



## INSTRUCTIONAL SUPERVISORY ENGAGEMENT OF PUBLIC ELEMENTARY SCHOOL HEADS IN THE FLEXIBLE LEARNING ENVIRONMENT

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### ABSTRACT

*This study ascertained the instructional supervisory engagement of public elementary school heads in flexible learning environment in the Division of Batangas. It determined the profile of the school heads in terms of highest educational attainment, length of service, related trainings attended, and ICT literacy. More so, it also identified the school heads functional level of instructional engagement along content knowledge and pedagogy, curriculum planning, assessment and reporting, learning environment. It sought to find out the extent of manifestation of adaptive leadership skills of school heads. Further, it assessed the relationship of the school heads' profile with functional level of instructional engagement and the extent of manifestation of leadership skills and the relationship between the school heads' level of instructional engagement and extent of manifestation of adaptive leadership skills with the goal of proposing a supervisory instructional plan. Meanwhile, the study used descriptive research design which involved 235 school heads and 380 teachers from public elementary schools in the Schools Division of Batangas Province. Survey questionnaire, focus group discussion and interview were used as data gathering tools. Results revealed that school heads are strongly acquainted with the teaching profession and leadership as manifested in their profile. They have high functional engagement in content knowledge and pedagogy, curriculum planning, assessment and reporting and in learning environment. Further, no association was found between the respondents' highest educational attainment, length of service and the functional level of instructional engagement and the manifestation of leadership skills. Whereas, number of related trainings attended showed relationship with content knowledge and pedagogy same as true with the ICT literacy associated with curriculum planning, communication and in human relations the rest of the components revealed no significant relationship.*

*Keywords: instructional supervisory plan, flexible environment, new normal, school heads*

### INTRODUCTION

Schools are well-planned, well-organized, and well-established institutions that assist individuals in socializing, improving economic

productivity, recognizing and realizing themselves, and adopting national policies. In terms of personal and societal growth, the mission that schools are accountable for is critical. Schools are necessary for society because they are the most productive,

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concrete, and useful aspect of the educational system (Akpan, 2014). If schools are run properly, society's predetermined goals and expectations for education will be satisfied. As described by Brennan (2012), an effective school is one that creates an optimal learning environment for students' cognitive, emotional, psychomotor, social, and aesthetic growth. Similarly, a functional school is linked to social, academic, emotional, moral, and aesthetic growth, teacher satisfaction, efficient resource management, goal achievement, and environmental harmony (Sisman, 2011). Professional leadership, a shared vision and goals, the presence of a learning environment, high quality learning and teaching, high expectations, positive support, monitoring student development, and student rights and responsibilities are all characteristics of effective schools, according to Reynolds (2017).

For today's school leaders, leadership is a difficult undertaking. In practically every section of the world, the pandemic scenario prompted immediate adjustments in the educational system, particularly in the delivery of instruction. Leadership is now being tested on how instructional supervision will be offered in the New Normal across many modalities and learning platforms. Nonetheless, the Department of Education's reform initiative emphasizes its commitment to continue education by giving school leaders more responsibility and accountability. When faced with several changes in the educational scene, from environmental changes to technological advancements, education must be prepared to accept the paradigm shift to the new normal. As a result of the 4th industrial revolution and the current Covid 19 pandemic, the purpose is no longer merely to give education, but to thrive in the challenges of a technologically driven terrain.

One of the most important tasks of a school principal is to supervise. The school head must appoint an instructional leader and an administrative manager, according to RA 9155 Rule VI. He is in charge of establishing and maintaining a well-run school. He is responsible for providing supervisory leadership to teachers in the areas of improving instruction, encouraging professional growth and development of teachers, revising educational objectives, selecting

instructional materials, implementing strategies and teaching methods, and monitoring and evaluating instruction, among other things. Instructional leaders recognize the importance of their position as staff developers. They see themselves as facilitators, with a vision for the school and a support system for teachers to help them enhance their classrooms for higher instructional success.

