Research Article

Twists and Turns in School-Based Management: Experiences of School Heads in the New Normal

Nordy D. Siason Jr., Ed.D

Graduate School Professor, Iloilo State College of Fisheries, Iloilo, Philippines
Email: nordysiason@gmail.com

Abstract

The aim of this study focused on how the selected school heads at the Schools Division of Guimaras managed the changes brought about by the new normal in education. Narrative research design was used in this study, it paved way in exploring and discussing the changes, challenges and adjustment of school heads in their School-Based Management practices during this pandemic.

Keywords: Narrative Inquiry, School-Based Management, School Heads, New Normal

Introduction

One of the major reforms initiated by the Department of Education (DepEd) in the Philippines is the implementation of School-Based Management (SBM). Its primary function is the decentralization of Philippine education at the school level. The ultimate target of this initiative is to improve school performance indicators and student learning outcomes through the instructional and administrative management functions of the school head (Prieto, et al.,2019).

However, in December 2019, the entire humanity was disturbed by the threats of Coronavirus Disease (COVID -19) which eventually paralyzed the education delivery system not only in the Philippines but also all the schools around the world. As Almario and Austria (2020) put it, the COVID-19 pandemic definitely has affected every facet of human activity and the education sector is not spared. Caught off guard with the abrupt trigger of school closure and limitations caused by the pandemic, our school heads and teachers are worried about the future of education. Having this, it is vital for schools to find some alternatives and answers involving educational technology as this would eventually help in the conduct of teaching and learning process during this uncertain time (Almario & Austria, 2020).

Stipulated in Section (7E) of RA 9155 otherwise known as the Governance of Basic Education Act of 2001, school heads are empowered with instructional, administrative, and management authority, accountability and responsibility over all personnel, physical, and fiscal resources of the school for a more effective and efficient delivery of quality basic education. When applied in educational administration, the cohort of school heads plays a

major role in planning, managing of resources and daily operations of schools, building partnerships and linkages, and disseminating accurate information to all internal and external stakeholders. During this pandemic, the school heads can use all these roles to help ease the doubts, anxieties, fears, and apprehensions of the teachers, learners and parents (Almario & Austria, 2020).

As ways forward, DepEd issued several policies (interim guidelines on assessment, DepEd Order No. 019, s. 2020) with regard to the crafting of Basic Education Learning Continuity Plan (BELCP) to assist our school leaders in managing the process-based approach of blended learning. In its sense, a school head, with the BELCP and SBM as guiding policies, is considered as an enabler to lead the modified and enhanced learning continuity plan in terms of its strategic implementation in the classrooms through the Most Essential Learning Competencies and its review using the success indicators in the other key results areas in an outcomes-based education.

In response to the need for education to continue amidst the constraints during a pandemic, the school heads in the Schools Division of Guimaras have been empowered to plan, develop, and adapt alternatives in order for them to make decisions within the context of equitable access, quality education, and of course, good governance for effective teaching-learning process to exist. Behind all these initiatives, sustainable monitoring must be employed to our schools in order to determine or identify the gaps for proper technical assistance to be provided (DepEd Order No. 018,,s. 2020). The *twists* and *turns* of governance in school settings have opened a vast door for the school heads who can foster dynamic leadership to look into the changes in the new normal, challenges of implementing the SBM in their contexts, and adjustments appropriate in achieving the desired learning targets or academic goals.

Hence, this study focused on the unique experiences of school heads in terms of their anticipatory skills, creativity and imagination competencies in dealing with the changes, challenges, and adjustments while implementing the delivery of basic education in the Schools Division of Guimaras. It also investigated and explored on the experience of school heads as lead implementer of the SBM and their roles in the new normal Philippine education.

Policy Overview

His Excellency President Rodrigo Roa Duterte issued a policy placing the entire country under the state of public health emergency (Presidential Proclamation No. 922, 2020). This prodded the Secretary of the DepEd to make some adjustments and modifications in the opening of classes for school year 2020-2021. Through the leadership of Secretary Leonor Magtolis Briones, the DepEd issued right away, DepEd Order No. 011, series of 2020, which delineates the guidelines on the alternative work arrangements in the department during the period of the stated public health emergency. The DO 11, s. 2020 ensures the safety of the employees, the proper work arrangements, and the effective School-Based Management of school heads especially in the conduct of enrollment in the new normal

Upon the approval of the Office of the President, classes commenced last Oct. 5, 2020, with proper guidelines and strict implementation of "no face-to-face interactions" between leaners and teachers. The maximum health protocols (San Antonio, 2020) were observed in the distribution of modules and other instructional gadgets provided by schools. All these

initiatives were implemented with the strong support of the respective Local Government Units (LGUs) throughout the country.

Epistemological and Theoretical Frameworks

The epistemology of constructionism (Crotty, 2003; Faux, 2008) backs up this study. In data gathering and its interpretation, the theoretical perspective of interpretivism (Crotty, 2003) was utilized to fully understand how school heads managed their schools during this pandemic. This research project stemmed from several specific theories such as Cobry and Adair's Collaboration Theory (2014) and Blanchard's Situational Leadership Theory (1982). Table 1 shows the alignment of epistemological and theoretical perspectives and conscientious undertaking of the researcher on understanding the plight of school heads in implementing the SBM in their respective stations at the Schools Division of Guimaras amid a COVID-19 pandemic.

Table 1: Overview of the Epistemological and Theoretical Frameworks of the Study

Epistemology	Theoretical Perspective	Specific Theories
Constructionism (Crotty, 2003; Faux, 2008; Papert, 1980)	Interpretivism (Crotty, 2003; Lyon, 2003; Strauss & Corbin, 1990)	Collaboration Theory (Cobry & Adair, 2014) Situational Leadership Theory (Blanchard, 1982)

Constructionism. Crotty (2003) and Faux (2008) pointed out that the meanings of objects perceived are constructed on the basis of human consciousness. It focuses on the art of learning or 'learning to learn'. It is an individual's consciousness that makes capable of interpreting observed things that attribute meanings to one's insight which is based on what one saw, felt, and heard. These meanings are expressed in any form of communications that someone points to the world and made from an individual's interactions with the world and the objects in it. In the education context, Papert (1980) also explained that learners engage in a conversation with their own or other people's artifacts, and how these conversations boost self-directed learning, and ultimately facilitate the construction of new knowledge. Therefore, knowledge is acquired through engagement with the objects being dealt with or with the world itself (Faux, 2008). When interactions happen in schools, knowledge is formed and meanings emerge. In this study, the researcher explored on how school heads dealt with the changes and challenges of the new normal basic education system. Like the twists and turns in the implementation of the SBM, school heads need to adjust their current practice and interact to the new environment through the adoption of the DepEd circulated policies (DepEd Order No. 019, 2020, DepEd Order 014, 2020, and DepEd Order No. 018, s.2020)— a form of constructing meaning affected by the interaction of various forces in the planning of the learning continuity plan, implementation of the curriculum, and evaluating through a result-based approach or SBM key-results areas. Employing this philosophical stance in this study, the researcher utilized the recorded interviews, observations, and photos that served as bases in understanding how schools managed, prepared, and experienced the new normal in education.

Interpretivism. This theoretical perspective gains insights by discovering meanings and improving the comprehension of the whole (Strauss & Corbin, 1990). It also explores the richness, depth, and complexity of phenomena. According to this perspective, knowledge of the world is based on 'understanding', which arises from reflecting on what happens, not just from having had particular experiences (Kant, 2001). Kant added that there are ways of knowing about the world other than direct observation and that people use these all the time. This theoretical perspective helped the researcher in understanding the participants' personal and collective participation in the planning and implementation of programs, policies and activities for the school during the new normal.

Specific Theories

Collaboration Theory encompasses how collaboration works irrespective of whether the formal is between a manager-with-subordinate, subordinate-with-subordinate and other permutation (Cobry & Adair, 2014). This is different from leadership theories since leadership theories focus on manager-to-subordinate dynamics rather than dyadic or broader group-centric interactions. On the other hand, collaboration theory dwells more on involving group not considering the hierarchical authority. In this theory, leaders and followers must

have preliminary activities that must be done by building a sense of cooperation, exhibiting courage, minimal power imbalance with the purpose of achieving common goals.

Situational Theory of Leadership

This theory of leadership suggests that no single leadership style is best. The leadership style commonly depends on the task. According to situational theory of leadership, the most effective leaders are those who can adapt their style to the situation and responses considering its tasks, group, and other factors. Its authors, Dr. Paul Hersey and Kenneth Blanchard (1982) believed that the right style of leadership depends on the maturity level of the leaders' and the groups' knowledge and competence. Blanchard and Hersey identified four levels of maturity namely the M1: members lack knowledge and skills; M2: members are willing and enthusiastic but lacks ability; M3: members have the skills and capability but unwilling, and; M4: members are highly skilled and willing to complete their tasks. These levels of maturity are applied with corresponding leadership styles identified by Blanchard and Hersey. M1 or low maturity is paired with a telling leader, M2 or medium maturity is paired with a selling leader, M3, with participating leader, and M4 or high maturity is paired with a delegating leader.

Statement of the problem

The overall aim of this study focused on how the selected school administrators at the Schools Division of Guimaras managed the changes brought about by the new normal in education.

In order to approach the overall aim, two objectives were formulated. Each objective was addressed by answering the corresponding research questions.

1. What are the changes and challenges that schools have encountered during the pandemic?
2. How do the school heads manage the changes and challenges in the school systems during the pandemic?

Assumptions of the Study

The researcher assumed that the school heads in the entire Schools Division of Guimaras have employed flexibility and adjustment in the delivery of basic education. It is also presumed that their respective learning continuity plan has focused on some modifications when it comes to enrolment practices, pedagogical and assessment strategies, management of resources and daily operations of schools. Furthermore, the researcher assumed that each school head has its own story to tell and share based on the hands – on experiences in dealing with the day-to-day activities during the pandemic.

Significance of the Study

The Philippine basic education system is greatly affected by the changes brought about by the pandemic (Almario & Austria, 2020). While the teachers and learners have become eager to go back to a face-to-face instruction, school heads are tasked to lead the teaching force in providing safe and motivating learning experiences despite the constraints of various modalities in the new normal.

