescue during this time of pandemic (Theme 8)

Parents sometimes find it hard to mentor and assist their children in modular learning considering that most of them were just elementary level and if not, most are working parents. So teachers were task to constantly monitor their learners through online communication and sometimes conduct home visitation to help those struggling learners. Parents adopting with the new normal. Parents contacting the teachers in answering the modules especially in higher years like math subjects. So the adviser created a group chat and also providing a contact to the subject teachers. There is open communication between teachers and parents (Theme 3)

Group chat in every section played a great role in monitoring the learner's performance. Important instructions and communication were posted by the class advisers on their GC's for the parents and learners to interact. We have a checklist when we distribute modules and all names of students written and there are instructions prepared and then who did not able to return the modules, and we evaluate and reach out to the parent through social media, calls, or personal visit. Observing online classes of the teachers, sometimes we got a problem of internet so they conducted their classes at home then they just sending documentation to me about their online class (Theme 7)

The theory generated can be summarized as follows:

“The changes due to COVID -19 virus, the context of the school, and its available resources are the driving factors to emerged adaptive school leadership amidst Pandemic.”

Providing quality education in a time of pandemic is systemically planned that are based on the primary data's gathered, that leads to the modification of curriculum and disseminate this information's to the community, sharing common goal towards the education of the learners.

Maximizing and outsourcing funds to provide enough resources to address the needs (e.g. printing materials, COVID-19 virus equipment preventions, etc.) of school and community.

Implemented plans that are based on the context of the school, and the arising concerns identified by the school leaders as they immerse themselves in the situation of their teachers, learners, parents, and community.

Parent's active participation, telecommunication devices, and literacy in social media are the key factors in facilitating and monitoring distance learning modalities in the new normal education.

PANUNCIAR'S ADAPTIVE SCHOOL LEADERSHIP AMIDST PANDEMIC THEORY

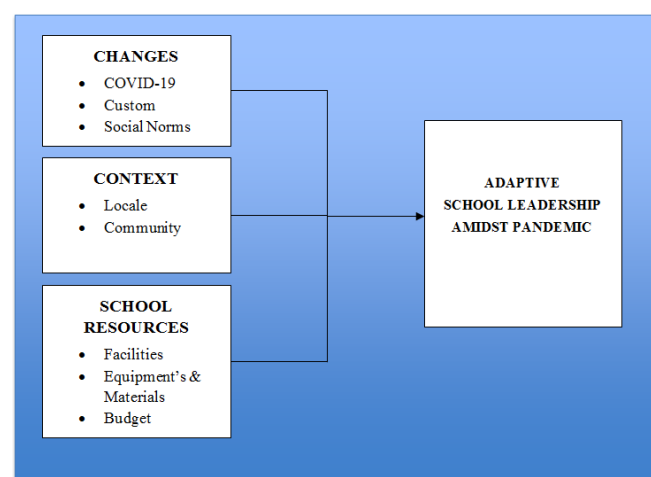


Figure 2: Conceptual Model of Panunciar's Adaptive School Leadership Amidst Pandemic Theory

Figure 2. Above depicts that the changes due to COVID-19, custom and social norms, the context of the schools' location and community, and school resources such as facilities, equipment and materials, and budget are the driving factors to emerge adaptive school leadership amidst Pandemic.

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