Principals were entrusted with the job of instructional monitoring within the schools due to the obstacles that the Directorate of Inspection encountered. The education department has discussed and provided recommendations on how to improve and maintain high-quality education. The department advised that instructional supervision in schools be carried out by trained, competent, and experienced professionals. Among their many other obligations, school principals were required to supervise instructional activities in their respective schools. Principals have been entrusted with the responsibility of administering schools in order to fulfill educational objectives. Principals must focus their instructional supervision primarily on the teaching staff who apply curriculum directly through instruction.

As a result, principals should prioritize instructional supervision in their daily activities. Because school supervision is so crucial, only those teachers who are trained, competent, experienced, and have a high level of professional integrity are promoted to principals. The principal's instructional supervision activities enable each kid to achieve academic success on their own terms. The goal of instructional supervision is to increase teaching quality by improving teachers' skills, which will improve students' academic achievement. Improving teaching and learning, devising supervisory tactics, implementing improvement strategies, maintaining the school system, improving curriculum and library materials, measuring students' progress, and timetabling are among the activities (Okumbe, 2013).

Instructional supervision is a process in which school leaders seek to meet predetermined performance and results goals. It's also a quality-control tool for achieving an organization's objectives. It is divided into three stages: pre-observation, observation, and post-observation

(Zander, 2016). During this time, school administrators review teachers' topic and pedagogy knowledge, learning environments, curriculum design, and assessment and reporting. To carry out this role, the school principal is expected to have supervisory capacity or competence in order to enforce these tasks and urge instructors to do their best, which will improve instruction and instructional procedures. As a result, principals should serve as sources of inspiration for both teachers and pupils. The instructional supervisory job is critical to improving the quality of education in any school and enabling pupils to succeed academically. Many stakeholders have highlighted the importance of instructional oversight, and they are increasingly holding principals accountable for their students' achievements (Zepda, 2013).

The researcher conducted this study in order to get a better understanding of the core of education, which is the teaching and learning process. She also believed that the type of instructional supervision provided by the instructional leader correlated with the quality of instructional delivery. Even in difficult circumstances, the quality of training must not be overlooked. Although there are few researchers on instructional supervision, this study fills in the gaps as to how instructional leaders supervise education in the new normal context. This research may provide a useful document that should be included in every school's learning contingency plan in the event of an unforeseen event. The researcher felt it was vital to conduct this study because of the rapidly expanding demand for quality on efficient and successful leaders.

## OBJECTIVES OF THE STUDY

This study is geared to develop more effective instructional supervision procedures for public elementary school principals. To know how principal engages in a school instructional monitoring, the researcher aimed to fulfill the following specific objectives:

1. Describe the profile of school heads as to:
  - 1.1 Highest educational attainment
  - 1.2 Length of service

- 1.3 Related Trainings attended
- 1.4 ICT literacy
2. Identify the school heads functional level of instructional engagement along the following dimensions:
  - 2.1 Content knowledge and pedagogy
  - 2.2 Curriculum planning
  - 2.3 Assessment and reporting
  - 2.4 Learning environment
3. Determine the extent of manifestation of adaptive leadership skills of school heads in relation to:
  - 3.1 Communication
  - 3.2 Human relations
  - 3.3 Decision-making
  - 3.4 Creativity and innovation
  - 3.5 Community building

## METHODOLOGY

This study determined the instructional supervisory engagement of public elementary school heads in flexible environment using the descriptive type of research. This study involved 235 elementary school heads and 380 teachers among public elementary schools from the Division of Batangas Province. Slovin's formula was used to determine the sample size at 5 percent margin error.

The study utilized a self-constructed questionnaire as the main data gathering instrument. An interview guide and focus group discussion (FGD) agenda were prepared for the FGD and interview sessions conducted to enrich the findings of the study. Chi square test of independence and Weighted Mean were the statistical tools used.