School Heads. As leader of the learning institution, they are mandated to provide technical assistance to stakeholders that may develop awareness of not only about the school improvement plan, but also on how and why sectoral groups are affected with the current

changes in the educational landscape. In addition, school heads must have the creativity to come up with a viable and effective contingency plan despite the constraints brought by the pandemic. Through this study, they would be able to get ideas of how the participating schools in Guimaras created strategic plans to face the challenges in new normal settings.

Teachers. The need of relevant information and grassroots experience that will be taken from this study would be beneficial to the teaching force. Being the practitioners in the field, teachers must be able to know and understand their respective roles in the implementation of the learning continuity plan. The primary function to facilitate learning and constantly nurture every learner is one of the challenges during this pandemic.

Parents. During these trying times, parents play a vital role in assisting their children cope with the demands of a blended learning. Obviously, parents are greatly involved in the teaching and learning process during this pandemic because of the absence of a face-to-face instruction. They have served as learning facilitator and guidance advocate at home.

Students. Ideally, learners must be at the center or considered to be as a primordial consideration in every decision that the school heads have to undertake during this worldwide health crisis. Ensuring child-friendly, safe, and motivating learning environment during this pandemic must be provided to them. The ultimate cause of a responsive school- based management must be observed by our school heads because of its end product—the learners. However, they are the most affected members of the community of learning in the basic education due to the abrupt changes in the instructional modalities in the Philippines.

Stakeholders. Concerned of their interests in the school system, they need to know their roles in the school especially now that it is facing changes. This is the time when the stakeholders are needed most especially in the distance learning modality. They are expected to actively engaged with and share responsibility for developing life-wise and life-long learners.

Definition of Terms

Twists and Turns. This is an idiomatic expression that refers to 'surprising changes' (Merriam-Webster, 2021).

As used in this study, *twists and turns* combined the experiences of school heads in the sudden changes, challenges, and adjustments in the implementation of the School-Based Management and other emerging policies or interim guidelines as prescribed by the Department of Education during the COVID-19 pandemic.

School-Based Management. Decentralized management initiative of power and authority from large administrative structure or central to individual schools (Prieto N. G., et al. 2019).

In this study, *School-Based Management* or *SBM* deals more on the initiatives of school heads in managing a school despite the changes, challenges, and adjustments due to the constraints implementing a learning delivery mode under a pandemic.

New Normal. New normal means a new way of living and going about our lives, work and interactions with other people (The Star, 2020).

In the present study, *new normal* refers a novel way of handling or managing school-based management programs, activities and projects.

COVID-19. The COVID-19 is the *Coronavirus* Disease 2019 which is caused by the virus known as the severe acute respiratory syndrome corona virus 2 or SARS-COVID-2 (DepEd Order 33, 2020).

In this study, *COVID-19* is a pandemic and the primary reason which created disturbances or changes in the education system.

School Heads. These are persons "responsible for administrative and instructional supervision of a school or cluster of school" (RA 9155, Sec. 4, 2001).

In the context of the current study, *school heads* are the primary participants to provide answers to the researcher's inquiry regarding the changes or challenges experienced during the pandemic and the adjustment undertaken for the learning continuity plan in the new normal.

Stakeholders. They are persons and organizations that are affected by, or can make an impact on the issue, bring skills and resources to the collaboration in anticipation of jointly working together. They have interests or concerns in an organization (Dictionary, 2013). The following are the identified 'internal' stakeholders (DepEd- SIP Guidebook, 2015)

The *school administration and staff* are those who create a professional learning community to programs that will close achievement gaps. They should also support teaching and learning through consistent priorities and actions;

The *teachers* are the ones who make use of effective instructional strategies for the students. They understand and capitalize on student's diverse cultures. They are the first responders of the schools' clientele, the students. With that, they need to participate in professional development programs that will provide them with strategies for working with students and other stakeholders, and;

The *students* are those who take responsibility for their learning. They engage with teachers, classmates, and others in the school and community.

Meanwhile, the 'external' stakeholders are as follows:

The *students' families* who are represented by the Parents-Teachers Association are those who share schools' and teachers' high expectations for students.

The *Local Government Unit* as represented by the Municipal Mayor or his designated official.

The *Alumni Association* and the *School Governing Council* which are represented by their respective presidents are also given attention in this study.

In this study, the selected public elementary and secondary schools in the Schools Division of Guimaras are included in this study, namely: Jordan Central Elementary School, Jordan National High School, San Enrique Elementary School, Ravina Sur Elementary School, East Valencia Elementary School, and Dr. Catalino Nava National High School.

Delimitation of the Study

This study only focused on the exploration of the changes and challenges in schools during the new normal and how school leaders addressed or managed those changes through the SBM. The researcher conducted an inquiry on the way schools managed the changes and challenges especially in the delivery of learning or education services amidst the constraints brought by the pandemic. In addition, the researcher only worked with the participants for fragments of periods which was in the span of two days per school as it was impossible to stay in the school for a longer time due to restrictions or the health protocols. It would be better if the study had been conducted for a much longer time so that more observations and richer data would be collected giving a deeper understanding and more detailed exploration

of the school heads' experiences during the pandemic. Moreover, the quality and amount of data taken from each school varied significantly.

In the conduct of this study, the questions asked during the interviews were not exactly the same—this means that open-ended and follow-up questions elicited natural responses from the participants. Not all similar questions were asked to the respondents for the challenges and changes per school are peculiar or unique to its setting or context—a true sense of qualitative research. Prepared questions, that were considered irrelevant to one participant, were ignored and questions which seemed to elicit important data were formulated or asked to gather rich and thick data. Thus, the interview guides were not perfectly followed but were considered helpful in prompting responses from the participants. Even if the main purpose of this study was to know how the schools faced the issues brought about by the pandemic, some matters were also found out in the study while the school heads share their experiences of implementing SBM in the new normal. Although a detailed analysis of the narratives had been made, the researcher realized that limitations do exist in terms of the in-depth discussion of the data with the participants due to limited interaction and the comprehensive on-site observation because of border restrictions and lockdowns.

Review of Related Literature

Revisiting the Impact of COVID -19 Pandemic in the Context School – Based Management

The world is experiencing a terrible health crisis in history. Education systems around the globe have been affected by COVID -19 pandemic. Measures such as the surgical lockdown of towns, the closure of schools or universities, and the imposition of strict maximum health protocols have been initiated by the governments of various countries. UNESCO (2020), reported that over 1.5 billion learners in 165 countries are affected by COVID-19, this translates to 87% of the world's student population.

The reality is that the effect of this world health crisis varies from one region to another, but poor and developing countries are the ones that are most at risk (Marquez et al., 2020). The Covid -19 pandemic has brought the importance of countries to evaluate how well their education systems are ready to face the disruptions and how to grip the problem right away or mitigate the impact of such and also how to be future ready. One of the major impacts of the pandemic that would create a negative ripple effect on education system is the economic capacity of the country.

The Philippines is no exemption to the Covid-19 crisis. The initial impact of COVID-19 in Philippine education system was experienced when classes in all levels in Metro Manila were suspended (Cahapay, 2020). The President said that the suspension was necessary to appraise the incubation of COVID-19, the disease caused by the novel coronavirus. In addition, Asia Society Philippines (2020) confirmed that the government and education officials had stopped face-to-face classes, closed primary and secondary schools, and officially cut the school year short while implementing a hurriedly improvised grading system for the shortened term. Summer classes for college, however, pushed on, providing early experiments for online and distance learning. In September, President Rodrigo Duterte had made clear that he will not allow the resumption of face-to-face classes until a viable vaccine for COVID-19 is found and widely and responsibly available (DepEd, 2020).

This was followed by massive class suspensions of all education institutions all over the country (Tria,2020). The situation has created drastic changes in the assessment practices of education systems and institutions. Authorized institutions will consider ways how to meet the requirements for the completion of a subject or degree during the continuing community quarantine. As suggested, schools would employ responsive approaches to student assessment and will consider the resources of the students (Cahapay, 2020).

In this time of challenges and uncertainties brought by the pandemic, the Philippine economy suffered a deep recession. This was the largest annual decline ever recorded since the National Accounts data series for the Philippines commenced in 1946 (Biswas, 2021). This was supported by the Philippine Statistics Authority, when they revealed that joblessness soared to 17.7 percent in April 2020. National Statistician Claire Dennis Mapa mentioned that at least 7.3 million Filipinos had no jobs in April, mostly as a result of one of Asia's strictest lockdowns to control the massive spread of the virus (Dancel, 2020).

In the Philippines, the education system was paralyzed for several months. The closure of schools and universities prodded the education officials to create a strategic contingency plan to provide alternatives in delivery of education services. Since no one was ready and even anticipated this health crisis, the Department of Education initiated to provide viable options in teaching and learning delivery through the Basic Education Learning Continuity Plan.

Empowered by the provisions under Republic Act 9155, the school heads are given the responsibility, authority and accountability to be creative in crafting their respective learning continuity plan. This is a package education intervention that will respond to the basic education challenges brought about by this pandemic.

Trained and capacitated by the concepts of school-based management, the school heads allow all competent individuals in schools to make decisions that will be responsive and effective in the delivery of learning continuity plan. This corroborates the idea of (Prieto, et al. 2019), which elaborated that one of the impacts of school-based management is to give the school community a voice in key decisions and accountability for every decision. Through, school-based management, decision making authority is a collaborative effort of school heads, teachers, parents and students. This is school empowerment according to (Prieto, et. al. 2019). Adjustment of school heads in managing school operations shall be made to meet the objectives of learning continuity plan, including fiscal management systems and procedures such as the allocation, use and monitoring and reporting of maintenance and other operating expenses (DepEd Order 15, 2020). School heads are expected to face difficulties in the implementation of learning continuity plan but, they are expected to be resilient and flexible in dealing or facing the bottle necks in the delivery of basic education services.

Roles and Functions of School Heads in the Midst of Pandemic

Department of Education (DepEd) plans and prepares the most important actions for school administrations before the initial face-to-face instruction among the 100 pilot schools in the entire country. School heads must have a contingency plan to utilize when a member of the learning community contracts or expose of COVID-19. Strict compliance of minimum health protocols that reduce the spread of the virus is essential, as well as maintaining healthy environments and operations of the schools (Asia Society Philippines ,2020). As emphasized by DepEd Secretary Leonor M. Briones in her Basic Education -Learning Continuity Plan that the schools will be guided by the following principles in the reopening of classes. As

mentioned, the first principle is to protect the health, safety, and well-being of learners, teachers, and personnel, and prevent the further transmission of COVID-19 (DepEd Order 17, s.2020). She further reiterated that "learning must continue even in times of difficulties, in this instance of the COVID -19 pandemic. ..."