As part of the ethical consideration, the researchers sought prior consent from the respondents and their supervisors. The information shared by the respondents was assured to be utilized only for the purpose of accomplishing the study. Furthermore, the provisions in the Data Privacy Act of 2012 were observed in the conduct of the research. The identity of the respondents as well as the schools where they are part of were not revealed in any part of the manuscript in order to maintain confidentiality.

## Results and Discussion

### 1. Profile of the School Heads

#### 1.1. In terms of Highest Educational Attainment

It refers to a person's degree or level of completed schooling. This will be a vehicle for school leaders to obtain advanced learning and insights that will be useful in their work.

Most of the school heads obtained MA degree on their respective field of discipline. This means that there is a growing awareness amongst school heads to pursue and complete the masters' degree which happens to be one of the major requirements to be a school leader. Similarly, in the teaching profession, the greater a person's educational qualification, the more likely they are to be promoted and assigned to be a school leader. The fact that a large proportion of school principals have previously finished their Doctorate degrees is not far off from this conclusion. This demonstrates that one of the things that distinguishes school leaders is their academic status, and not only that, they were able to complete such degrees from a prestigious university. During the interview, school leaders stated that they were encouraged to pursue post-graduate degrees because they could assist them gain knowledge and abilities by enrolling in post-graduate programs. Through this opportunity, they would be ensured of their advanced knowledge and learning which would eventually affect their performance.

#### 1.2. In terms of Length of Service

Experience as a school leader is a key factor in the attainment of necessary skills and competencies.

It should be emphasized that the majority of the school principals have been on the job for more than twenty-five years. As a result of this, it can be concluded that these school administrators are seasoned professionals who have received essential training and skills relative to their field. Furthermore, with so many years in the field, these school heads had been exposed to a variety of difficulties and concerns that may assist them in

guaranteeing the smooth operation of the school as an organization and as a community. Almost every obstacle they had encountered when they were classroom teachers to getting elevated as a school leader was shared by the school heads in the FGD.

#### 1.3 In terms of Number of related trainings attended

One of the most valuable resources in any school or organization is having competent and well-rounded school leaders. Attending multiple conferences, seminars, and workshops is one technique to attain excellent research management. The majority of school heads have attended sixteen to twenty times relevant trainings based on the table. This simply goes to illustrate that one thing educational leaders should pay close attention to is their availability to attend trainings and seminars that will help them improve their abilities and competency as academic leaders. In addition, based on the school heads' experiences, they agreed that a sufficient number of trainings had been offered to aid them in teaching, management, and school operations. Even before the K to 12 promulgation, the Department of Education had been devoting all of its resources to making this plan of capacitating school heads, with the intention that the same level of capacity training would be extended to their respective teachers. Furthermore, even at this time when the pandemic is still raging, school administrators were well-versed in webinars and trainings that assured them that no amount of Covid 19 virus could deter their drive to learn.

#### 1.4. In terms of ICT Literacy

The degree or level of total awareness and comprehension of school leaders in terms of information and communication technology is referred to as ICT literacy. This will be a vehicle for school leaders to obtain advanced learning and insights that will help them function better. As shown in the table, majority of school principals have a moderate level of ICT literacy. This demonstrates that a big proportion of school leaders who participated in the survey had little

comprehension and expertise of ICT. They can work with Microsoft Word, Excel, and PowerPoint presentations, as well as use electronic mail, check the learning management system, and use social media devices, among other things. But ICT is not just about these things; in fact, as school principals who had been in the active service for more than two decades, they had this constraint in terms of employing ICT. This is corroborated by the school heads' statements in the virtual FGD, in which they acknowledged that as the new normal in education becomes a requirement, they are facing significant challenges because not all of them are capable of meeting the demands and needs of the new normal. They, too, admitted that there were numerous vocabulary and terminology with which they struggled. This is why, in response to the call of the new modalities in the educational system, some of their colleagues had already planned for early retirement.

## 2. School Heads Functional Level of Instructional Engagement

### 2.1. In terms of Content Knowledge and Pedagogy

It refers to the knowledge on the concepts, theories and practices of the different topics to be taught in the class. Based on the assessment of school heads, they assist in the development of a non-threatening atmosphere that enhances learning and aid in conducting individual and cooperative learning activities to enhance students' complex learning with a very high level of engagement. This implies how supportive school heads are in terms of sustaining students' welfare and ability to learn in the most effective way. It also infers that they had a clear picture of the students' needs relative to their academic learning. In reality, as stated by the school heads in the FGD, even though they held administrative positions, they had grasped the requirements of the students with a focus on their learning and development because they had first become teachers. The same was true in the selection of ways appropriate to the learners' needs and multicultural needs, which was rated as really engaging. As instructional leaders, school

administrators felt that instructors must provide relevant and responsive teaching tactics and approaches in order for pupils to learn more easily and remember knowledge. Furthermore, this demonstrates that school administrators have been very supportive of these teachers by providing them with sufficient training and chances to guarantee that the students' different backgrounds and needs are met.

Looking at the assessment of teachers, school heads have very high level of engagement in monitoring and maintaining high standards of learning performance. This emphasizes the importance of ensuring strong student achievement since they believe it has a substantial impact on the school's overall performance. This also demonstrates that school leaders collaborate with teachers in planning lessons and determining the best teaching tactics and evaluation tools to meet the needs and interests of students. As revealed in the interview, school administrators were very interested in the approaches and strategies used by teachers, particularly in this time of pandemic. Even in the face of a pandemic, they continue to believe that they must work hard to achieve excellence.

Moreover, seeing from the same assessment of teachers, they revealed that guiding in selecting appropriate instructional materials to suit the learner's gender, needs, strengths, interests and experiences, and lead teachers in demonstrating proficiency in using the Filipino and English modes of communication to a very high level of instructional engagement. In terms of the study's scope, it is true that school leaders are hands-on in providing advice and direction to teachers when it comes to the identification and selection of instructional materials. It is not as simple for them to recognize the teaching styles of the teachers as it is for them to consider the viewpoint of the students. Teachers are well-guided in keeping only those activities in the teaching and learning process that are relevant and acceptable for the students. Furthermore, this study shows the significance of school leaders in encouraging open communication among students; everyone is expected to display competency in articulating both in Filipino and English when it comes to communication.

Similarly, as assessed to be in a very high level of engagement of school heads were skills in coaching on developing creative and appropriate instructional planning. This demonstrates how important it is for school leaders to keep teachers up to date on the newest trends and innovations in instructional preparation. They're also in frequent contact with master instructors and some department leaders to figure out how teachers may be helped. Furthermore, school leaders stated in the interview that in order to be good teachers in the classroom, teachers must be skilled and equipped with the appropriate inputs. They also asserted that once teachers are empowered, everything else will fall into place. Principals must demonstrate a participatory leadership position that builds a direct relationship between the principal and teachers, facilitating good cultural change; they must become risk takers in respect to re-directing no progressive procedures and policies, as Leech (2018) contends.

The composite mean from the teachers' assessment revealed school heads very high functional level of instructional engagement in terms of content knowledge and pedagogy.

## 2.2. In terms of Curriculum Planning

The process concerned with making decisions about what to learn, why, and how to organize the teaching and learning process considering existing curriculum requirements and the resources available. Supporting teachers with continuous opportunities for growth and developments. A very high assessment was revealed on the similar assessments of teachers and school heads themselves. This gives premium to teachers' capability to maintain quality teaching and instruction.

Demonstrating the effective use of appropriate learning infrastructure to address learning goals was also assessed to a high functional level of engagement by the school heads. This implies that school leaders are hands-on and work closely with teachers to develop instructional ideas and approaches. They ensure that teachers have a diversified set of teaching tactics and styles to meet the requirements and

intellect levels of their students. The commitment of school heads to achieve great teaching and management was evident in the FGD.