As cited by Cahapay (2020), the World Health Organization (WHO) reiterated that school closures have negatively affected children's health, education, development, family income, and overall economies. Furthermore, initial school opening can benefit learners on their social and psychological well-being, access to accurate information to keep themselves and others safe, and allowing their parents to focus more of their own time for their work opportunities (Sonino,2016).

When schools decided to resume classes, the WHO reminds that there are prevention and control measures that need to be prepared and put in place by school heads. Health experts recommend various policies that need to be in placed to ensure the safety of the students and the community, information and mechanisms, touching on and strengthening proper hygiene, screening of sick members of the school, protecting individuals that are considered high-risk, and physical distancing inside and outside the classroom should be observed (Tria,2020).

As schools reopen for initial face -to -face in the Philippines and the rest of the world, there is now critical attention to the challenges confronting learners and the entire education system in the new normal (Toquero, 2020). As schools had to abruptly wind up in the first quarter of 2020, school administrators and education leaders should have to develop and engage in alternative ways to continue the school year without jeopardizing the health and safety of learners, teachers, non-teaching personnel, parents and other stakeholders. These policies must be clearly integrated in the learning continuity plan of each school.

Dealing with and fighting against unseen enemy, leadership is essential to manage the disease outbreak particularly in disease control and human resources management. Inappropriate decision made by naive leadership in the event of the health crisis may lead to potentially fatal consequences in the community (Arifa, 2018).

Hence, leaders have very important roles, responsibilities and accountabilities in this time of CoVid-19 pandemic. Leaders should provide alternatives and goal-oriented perspectives and directions to ensure that strategic contextualized plans will eventually serve the momentum of the solution. More often than not, leaders' capabilities are tested during unexpected crisis (Supriadi, 2020). Furthermore, leaders can be directly involved, maintaining their sense of leadership are the qualities that will help continue the sustainability of any organizations and achieve the desired targets or objectives (Arifa, 2018).

School closures carry high social, educational, and economic costs and the disruptions they cause touch people across communities, but their impact is particularly severe for disadvantaged persons and their families (UNESCO, 2020). The disruption caused by COVID-19 in the educational sector may last longer than expected if a more reliable coronavirus solution is not found on time, and the spread of the disease continues (World Health Organization, 2020).

As mentioned by Andrey Azoulayals (2020), UNESCO Director-General, stressed that "the global scale and speed of the educational disruption due to coronavirus is unparalleled and, if prolonged, could threaten the right to education". School closures due to pandemics can cause severe problems for students, educators, parents, and society. It has an adverse effect

in the academic interest and academic performance of learners. If the learners have limited activities at home, this may lead to loss of interest in learning, and poor academic performance, (Onyema, 2020).

Basic Education in the New Normal

This study considered the changes and challenges confronting the basic education system and the adjustment made by the school heads and its primary stakeholders - the teachers, the students, and their parents - as initial face-to-face classes resumed in November 2021. In the course of discussing the basic adjustment of School-Based Management in reopening the selected schools, the study scanned the school heads' plans, actions, innovations, and challenges in the education sector amidst this COVID-19 pandemic through interview. An interview about viewpoints and experiences of the teachers and parents was included to advance authentication of the extent of the interview conducted to the leadership and management of the school heads.

There are common challenges in resources and needs, but also shared aspirations not only to adapt but also to embrace the new normal, actively plan for best practices and a better normal, while being honest and transparent with problems for which there are yet no clear or definitive answers. These reflections may assist policymakers in formulating interventions and strategies to address the consequences of the crisis. Indeed, they may also assist teachers and parents in how to best support students during and also during post pandemic world.

Education is an important role in shaping a better human being in the future and beneficial for human development and progress, (Supriadi,2020). This role was shortly halted due to the outbreak of Coronavirus leading to pandemic health crises that negatively affected educational activities worldwide. This led to widespread closures of schools that created serious disruptions in academic activities, as well as in career plans (Tria, 2020). As part of the global efforts to combat COVID-19, many countries across the world closed down schools in an attempt to contain the coronavirus pandemic

As the school reopens, Supriadi (2020) cited that there are short-term or long-term effects of implementing distance learning. Short-term impacts include the vulnerability of students' psychological health conditions, limited information technology infrastructure, limited mastery of information technology by teachers and students, inadequate facilities and infrastructure, and insufficient budget provision. On the other hand, the long-term impact is on the aspect of justice.

As presented by Asia Society Philippines (2020), there are common challenges such as accessibility and affordability of the hardware and software to go online reliably and sustainably. Another is the logistics and health protocols for offline components of modular learning. They cited also the redevelopment and adaptation of teaching content and materials for electronic or digital transmission. In addition, there is a lack of preparedness or comfort in new and experimental methods of teaching, unresolved questions on monitoring, evaluation, and grading of students' performance. There are potentials, impacts, and limiting effects of the disrupted home environment on online learning. Another is the arising anxiety and mental and psychosocial challenges among teachers, students, and parents. Furthermore, the acknowledgment that more issues and unanticipated scenarios can only inevitably arise as classes resume, especially where special education needs are concerned.

Cahapay (2020) further added that many changes have brought negative effects to education. These changes were evident in the grading components, grading system, laboratory work completion, research work completion, and grade point average computation. The COVID-19 pandemic causes a massive impact on higher educational institutions. The country immediately opted for online learning. Some teachers recorded and uploaded their lessons online for the students to access and some were even more innovative and used Google Classrooms, WebQuest, and other online sites, but greater majorities of teachers are not prepared to deal with online education. The truth is, numerous higher education institutions, both private and state colleges, and universities in the Philippines are not prepared to implement this online system, (Toquero, 2020). Menawhile, Tria (2020) stressed that the Philippine public schools' teachers are challenged because they are either do not have or are not comfortable with, computers and online platforms.

Application of Relevant Leadership Theories in the New Normal

Transformative Leadership

One of these leadership styles is transformative. Transformational leadership theory describes the creation of valuable and positive change in the followers intending to produce leaders from the followers whereby both leaders and followers help each other to advance to a higher level of morale and motivation. Specifically, Wikipedia (2021) has described four major factors comprising transformational leadership.

The first factor is 'inspirational motivation' whereby the leader heightens their followers' motivation through the leader's emotional qualities. Next is 'idealized influence'. This refers to the notion that leaders act as role models for the followers, thus building the needs, hopes, and values of their followers through persuasive words and actions. 'Individualized consideration', the third factor, indicates that the leaders pay individualized attention to their subordinates through sharing their concerns and needs and understanding their strengths and weaknesses. The fourth factor, which is 'intellectual stimulation', means that the leaders focus on stimulating their followers intellectually especially in terms of problem awareness and problem-solving (Campos, 2020).

Concerning transformational leadership, motivating subordinates, acting as a role model, and considering each staff as having their strengths, weaknesses, and concerns are three important factors in ensuring successful outbreak management. In times of crisis, human factors play an important role, and having strongly motivated human resources contribute to the success of any outbreak management process (Arifah, 2018).

As suggested by Supriadi (2020), transformation leadership style have indicators. One of the indicators is the idealized influence, namely, that evokes emotions and clear identity of leaders' followers. Another is the consideration of individuals requires offering supporters assistance, motivation, and preparation. Another is an appealing vision is created by inspirational encouragement with icons that reflect on the efforts of subjects. Lastly, intellectual stimulation is an action that raises the consciousness of problems and influences supporters to take a different viewpoint on problems. The influence of transformational leadership on how leaders enhance shared partnership and confidence, collective self-improvement, and team learning are also described. "Transformation leadership is a leadership style that appeals to the moral ideals of supporters in an attempt to raise awareness

of ethical problems and to harness their energies and resources to change institutions (Campos, 2020) Other and creates relationships that boost leaders and followers' motivation and morality (Supriadi, 2020).

Participative Theory

Participative leadership theory is one of the leading management styles usually used in organizations and business companies. The objective of this theory is to have a better functional organization through better participation among involved parties. It also has synonyms as shared by the terms leadership, employee empowerment, and involvement, Participative Decision-Making (PDM), or industrial democracy (Cherry, 2019).

Participative leadership theory is one of the subtypes of PDM. Other subtypes are collective, autocratic, and consensus theory. Participative theory enhances the participation of all members, however, the final decision remains upon the leaders' authority (Arifah,2018). In contrast, collective decision-making is different. It is a form of leadership where all decisions are taken by the group, and accountability of the decisions is shared by the group. Autocratic participative decision-making implies that the responsibility of deciding the final decision is on the leader alone, but the leader allows the organization to benefit from the input provided by the employees (Cherry, 2019). Consensus decision-making is a leadership style where the leader gives up control and responsibility of decision-making and leaves it entirely to the group. The principle is that the majority needs to approve such decisions while the minority who does not agree initially will have to get along.

There were themes selected as representing the usage of participative theory in disease outbreak management. The themes selected are 'encouragement to staff', 'partnership', 'communication/liaison with external agencies, and 'collaboration between government agencies, (Wikipedia, 2020).

The participative theory is one of the essential theories applied within the complexity of outbreak management practice. Horizontal use of this theory, involving collaboration and involvement with other agencies shall generally improve the outcome of controlling disease outbreaks (Arifah, 2018). Meanwhile, vertical use of this theory, such as participatory activities between top management with a lower executive worker will specifically improve the quality of work of the involved workers. This two-dimensional usage of participative theory will yield better leadership skills and subsequently better outcomes in managing disease outbreaks (Arifah, 2018).

Transactional Leadership

Another leadership style mentioned by (Supriadi, 2020) is transactional leadership. He demonstrated the transactional management process as relevant awards, including clarification of employment to gain awards as well as rewards and awards for their encouragement. Another is exception Management-Proactive for detecting mistakes and applying error prevention laws. Then, extraordinary management enthusiasm calls for the use of relevant fines and other measures to address gaps in the accepted standards of efficiency. Transitional leadership by clarifying roles and job criteria is a leadership that guides or pushes supporters to achieve goals, (Arifah, 2018). It cannot vary from principle of transactional management that motivates its adherents by calling on their adherents' interests (Cherry, 2019). Transactional leadership needs a framework for trade that can commit to mission objectives vigorously (Supriadi, 2020). Transactional leadership is a leadership style

that focuses on the interpersonal transactions that create an impact on the exchange between managers and educators.

Fiedler's Contingency Theory

Fiedler's contingency theory describes how the interaction of leadership styles and the situation to be managed will affect how effective leadership. This model shows the dynamics of interaction that occurs between the leader who has distinct personal characteristics and motivation with the group of workers or followers in facing explicit situations (Wikipedia, 2021). Hence, this theory moves away from attributing leadership effectiveness to personality alone.

Based on the contingency theory, three factors can define situations and affect the effectiveness of a particular leadership (Mindtools, 2021). The discussion on contingency theory is based on three factors. One of the three factors is the 'positional power', which measures the impact the leader has in influencing the followers' productivity by giving recognition to them or rebuffing them. Another is "leader-member relation', which measures within the organization itself how much leadership is accepted between different management or working levels. Lastly is the 'task structure', which measures how clear guidelines are to be followed to achieve the aim of the organization, and how simply can progress be tracked following the goal. It is good to note that 'leader-member relation' is positive if trust, confidence, and motivation are given by superiors and adequately felt by subordinates (Arifah, 2018).

It can be concluded that for leadership to be effective in the management of an outbreak, the interaction between the leader, the followers or workers, and the working environment must be at a state where it is optimal to achieve success as described by the Contingency Theory. What is appealing about this theory is how it provides flexibility for the management by creating an effective working group that has clearly defined tasks, hence, increasing the capacity of the leader to motivate subordinates to become more cooperative during execution (Arifah,2018).

The Contingency Theory gives hope and supports the notion that given the right situation and almost anyone can become a good leader to manage the problem at hand. In the case of disease outbreaks, leaders must work to find a position for themselves and work with their team to lead them towards success in managing outbreaks (Arifah, 2018).

In conclusion, good leadership is an important factor in successfully managing disease outbreaks or any public health issues—as in this case, the education context or the schools. Various leadership theories have been identified historically which apply not just to public health organizations but across various fields just like in the education settings.

Methodological Perspective

Narrative research inquiry was employed as the research design of this study. The research design selected is appropriate in the formulation of the study as it have paved way in exploring and discussing the changes, challenges and adjustment of school heads in their School-Based Management practices during this pandemic. These changes, challenges and adjustments are considered twists and turns that captured the stories of schools heads in Guimaras through the SBM or LCP implementation in the new normal.

According to Clandinin (2016), a narrative inquiry is "an approach to the study of human lives conceived as a way of honoring lived experience as a source of important knowledge and understanding". To be more specific, narrative inquiry has distinctive characteristics that involves storytelling as it will emphasize the lives of the participants as told through their shared stories to the researcher.

In addition, stories and experiences of school heads in the midst of the COVID-19 pandemic were given due importance. These narrated-school-head experiences described how the selected participants managed the changes brought about by the new normal in the basic education system in the Guimaras Island. It also aimed to find out the challenges schools have encountered during the new normal, how the school heads attuned their schools with the changes and what specific tasks did they take to ensure an enabling and supportive environment even during the pandemic. The research design selected was appropriate in the conduct of the study as it discussed how school heads identified and responded to the changes in the new normal education eliciting their stories as implementers of the SBM.

To validate data collected, the researchers made use of data source triangulation. This was done to check and establish the validity of the research question from multiple perspectives. Data triangulation involves using different sources in order to increase the validity of a study (Guion, Diehl, & McDonald, 2012). The interview guide added depth to the results, increased the validity and provided a clearer view of the phenomenon.

Narrative Analysis was also used in answering the research questions. This helped the researchers understood social reality in a subjective but scientific manner (Patton, 2002).

Data Sources

In narrative inquiry, data are collected from an individual's personal experience story of an event, their causes, and effects from an individual or several individuals (Plummer, 1983, in Creswell, 2007). This corroborates the idea of Polkinghome (1989) recommending that researchers interview from 5 to 25 individuals who have all experienced the phenomenon. For validity and reliability, a triangulation strategy will be used. This was explained by Creswell (2007) when he describes triangulation as using the multiple data sources to build up complete picture of the phenomena.

In this study, only six elementary and secondary school heads were identified through purposive sampling. As defined by Calmorin (2010), purposive sampling is based on selecting the individuals as samples according to the purposes of the researcher as his control.. The study was conducted with the six purposively chosen school heads from in the Schools Division of Guimaras during the school year 2021-2022. Schools included were Jordan Central Elementary School, Jordan National High School, San Enrique Elementary School, Ravina Sur Elementary School, Sinapsapan Elementary School, Dr. Catalino Nava National High School and East Valencia National High School. Six teachers and parents were conveniently identified and interviewed in the school during the day of the visit of the researcher. Convenience sampling is a nonprobability sampling method where participants are selected based on their easy availability (Evans & Rooney, 2011) to the researcher. Hence, the participants were selected to include variations in data collected and school characteristics that might be associated with SBM implementation patterns and successes.

Procedure of the Study

Procedures of the study were done in three phases, namely: (a) research preliminaries, (b) research proper, and (c) analysis of the collected data.

In Phase I, the researcher (1) identified qualified participants for the study, (2) prepared letters for the conduct of the interviews, (3) negotiated with the school heads on schedule for the interview and overview of the research process and asked permission for the researcher to conduct brief interviews with the teachers and parents, and (4) interviewed the participants in the study.

Phase II of the study was the research proper. In this phase, there was a (1) getting-to-know the participants, and (2) conducting the interview with the school heads, teachers, and parents. During this phase, the researcher also observed the school and took pictures of its environment or school setting.

Phase III of the study was on the analysis of the collected data with the use of the interview records and notes on observations of the schools.

Data Analysis

Data analysis, in qualitative research, is defined as the process of systematically searching and arranging the interview transcripts, observations notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon (Bogdan & Biklen, 1982). The data analysis was used on the data collected during in-depth interviews and document review. The data collected in a narrative study need to be analyzed for story they have to tell, chronology of unfolding events, and turning points or epiphanies (Creswell,

2007). The data collected was analyzed using the narrative thematic analysis process formulated by (Creswell, 2014): (a) organization and preparation of data, (b) obtaining a general sense of the information, (c) the coding process, (d) categories or themes, and € interpretation of the data. In this study, the narratives were gathered from the school heads, teachers, and parents with their active participation in the implementation of the SBM in the basic education.

Ethical Considerations

Permission to the conduct the study was sought by the researcher from the Office of the School Division Superintendent of Guimaras. The approved permission letter contained already the identified schools to be included in the study. The participants were given comprehensive instructions in the entire proceedings of the data gathering process. Consent letter was secured first from each participants—school head, teacher, or parent. Considering that this research study was done in the midst of COVID–19 pandemic, the researcher and the participants observed the maximum health protocols such as social or physical distancing, wearing of face mask and face shield, and proper handwashing. All the data gathered was securely kept and treated with utmost confidentiality. In the presentations of the documents, the real names of the school and of the participants were replaced with pseudonym as part of the confidentiality agreement. In terms of the names of the school heads, they are as follows: Mrs. Tome, Mrs. Arellano, Mr. Santillan, Mrs. Talaman, Mr. Jauro and Mr. Natividad repectively. In the results, schools were also labeled based on the school head's description of their LCP such as: 'stakeholders-oriented', 'community-based', 'projects-based', 'change-oriented', 'needs-based', and 'collaboration-based' learning environments accordingly.

Results and Discussion

The Narrative
'Stakeholders-Oriented' School
The researcher described the first learning environment being observed as a 'stakeholders-oriented' school during a pandemic. This is considered as the description of the school based on the recorded observations and conducted interview with the stakeholders.

School Head *Mrs. Tome* stressed that: *"[...] in order to adapt to the new normal in education, there is a need to make use of the teachers' talents and skills and then emphasize to them that there is service responsibility and shared accountability...."* For Mrs. Tome, whatever happens to the school is not only about its school head but lapses of the whole organization—a stakeholders-oriented approach. In such case, the school head challenged her teachers to be a part of whatever happens to the school. She presented the School Learning Continuity plan and asked for their thoughts, their ideas and their participation. She always includes the faculty and staff in the decision -making through consensus during meetings. It is also her belief that to be able to achieve the organization's goals, a standard should be set especially during the pandemic.

"As an administrator, the pandemic made me also panic on what to do", said School Principal *Tome* when asked in an interview about her experience during the pandemic. Due to the changes brought about by the COVID-19 pandemic, the school head shared that she

"made sure the school plans are data-driven." As a principal, she with her school planning team focused on the objectives and activities in the plan.

Notably, Mrs. Tome pointed out, *"I do not entertain made-up reports because that will only lead to failure."* With this, the team led by the school principal distributed survey forms directly to the communities wherein the learners reside, and if necessary, previous teachers were asked and tapped their assistance for an initial and accurate data of learners.

"With the school's finances, the government has continued to provide everything to the learners and it is high time that administrators should have financial management," Tome narrated while sharing her experience. She believes that as an administrator, conceptual skills should be present. Planning for her should be conceptualized based on applicability in the environment. *"In the preparation of the school learning continuity plan, as the administrator he should conceptualize his own plans and always ask the help of the program and project coordinator to formulate their own plans,"* Mrs. Tome further explained. In the process, the school head of a *'stakeholders-oriented'* school asked her project coordinators to submit their plans and check whether the plans are attainable. As a result, this 'stakeholders-oriented' school has launched the '*Plant-for-a Cause*' program wherein teachers, parents, and other stakeholders shared all their efforts for its successful implementation. As Mrs. Tome shared, *"... [all stakeholders] were encouraged to donate their plants to be sold to buy bond papers from the 'Plant-for-a Cause' proceeds."*

Even before the pandemic, the principal made sure that the organization identifies the strength and weaknesses and do SWOT analysis. Make use of the strength and opportunities and develop the weaknesses. Mrs. Tome believes that *"There is a need to help my people for them to develop. During the pandemic, I encouraged teachers to join seminars held online and continue to develop themselves."* Being the school head, Diana showed the teachers that she is always happy and make her workplace a happy place.

Another very important thing that the school head emphasized is the participation of the stakeholders in the school. Mrs. Tome noted that *"When the pandemic happened, school cleaning and maintenance of its facilities is done by the municipality paid aides."* She made the stakeholders know everything about the operation of the school even the janitors or utility workers because she promotes *"shared responsibility and shared accountability"* that must come together. *"Partnership and networking are also a must and as an administrator, one should be transparent to gain trust from her partners,"* Mrs. Tome mentioned. She also emphasized, *"Know the capacity of your donor"*, for school leaders lobby their needs to different offices. Her school even partnered with the parents and have reminded them of their responsibilities during school meetings.

"In order to address problems in school, the school administrator delegates work to teachers," Tome highlighted this especially in assigning tasks during meetings. During their meetings, teachers are informed of their plans and objectives for the current situation. In an interview with a teacher in the school, she mentioned that their school principal made them understand that *"they [teachers] need to play their role well in school especially in these trying times. They set goal together and set priorities."* In finding ways to provide for the necessities during the new normal educational settings, the school head did not hesitate to oblige its teachers to work towards their goal. Teachers in the school were able to come up with hands-free washing facilities in their classrooms. They believed that even during the

pandemic, *"teachers need to prepare for the return of classes and provide everything to make their school friendly"*.

With regards to the working arrangement of teachers, the principal said that the "*school follows the measures set by the local IATF. However, in some teachers they also have arrangements dependent on the cases.*" Even during this time, the administrator pointed out that "*everyone must be passionate and should be friendly because as a teacher nowadays, the roles of being a mother, a guidance counselor, motivator and facilitator is a must. Teachers must always reflect.*" As a school head Tome also reminds that it is not good to compare the school performance to other schools but instead, "*compare the present performance to its previous performances.*"

'Community-Based' School

Proceeding to the second school, the researcher combined journal insights through observation which sketched the school environment that has extended to the barangays just to implement the BE-LCP. With this, it is described as a 'community-based' school in this narrative study.

Mrs. Arellano, the school head of the 'community-based' school, elaborated that, "*one must put what they have learned from/ or through their experience – there is no such thing as perfect management only; what we learned in every activity is that we need to have a feedback so that we can learn out from that experience that we have learned from the previous activities*".

In its context, this 'community-based' school is not excluded in the effect of the COVID-19 pandemic that has a great impact on the lives of every Filipino citizen in our country. The closing of all the schools in all the province of Guimaras and around the country last March 16, 2020 became a worst nightmare of every individual thus the educational system has driven the fastest changes in education. Since the closure of schools, parents find themselves primarily responsible for the teaching of their children. They are forced to take over the task of home-schooling to maintain continuity of education. All school was not able to celebrate their Recognition and Graduation program because of the threat of the COVID 19 pandemic. This is likely to lead to frustration and burnout amongst school administrators and teachers and disruption in the academic activities of the learners, leading to stress and an added burden, to both parents and teachers as well as to learners.

With regards to the different learning modalities that this 'community-based' school has employed for the school year 2020-2021, Arellano mentioned on the *"use the LESF or the Learners' Enrollment Survey Form, and based on the results, most of the parents signified that printed modules would be an amenable contingency instead of face-to-face learning"* during a pandemic. As mandated by DepEd Order No. 11 series of 2020, the school "*followed the health protocols whenever they are having their physical reporting in school.*" Lastly, "*we are using webinar for online platforms for communications. Those are the three major changes that our school experienced especially during the time of pandemic,*" Arellano shared with high hopes in his eyes.

As 'community-based', the school head together with the teachers have executed their plans in the distribution of modules to the learners. Together, they reproduced the modules first. For the barangay distribution, "*as the head the agency, I assigned teachers who are from that barangay to facilitate in the distribution of the modules,*" Arellano narrated while presenting

their community-based learning approach in the new normal. The school head added: *"They (teachers) have a workflow in the distribution of modules by sorting the modules per subject area, then sorting by curriculum year, and the last one is sorting per barangay."*

For the distribution of modules, since it is a comprehensive high school, the major problem that they are experiencing is the *"reproduction of modules"*. Arellano shared that *"although we (the school) have enough paper and other materials to use for the reproduction, the schedule of risograph hampers sometimes the schedules of the distribution of modules especially in the barangays because we are lacking of manpower."* The announcement of the retrieval and distribution schedule is usually done through the school's official FB or Facebook page so that *"it would be easy for the parents to know when they are going to get their children's module in school and in their respective barangays."* Since the school is not printing their modules outside the school, the utility workers also help the teachers for the printing and reproduction of it.

To extend the school services to the barangays or the local communities wherein the leaners' households are located, a survey was conducted by the school to sixty (60) barangays. *"If the number of students is 50-80, I designated 3 teachers for the distribution; but in case that the barangay is composed of more than 200 students, I assigned 6 teachers. And, if it will be more than 250 students in a barangay, I will assign 6-9 teachers for an appropriate ratio and proportion,"* Arellano enumerated on how to properly engage teachers to the communities wherein they and the learners belong with.

Teachers are also given support by the community in facilitating the distribution of modules and learning at home. To specify, School Head Arellano also clearly stated that the *"transportation of the teachers on the delivery of the boxes or envelopes per barangay is sponsored by the Parents-Guardians Association and Officers with the help of each Barangay Captains and their Barangay Officials."*

Based on its own pace, this institution made use of the SIP or School Improvement Plan that was formulated way back 2019 and surprisingly is still applicable even in the times of pandemic. It is timely because the school can still use the SBM -WINS facilities just like the wash area that has been already been there but only needs to be improved based on the interim guidelines. As shared by Arellano, the school has made use of the MOOE to construct and procure the more materials for wash area to materialize COVID-19-ready facilities for the school and learners.

"Safety measures for everyone by following the health protocols was really implemented because during this time of pandemic the school believes that health is their utmost priority for every individual," the school head highlighted. As mandated by the memo to follow strictly the health protocols, the DepEd Order No. 11 (2020) states that *"teachers are allowed to report in school with the following schedules."* Arellano specified that *"we have a three (3)-day Skeleton Workforce (SWF) and a two (2)-day Work from Home (WFH)."*

Mitigating the concerns in implementing education or learning at home through the barangays, the school also tried to use virtual communication, if the need arises. *"The utmost priority of the school administrator is to secure the safety of all the teachers, students and parents as well,"* School Head Arellano identified this as part of their learning continuity plan.

To continue the education in new normal, still 99% of the learners prefer to use the printed modular platform with only few of the SHS using online and Google Classroom since they still consider that some students cannot afford to have e-loads or internet subscriptions for their mobile phones to be utilized for educational purposes. As for teachers – they use webinars that are available online plus the LDM2 training that is mandated by the Regional Office. This 'community-based' school, located at the heart of the Philippines and with the leadership of its school head, aligns its program to the BE LCP of the DepEd which is applicable in new normal such as: (1) DepEd SBM WINS (pandemic or not pandemic) to continue for the safety of everyone, and (2) No child's left behind for education should continue even they are challenged in the situation of COVID-19 pandemic. All these can now be achieved through the communities or barangays that support the school's learning continuity plan.

'Projects-Based' School

The news of the COVID-19 pandemic halted the school's 3-day celebration of their foundation dream. The supposedly three-day celebration which was scheduled on March 9 - 12, 2020 was cut short to one day because of the outbreak of a public health emergency which led to the total lockdown in almost all parts of the Philippines. According to the school administrator named *Mr. Santillan*, *"so many changes happened from that day on. Teachers' routines were affected as well as the budgeting of the school's Maintenance and Other Operating Expenses (MOOE)."* Santillan as the school head further elaborated that the MOOE is purposively allotted for the *'projects'* aligned with the School Improvement Plan and Annual Improvement Plan. However, due to the mandate for the continuation of education despite the pandemic, *"the school's MOOE is mostly spent on supplies and equipment for the learners' modules."* The administrator of the school also noted that although *"the school tried its best in maintaining cleanliness; still, there is a change in the physical appearance of the school since teachers are the ones doing the gardening and cleaning."*

The situation of the third learning institution as experienced by the administrator, teachers, and parents as participants of this study reflected a 'projects-based' school. In the succeeding narratives through interviews and observations, one can delineate the adjustments made in the activities and/ or projects initiated by the school with the abrupt changes and limitations brought by the pandemic.

In the preparation for the opening of classes this school year, the school convened its School Planning Team to come up with a School Learning Continuity Plan. There was an instruction from the Division Office to plan with the stakeholders of the school. The school head further stressed that, *"the stakeholders were mobilized."* Santillan further noted that they would not achieve the changes if the school did not ask help from the stakeholders. They have a very active set of stakeholders.

The teachers, being the front liners in terms of education, understands that their roles have changed from being a classroom teacher to learning facilitators. In an interview with one teacher, he said that *"since the school offers modular learning modality, his work includes preparing the modules, distributing modules and retrieving and sorting answer sheets. It doesn't stop there."* The role of the teacher, as mentioned during the interview, is to track and follow up learners and provide supplementary materials for an equitable access to quality

education. When it comes to education, the community, both internal and external is very supportive. According to school head, *"even before the pandemic, the school is flooded with support from its stakeholders especially its LGU. It has given the school one risograph machine. It was an anticipated need because the school has a system in conducting its periodical examination which led to learners becoming independent with their studies."*

The school adopted the modular distance learning based on the survey conducted for the said purpose. Of the almost eight hundred school population, only 12 learners opted for online learning who eventually, after being explained that choosing the said modality would entail a long list of expenses, were convinced to adopt the modular learning modality. In an interview with a guardian, the grandmother said that she understands her role as a guardian of the learner enrolled in this school because they [parents and guardians] were already oriented by the school head. She even shared, *"I also remind my grandson to answer his modules instead of playing online games."*

In the implementation of the school's Improvement Plan, the school planning team convened and identified which 'projects' are still applicable even during the new normal set up. The administration strengthened its projects in SBM-WINS. Being focused on 'projects-based' initiatives the school head said, *"we doubled our construction of hand washing facilities. We also considered continuing our planned projects which we think would be necessary when the face-to-face classes resume."* One project mentioned was the acquisition of TV sets to be placed in the classrooms of the Senior High School. *"These projects were pushed through without revising the School Improvement Plan. We also dream of having our classrooms to be fully air-conditioned, thus, we included those in our Annual Improvement Plan; although the plan is taking little steps towards its completion,"* Santillan enthusiastically shared his vision as a school head.

In order to achieve these projects for the learners, they plan to work with the school's fifty-five (55) batches of alumni from different walks of life. Santillan added: *"we foresee a 1 classroom – 1 batch strategy."* According to the school head, they have projects from the SIP which they have continued, strengthened, and enhanced. They also have an ID system with barcodes—a project which they have utilized even before the pandemic and planned to continue using it when the face-to-face classes resumes. Through that, parents would know that their children have entered the school campuses via a text message right after the learner has scanned his or her ID in the gate. In the afternoon, the parent is also informed that the learner has left the school premises. The school is also equipped with CCTVs which records in a memory disk.

In terms of financial resources, the school made use of its MOOE. However, because their photocopier bugged down, they decided to have a fundraising through the alumni of the school. The school head himself led the teaching force and asked help from the members of the school's alumni. He said that collaboration and cooperation is significant in achieving the school's goals. The supplies used in the production of the module is from the MOOE which was budgeted well. As mentioned by the school head, *"the LGU also provided P100,000 in form of supplies to help the school."* The school administrator even said that because the school had savings, they were able to accomplish some repairs of their ceilings and walls which were already dilapidated. He also emphasized that in order to save cost on printing of modules, he himself controls the printing of the mother copy of the modules. He modeled the

work to be done by downloading and printing modules in booklet forms to accomplish a 57% efficiency rate during the first quarter. For the second quarter, he already assigned his alter ego to do the job. In cases that the number of pages of the modules exceed on what is prescribed, he requires his teachers to prepare activity sheets instead because they have a school policy that they have to save in terms of printing cost.

"With regards to the safety of the school personnel during this new normal, the school administration strictly follows the Inter Agency Task Force guidelines," Santillan highlighted in his statement while the school continues to implement various projects during a pandemic. They follow health protocols and the school has information materials about the COVID-19 updates and a triage control posted near the gate. What the guidelines of the IATF stipulates are being followed. The school also follows a work week plan wherein the teachers report three (3) times a week and work from home twice a week. Teachers are not printing the modules because the school has ADAS who work on that task. The school head believed that there is a need to strengthen the projects in SBM-WINS and capacitate the teachers with WINS because the enemy is unseen. He also mentioned that the *"home visitation must be done, on a case-to-case basis."* He also empowers the teachers to go beyond their responsibilities. Meanwhile, the school has developed a community-based monitoring tool which includes home visitations and psychological support to learners in the community.

'Change-Oriented' School

The new normal in the education system has brought a lot of 'changes to the school'. as what the School Head *Mrs. Talaman* has cited, she *"needed to be flexible and be available."* Since there are no face-to-face classes, the school adopted the modular learning delivery. Due to this, major changes in health protocols have been adopted and the school administrator made sure that the safety of the faculty and staff comes first. With this, the researcher collected the experiences of the school head, teachers, and parents in this fourth participating school and described as 'change-oriented' behind all the limitations of a learning delivery during this uncertain time.

In the decision to use the learning modality, Talaman as the school administrator with her team considered the learning resources and internet connectivity before making a collective decision. Teachers also became participants of virtual seminars and trainings. In an interview with a member of the school's faculty, she mentioned that *'their [teachers] primary role during this pandemic is the facilitation of learning with their students."* As observed by the researcher, all these are the ways for the school of Talaman to smoothly adapt with the changes and to effectively deliver the selected learning modality.

Since the school opted to have modular learning modality, their school MOOE is not enough for the printing needs. The principal admitted that *"we [the school community] had problems with the printing of our modules before the arrival of our second risograph. We had asked the utility workers in school and the male teachers to help in printing the modules even during night time just to beat the deadlines."* Since the school does have a big number of learners, there are times that they could not come up with the modules on time; they even have to schedule their distribution every two weeks. As a form of solving these constraints Talaman stressed, *"we asked the participation of both our internal and external stakeholders to support us in implementing the new learning delivery mode."* The modules that they are using comes from the School Division Office and the content are checked by the respective

department heads. In case there are errors or corrections in the modules, the department heads, have direct contact with their program supervisors. Talaman said, *"with all these, as a school head, I check on the supplies necessary for the printing and distribution."*
. Since there are more than two hundred faculty and staff, the school is normally set as an example for some issues regarding work from home. They also strictly follow the guidelines and health protocols set by the IATF. As what the school head shared, they *"schedule the duty of the teachers and staff on a weekly bases and it is supported by a work week plan and an IDLAR. Their senior-aged teachers also follow the same work scheme."*

With the School Improvement Plan, the school has just finished update their plan through the Annual Improvement Plan. The principal said that *"some parts of the School Improvement Plan is still applicable and some are not because of the current situation"* because they need to adopt the learning delivery for the learners. "We took time to sit down and modified some parts of the plan and even worked from home scheme," she shared. They continued with their plans concerning the School-Based Management-Wash-In-Schools (SBM-WINS), they repaired and constructed washing areas. The Brigada-Eskwela was also materialized. In relation to the implementation of the new learning modality, the school prepared a School Learning Continuity plan and this was cascaded to the teachers through a conference. The administration also took time to continue with its repair of Comfort Rooms (CRs) because they dream to have mall-like CRs. The school head expressed that in order to have a well-maintained comfort room, they need to educate the learners.

In school planning, the school head mentioned that *"stakeholders' participation was necessary."* This is supported by the teacher's and parent's statements that they participated and actively engaged themselves in the planning and implementation of the plans. One parent said, *"we are always willing to support school initiatives for the benefits of our children, especially during this deadly COVID – 19 pandemic."* This is also connected to the statement of the teacher who said, *" total involvement of parents is very overwhelming especially in the distribution of modules and other school projects."*

'Needs-Based' School

The school postponed its face-to-face learning on March 16, 2020 as recommended by DepEd authorities to secure its personnel and learners from the danger and threats brought by CoVid-19. Thus, like other learning institutions in the country, the school was not able to hold its Closing Exercises for SY 2019-2020. According to the school administrator *Mr. Jauro*, the school experienced many challenges with this emergency health crisis especially during the preparation and opening of classes for School Year 2020-2021. For this fifth participating school in this narrative inquiry, the researcher ascribed concepts on needs as the school prioritizes allocation of funds to procure and implement a delivery mode applicable to the current situation. In such case, this is assumed to be with the practices of a "needs-based" school that caters on what works in the field to properly implement the DepEd's BE LCP.

The inadequacy of school's resources leads to postponement of projects aligned with the School Improvement Plan and Annual Improvement Plan. This is due to prioritization of budget especially in Maintenance and Other Operating Expenses (MOOE) for the procurement of materials and equipment for the modular distance learning print. The prioritization of the learning delivery modality of the school was given much portion of the school budget through its School Learning Continuity Plan. With the help of the

stakeholders, PTA, Alumni Association, Local Government Unit, teaching force of the school and other concern agencies, the school was able to comply the necessary equipment, physical facilities and all necessary requirements required by the DepEd and DOH Authorities as the school reopen for the distance learning.

As surveyed before the reopening of classes for the current school year, the school has adopted the modular distance learning print to most of the learners and online classes for those who have laptops and other gadgets with internet connectivity. This was confirmed also by the Grade 3 teacher of the school during the interview. As what the teacher said, "_____."

During the preparation for the reopening of classes for SY 2020-2021 on October, the School Planning Team convened to come up with a School Learning Continuity Plan. As planned, the school will prioritize the minimum health standards first. Hanging of streamers for COVid-19, installation of physical distancing markers, putting up of hands-free facilities, having provision of isolation room, and procuring thermal scanners and electronic hand dryer. Then, the provision for the purchase of photocopying machines, reams of bond papers, and inks was done. All these were done with the support of the whole school community; the school head was *"grateful for the support of the stakeholders"*.

As agreed also by the SPT, other projects in School's Improvement Plan like SBM-WinS and programs will continue as deemed necessary this pandemic time. *"The school strengthened SBM-WINS advocacy by installation of hands-free facilities and other equipment necessary at the entrance,"* shared Jauro who focused on what is 'needed' by the school community. Moreover, the school continues on its planned projects that are 'necessary' when the face-to-face classes resume.

During the first quarter, the LGU printed the modules and "this is a very big help to [the] school," the school head mentioned. He further elaborated this as "*parents and other private individuals are also donating bond papers, cash, and other supplies to aid the scarcity of resources of the school."*

For the safety of school personnel while they continue to work with the modules, the school strictly follows the Inter Agency Task Force guidelines and DOH minimum health protocol. Moreover, there are agencies and private individuals who donated face masks, face shields, hand soap and other materials necessary to fights the spread of CoVid-19 virus. Information materials and other IEC materials were hanged for COVID-19 information in conspicuous areas. The school has workweek plan for teachers to minimize the number of personnel in school and most especially to protect them from disease. As a school head, *"I secure the necessary papers signed by the SDO Guimaras for the personnel who are vulnerable to disease."* She also added that teachers are encourage to bring their own handy sanitizer or alcohol in their bag. He mentioned also that teachers should be free from all stresses for them to stay healthy during the pandemic.

As to the learners' progress feedback, the school head mentioned that teachers reached out the learners through their parents during the distribution and retrieval of modules. Moreover, remote feedback is through text messaging, phone calls, and other distance communications as affirmed by the Grade 3 teacher. The teacher said, "*we are using available gadget like cellphone or even sending communication through errands just to deliver the needed services to the learners."*

'Collaboration-Based' School

Last year, March 2020 the school faced a very challenging obstacle as the worldwide widespread of the COVID-19 transcended in the school level, the school operation and function was suspended temporarily. Thus, the opening of the school year for the month of June was also affected and was moved to the month of October. This gives ample time for the school to operate again despite the pandemic. The school through the School Learning Continuity Plan was able to organized and plan by the assigned committee headed by their principal. Through the cooperation and collaboration of the school's stakeholders an ideal and applicable continuity plan was made. In this sixth case, the researcher labeled the school as 'collaboration-based' as reflected by the efforts of the school head, teachers, parents, and other stakeholders to implement and to achieve the intentions, objectives, and a results-based BE-LCP towards a quality and accessible basic education.

As shared by School Head *Mr. Natividad*, the *"difficulty in gathering and collecting the basic data and information was the first challenged meet by our team."* But through the strict obedience and compliance to the minimum health standard protocol, the goals and objectives was achieved. Using the result of the gathering of data, the modular learning modality was the most applicable to the learners of this institution. Again, this was the result of the survey conducted by the teacher through the help of the barangay officials. The Local Government Unit supported the continuation of a "quality and accessible basic education" which led to the creation of Radio-Based Instruction for radios are the most available to almost all households. Thus, the learning facilitator will have other options to teach their respective children.

"A series of meetings and consultation has been done in preparation for this new normal as the new set up for the school," Natividad said while sharing the initial steps of the collaborative efforts of the members in a school community. The teachers, parents, barangay officials were all oriented of their respected roles. Downloading, printing, sorting, distributing, and collecting modules were mostly the new roles of teachers. Communicating and doing follow up with the learners were hindered by the unstable signal and internet connection in the area. Teachers, despite this challenge, were able to do their function required of them through their commitment and dedication.

As for the school administrator, the very challenge met was *"to sustain the needed resources especially for modular printing and reproduction and the preparation for the needed SBM-WinS materials like hands-free hand washing, alcohol, foot bath, thermal scanner, etc."* The quarterly Maintenance and Other Operating Expenses of the school was used to cover up the needed bond papers and other printing materials needed for the modules and SBM-WinS materials. According to the Natividad, *"at the opening of the classes almost all of these expenses were taken from the MOOE. Though there are some donations from the LGU like the photocopier machine and some reams of bond papers and ink from private individuals. These somehow lessen expenses."*

The school set up was drastically changed as well. Posters and other information about COVID-19 were posted and other guidelines for minimum health standards to be observed. At the entrance of the school a foot bath, hands-free hand washing area, and a holding area were installed. The Parent-Teacher Association officers volunteered to be in charge of temperature check and logging in of parents and learning facilitator coming inside the school

campus; though sometimes, the teachers did this work, too. The mark to maintain social distancing was also installed around the school area.

In this school, every Monday is scheduled for module distribution and only parent can get the module. Attach in each module is the Home Weekly Learning Plan which guides the learner, the learning facilitator, and the teachers of the progress of the learner.

As for the parent, orientation and continuous communication between the teacher and the parents is sustained. Every scheduled date for module retrieval, a conference about the ease and difficulty encountered by the learner was initiated. During the week, the teacher communicates with the parent or vice versa. According to the interview with the parent, they themselves are *"using the internet to look for the correct answer or aid the understanding of concepts needed by the learners."* Being a 'collaboration-based' school, the principal shared, *"...in spite of everything, education must continue if it is to perform its purpose and mandate and to serve its clientele, the learner and the greater society in general."*

Summary, Conclusions, Implications and Recommendations

The overall aim of this study explored how the selected school heads managed the changes and challenges brought about by the new normal in the basic education system. The changes, challenges, and adjustment of the school were identified and compared to the related literature. This study also attempted to bridge the gap between what the books and DepEd issued policies say and what learning continuity plan presents along with its actualities and nuances experienced by the practitioners in the field—school heads, teachers, and now the parents as learning partners at home. This chapter unearthed these efforts in an in-depth manner and were organized to give a better view of the study. This narrative inquiry on the school heads, achieving the identified goals through the BELCP and roles and functions stipulated in the SBM and RA 9155, captured their experience during this new normal in education. This study was conducted from December 2020 to April 2021 through interviews, observations, and document analysis. The study sought answers to the following questions:

1. What are the changes and challenges that schools have encountered during the new normal?
2. How do the school heads adjust to these changes and challenges in the school system during the new normal?

Findings

The emergent results of the study are follows:

1. **Mostly in this study, the participating schools having the experiences of the school heads share similarities in terms of the changes and challenges of the new normal in the basic education system vis-à-vis implementing the learning continuity plan.** Most of the activities, other school heads consider them as "projects", had to change and adopt to the new learning delivery modes. Notably, all schools opted to have the modular modality, as a result of the data gathered through the LESF, and took time to download, print, and sort learning modules. For a skeletal workforce was recommended by the Schools Division Office, schools had work arrangements and even decided to have work-from-home schemes. It was also observed that school heads have to face now an additional workload as they needed to go over their School Improvement and Learning Continuity Plans while triaging their priorities

in response to needs of the learners in the new normal setting and allocating funding for projects that are mostly needed to achieve the successful conduct of the BE LCP.

2. **During the new normal, there are commonalities in the challenges encountered in the basic education but schools differ in other aspects depending on their specific context.** Collectively, the result of the interview with a cohort of school heads on the field captured the six schools' general issues and problems such as reviewing SIPs, integrating LCPs, and realigning funds as mandated by the policies such as the SBM and BE-LCP. Peculiarities and other unique nuances were only observed during the time the school heads implemented their respective learning continuity plan. In particular, majority of the problems encountered would count from schools having to adjust in the new delivery mode and the variations would come in depending on the number of households in barangay, experiencing difficulties due to the skeletal workforce and securing the safety of teachers and learners, encountering the scarcity of resources for the printing of modules, experiencing delays in target dates, and having limited training for teachers and internet connectivity. Another problem observed in the management of school is the sustainability of the daily operations especially that the end of the current condition is unpredictable. In reality, the transfer of one school head to another school contributes to a less sustainable implementation of the LCP for there will be a new manager—the shuffling of a school administration means changing leadership priorities. As described by the researcher, schools, depending on the school heads' priorities in the LCP, tend to have leanings on becoming: 'stakeholders-oriented', 'projects-based', 'community-based', 'needs-based', 'change-oriented', and 'collaboration-based' learning environments.

3. **Stakeholders are empowered as they take active roles in planning and implementation of the Learning Continuity plan (LCP).** The result of the interview revealed that stakeholders both internal and external are active in the school activities even during the pandemic. School heads relay information to the stakeholders and inform them of their roles in the operation of the LCP through small group meetings or discussions and using online platforms. From planning to implementation, stakeholders have been active hands of the schools in reaching out to learners in their communities.

4. **Beyond the implementation of a responsive LCP based on the interim guidelines and other DepEd issuances or policies, it was remarkable for school heads to prioritize the welfare of all personnel and the learners by observing the heath protocols as required by the Inter-Agency Task Force (IATF) at all means.** As stated, each school head puts into the core of the LCP, a well-managed learning modality, its human-centeredness. Now, the implementation of the curriculum starts with prior consultations with local authorities, parents-teachers associations, and even local health personnel in order to achieve a humane, sustainable, and resilient basic education in the new normal.

Conclusions

Based on the above-mentioned findings, the following inferences were drawn:

1. Schools included in this study planned for their respective learning continuity plan for the new normal education. Though the Department of Education released its own guidelines regarding the new normal, school heads, executing their roles and functions mandated by RA 9155 and the SBM, tend to prepare their own plans in respect to their available resources. Strategies in addressing changes and problems in schools may

differ because of some factors such as the school administrators' leadership skills, partnerships and networking capabilities, and the ability to manage school resources.

2. Learning Continuity Plan or LCP of schools in this study involved its stakeholders. Though prepared in a short period of time, school heads were able to work collaboratively with the officers of the parents–teachers association and members of the school governing council. Barangay officials also backed up the LCP of schools by facilitating learning at home.

3. The implementation of the school Learning Continuity Plan is not exactly similar among the schools. While all the schools adopted the modular learning delivery, the pattern or design of module distribution differs based on the geographical locations, number of teachers, and work arrangements. Though the first part of the implementation of the LCP involved in the study have similarities like the way it was communicated to the stakeholders, the manner in tracking of the progress and evaluation differs among the schools.

4. Inadequate funds affect the implementation of the Learning Continuity Plan. Prioritization of the schools' expenses differs from one institution to another and depends on their anticipated needs. Allocating more funds on photocopying machines and having a work force for sorting and collating printed modules were just some priorities that surfaced in this inquiry to aid the implementation of the modular learning delivery mode which is effectively and efficiently done or without delays.

5. A sustainable and successful implementation of the LCP is a combined effort of the school and the community. Stakeholders take active roles in the school processes if they are informed of the school plans. This is possible through the open communication between the stakeholders and the administration conducting needs assessments or even through a SWOT analysis.

6. School leadership matters most especially during a public health emergency. School heads play a vital role in the planning of all SIPs, LCPs, and other localized decisions with various sectoral organizations during the new normal. In this study, it is evident that the prime players in the schools are the school heads themselves. The process is mechanized by them as they are the ones who can convinced the full support of the stakeholders. They are the ones who create healthy working environment to address the changes and challenges in schools and even fuel the plans of execution. When uncertainties like this happen, a school head is considered a compass for learning continuity to never cease to exist and directs the whole school community to a successful implementation of the LCP.

7. The current pandemic has created enormous changes in educational administration; yet, school heads were able to lead their school community to becoming adaptive while applying some adjustments behind the twists and turns of the new normal educational landscape.

Implications to Theory, Practice and Literature

For Theory

The presentation of the findings is quite challenging as different schools have varied leadership theories and teaching practices embedded in its planning and much more on its implementation in the new normal.

Collaboration Theory encompasses how collaboration works irrespective of whether the formal is between a manager-with-subordinate, subordinate-with-subordinate and other permutation (Cobry & Adair, 2014). It involves moving in a dyadic or group-centric interaction which does not consider hierarchies. In the case of schools observed, leaders and followers have preliminary activities like the evaluation of schools needs in time of pandemic and understanding the real scenario which needs to be given attention. In the case of this narrative inquiry, the general approach among the school heads, teachers, parents, and other stakeholders is to cooperate, take responsibility, and agree with the strategies they need to do in order to address their problems—that is—to implement effectively and efficiently the learning continuity plan in the new normal. This exemplifies the explicit *Bayanihan* spirit among the Filipinos, when put into the educational context, becomes a form of collaboration that extends not only within the school premises but also to its neighboring barangays or communities wherein learning at home strives to live while there are continuous changes and challenges encountered on its implementation caused by the pandemic.

Meanwhile, the Situational Theory was observed in education settings wherein the school heads responded to the situation at-hand using different styles of leadership. These can be seen on how school heads prioritize their course of action which was observed by the research as: stakeholders-oriented', 'projects-based', 'community-based', 'needs-based', 'change-oriented', and 'collaboration-based' learning environments. The school leaders had their own way of addressing the different tasks they had to face in the new normal. According to Situational Theory of Leadership, the most effective leaders are those who can adapt their style to the situational and responses considering its task, group and other factors. Though anchored to achieved its unified objectives, they have managed to come up with their unique approaches.

On Practice

The preparation of the Learning Continuity Plan (LCP) comes from a mandate from the Department of Education. The time given to school heads and school stakeholders to come up with an LCP was not enough but they were to manage such plan which involved not only the internal stakeholders but the external as well. The administrators and stakeholders responsible for school planning in this time did not receive relevant trainings on the matter but compiled with what is demanded of them. Data gathered from learners and their parents were used to support the LCP. Its implementation is also guided by specific DepEd guidelines through its Memoranda and Orders.

On Literature

Literature on how schools respond to situations like the Covid-19 pandemic is limited. Through this study, it was found out that school leaders are the prime players in planning for the school especially during the new normal. School administrators coordinate with concerned individuals and groups also known as education stakeholders for initiatives and innovations. If informed and involved, stakeholders take active roles in the processes of school management and learning continuity. This is coherent to the study of Leggat (2007) which identified 'commitment to the organization' and 'commitment to working

collaboratively' as competencies perceived by public health leaders to contribute to effective teamwork in an organization. These competencies, which displayed an emphasis on team values and organization, have led to team success and better public health outcomes. As in the current study's case, this narrative inquiry captured the stories of school heads, as supported by teachers and parents, who have fought against the twists and turns of educational management while celebrating successes (in terms of adjustments in the LCP) and even managing frustrations (due to some delays in the distribution of modules) during this time of uncertainties.

School heads included in the study have shown different effective leadership styles in dealing with their problems in schools. This is in accordance with the finding of the study by Arifah (2018) which pointed out that *"what is important is developing the crucial skills needed to become a competent leader and that leadership capabilities are developed over time with appropriate leadership skills training."* Also according to Sonino (2016), some people may be more talented than the others may but with proper training, leadership skills can be attained by those in the leadership post.

Recommendations

Based on the conclusions that are drawn from the findings of this study, the following recommendations are advanced:

1. The school heads should be commended for their collective and effective effort in their respective schools on coming up with plans in response to the challenges brought about by the pandemic. The appreciation, not in the form of a competition among education leaders, would be beneficial as it will empower and inspire others to implement a resilient and responsive LCP to the needs of the learners, parents, and the school community as a whole.

2. School leaders' skills in partnerships and linkages, fiscal management, and contingency planning should be harnessed. This could be done through offering continuous capability trainings, scholarships, and awards.

3. The current priority needs and the "anticipated" ones should be given attention and there should be mechanisms to monitor the implementation of the Learning Continuity Plan. On this matter, practice of curriculum implementation must be human-centered and anchored on a needs-based approach that is hoped to continue as a sustainable practice even during the post-COVID-19 era.

4. An enhanced school-community relationship must continue the sense of collaboration or the *Bayanihan* spirit among the internal and external stakeholders. Home visitation must be enhanced especially that this is effective in monitoring the learning performance of our learners in the Schools Division of Guimaras.

Continuous technical assistance training to the school heads must be sustained during this pandemic for the recalibration of their priorities and needs as stated in the LCPs and shown in their practices. As observed by the researcher, the "stakeholders-oriented', 'projects-based', 'community-based', 'needs-based', 'change-oriented', and 'collaboration-based' learning environments must be considered for future studies and investigation. Categorizing LCPs through these lens may be beneficial to align school management strategies and may open more possibilities to look into school leadership styles in terms of its philosophical

underpinnings, teaching theories, and other related precursors. All these may also be integrated to SBM key-results areas.

References

[1]   Alegado, J. E. (2018). The challenges of the teacher leadership in the Philippines as experienced and perceived by teachers. Retrieved from: http://www.ijern.com/2018/June-2018/22.pdf.

[2]   Almario, A.R. & Austria, R. (2020). Helping k-12 schools transition to post-covid times. Retrieved from htpps://authodocs.deped.gov.ph.

[3]   Arifah, A.R, (2018). Leadership Theories in Disease Outbreak Management. Retrieved on January 19, 2021 from http://publichealthmy.org/ejournal/ojs2/index.php/ijphcs/article/view/605GUIDANCE.

[4]   Asian Development Bank (2021) Covid-19 and Education in Asia and the Pacific: Guidance Note. Retrieved from https: www.adb.org/sites/default/files/institutional-document/67249/covid-19-education-asia- pacific-guidance-note.pdf.

[5]   Biswas, R. (2021). Philippine economy hit by rising COVID-19 wave. Retrieved from https:ihsmarkit.com/research-analysis/Philippine-economy-hit-by-rising-covid19-wave-Apr21.html.

[6]   Cahapay, M. B. (2020). Reshaping Assessment Practices in a Philippine Teacher Education Institution during the Corona Virus Disease 2019 Crisis. Retrieved from https://files.eric.ed.gov/fulltext/EJi275525.pdf.

[7]   Calmorin, L. (2010). Research @nd statistics with computer. National Book Store

[8]   Campos, A. (2020). Transformational Leadership Theory. Retrieved https://sites.psu.edu/leadership/2020/11/05/transformational-leadership-theory/.

[9]   Cavalho, S. et.al. (2020). Center for Global Development, Planning for School Reopening and Recovery After COVID-19: An Evidence Kit for Policymakers. Retrieved from: https://www.cgdev.org/sites/default/files/planning-school-reopening-and-recovery-after-covid-19.pdf.

[10]   Cennimo, D. J. (2021). Medscape. Retrieved from https://medscape.com/answers2500144-197401/what-is-covid-19.

[11]   Cherry, K. (2019). The Major Leadership Theory: The 8 Major Theories of Leadership. Retrieved from https://www.verywellmind.com/leadership-theories-2795323.

[12]   Cobry, S. & Adair, R. (2014). Journal of leadership education. Retrieved from doi:10.12806/v13/14/C8.

[13]   Crotty, M. (1998). The foundations of social research: meaning and perspective in the research process. London: SAGE Publications Inc.

[14]   Dancel, R. (2020). Philippine's unemployment rate at record high in April. Retrieved from https//www.straitstimes.com/asia/se-asia/Philippines-unemployment-rate-at-record-high-in April.

[15]   DepEd (2020). Official Statement Department of Education. Retrieved from https://www.deped.gov.ph/2020/05/06/official-statement-2.

[16] DepEd Order No. 014. (2020). Guidelines on the required health standards in basic education offices and schools. Retrieved from: https://www.DepEd.gov.pj/wp-content/uploads/2020/06/DO_s2020_014.pdf

[17] DepEd Order No. 018. (2020). Policy guidelines for the provision of learning resources in the implementation of the basic education learning continuity plan. Retrieved from: https://www.deped.gov.ph

[18] DepEd Order No. 019. (2020). Application of adaptive strategies for financing and resource mobilization for the implementation of the basic education learning continuity plan for school year 2020-2021. Retrieved from: https://www.deped.gov.ph.

[19] DepEd Order No. 12. (2020). BE-LCP: Learning Opportunities Shall be Available: The Basic Education Learning Continuity Plan in Times of COVID-19 retrieved from: https: www.deped.gov.ph/wp-content/uploads/2020/07/DepEd_LCP_July3.pdf

[20] DepEd Order No. 28. (2020). Guidelines on the engagement of services of learning support aides to reinforce the implementation of basic education learning continuity plan in time of COVID – 19 pandemic. Retrieved from: https://www.deped.gov.ph.

[21] DepEd Order No. 40. (2020). Implementation of learning and development for non-teaching personnel in the department of education in view of COVID – 19 pandemic. Retrieved from: https://www.deped.gov.ph.

[22] Diaz, Luis E., (2020) Analyzing the Impact of Covid-19 on Educational Professionals. Toward a Paradigm Shift: ICT and Neuroeducation as a Binomial of Action. Retrieved on January 11, 2021 from https://www.mdpi.com/2071-1050/12/14/5646.

[23] Evans, A. N. & Rooney, B. J. (2011). Methods in psychological research. SAGE Publications, Inc.

[24] Leggat, S. G. (2007). Effective Healthcare teams require effective team members: defining teamwork competencies. BMC Health Services Research, 7(1), 17.

[25] Marques, L.P. et. al. (2020). Education and COVID -19: Experiences and insights from a developing country. ACCESS: Contemporary issues in education.

[26] Onyema, E. M., et. al, (2020). Impact of Coronavirus Pandemic on Education. Retrieved from https://core.ac.uk/reader/327151540.

[27] Prieto, N. G., et al. (2019). The teacher and the community, school culture and organizational leadership. Lorimar publishing house.

[28] Sonino, R. E. (2016). Health Care Leadership Development and Training: Progress and Pitfalls retrieved from: https://www.ncbi.nlm.nih.gov/pm/articles/PMC5741005/

[29] Supriadi, O., et. Al (2020). Did Transformational, Transactional Leadership Styles and Organizational Learning Influence Innovation Capabilities of School Teachers during Covid-19 Pandemic.

[30] Toquero, C. M. (2020). Challenges and Opportunities for Higher Education Amidst the COVID-19 Pandemic: The Philippine Context. Retrieved from https://www.pedagocialresearch.com/download/challenges-and-opportunities-for-higher-education -amid-the-covid-19-pandemic-the-philippine-context-7947.pdf.

[31] Tria, J. Z. (2020). International Journal of Pedagogical Development and Lifelong Learning 2020,(1), ep2001 ISSN 2732-4699 (Online); The Covid-19 Pandemic through the Lens of Education in the Philippines: The New Normal. Retrieved on

January 11, 2021 from https://www.ijpdll.com/article/the-covid-19-pandemic-through-the-lens-of-education-in-the-philippine-context-7947.pdf.

[32]   UNESCO (2020a). 290 million Students Stay Home due to Coronavirus. Retrieved from learningenglish.voanews website: https://learningenglish.voenews.com/a/unesco-290=million-students-stayhome-due-to-coronavirus/5317148.html.

[33]   UNESCO (2020b). Global Monitoring of School Closure caused by Covid-19. Retrieved from https://en.unesco.org/covid19/educationresponse.

[34]   Wikipedia (2021a). Contingency Theory. Retrieved from https://en.wikipedia.org./wiki/Contigency_theory

[35]   Wikipedia (2021b). Fiedler contingency model retrieved from: https://en.wikipedia.org./wiki/Fiedler_contigency_model

[36]   World Health Organization. (2018). Managing Epidemics: Key Facts about Major Deadly Disease. Retrieved from https://www.who.int/publiccation/i/item/managing-epedimics-ket-to-facts-about-major-deadly-diseases.

[37]   Zarate, C. A. (2016). Organization and management for senior high school. C & E Publishing House.