Shifting to the assessment of teachers, they revealed that school heads have very high level of functional engagement in monitoring the alignment of learning materials in relation to the desired learning competencies mandated to implement in the new normal, and collaborating with teachers to evaluate the strengths and weaknesses of the current curriculum. This means that school leaders have been provided with opportunities to hone their skills in planning classes and enrichment activities based on the new educational norms. They are specialists at ensuring that classroom discussion and lessons are well-facilitated as instructional leaders. School leaders, in collaboration with master instructors, have demonstrated a strong ability to engage pupils in interactive classroom learning and maintain their attention. The idea of incorporating ICT into the everyday teaching process needs to be promoted among teachers, since it may assist them keep students' attention throughout the lesson.

The composite mean from the teachers' assessment revealed their high functional level of instructional engagement in terms of curriculum planning.

## 2.3. In terms of Assessment and reporting

This refers to the methods that teachers employ to monitor, evaluate, document, and report on their students' needs, progress, and accomplishment using a range of assessment instruments and strategies.

School heads utilize a variety of assessment tools and strategies to monitor, evaluate, document and report learners' progress and achievement. As evident in the assessment of both teachers and school heads themselves, they have very high functional level of engagement in monitoring teachers' compliance in recording students' performance. This implies that school administrators encourage teachers to keep good records as a habit and attitude. It also implies that school administrators must keep precise and

detailed records of their students' performance throughout the quarter. Teachers used outcomes-based and performance-based evaluation systems, according to the school heads who spoke at the focus group.

Similarly, school heads have high functional level of engagement in providing assistance to the teachers in giving feedback to encourage learners to reflect and monitor their progress, and maintaining active involvement of teachers, parents and other stakeholders in all academic-related activities. These findings show that school leaders have established the competence to assist teachers in identifying pupils who require extra attention in terms of academic development at an early stage.

The composite mean from the school heads assessment revealed their high functional level of engagement in terms of assessment and reporting. When it comes to assessing students' learning, school leaders are aware of and understand the demands of teachers, ensuring that assessment methods and methodologies are relevant and responsive to the new normal in education.

### 2.3. In terms of Learning Environment

Regardless of individual learning variations, the learning environment refers to the physical surroundings of the students. One of the most essential duties of teachers is to foster student responsibility and achievement by establishing learning environments that are safe, secure, fair, and helpful. Based on the same assessments, school heads have very high functional level of engagement in promoting fairness, respect and care to encourage learning. This means that school heads have strong adaptation skills in ensuring that all students could have equal access to learning opportunities. This also implies that they had been informing teachers to be highly flexible in accustoming lessons that reflect the diversity of the classroom. As such, practicing fairness and equality is one of basic principles inherent of being a teacher that he/she must be fair in all dealings, especially when it comes to students, at all times.

The composite mean from the school heads' assessment revealed their high functional level of engagement in terms of learning environment. Indeed, school heads have made sure that students are safe and feel secured whenever lessons are done online. This is also supported by the school heads in the interview when they shared that even virtual, they had the chance to observe teachers in their actual class discussion.

Looking at the teacher's assessment, school heads have very high functional level of engagement in providing space and resources conducive to learning, and leading teachers in creating democratic atmosphere where learners can fully express ideas. These findings suggest that school leaders are conscious of the need of fostering a classroom environment in which students are free to speak and express their opinions. This also implies that they have provided teachers with the essential assistance and training in order for them to engage in a successful teaching-learning process. Furthermore, it indicates that teachers ensure that pupils are exposed to a pleasant and encouraging environment in the classroom on a daily basis. As a result, a culture of openness, possibilities, and freedom would emerge, allowing these learners to freely express their views and opinions during activities and performance assignments, also instilling in them the desire to follow school regulations and norms. As Miano (2014) points out, the classroom plays a vital role and provides a venue for students to learn. In addition, an effective teacher uses and develops a variety of teaching methods to assess students understanding and learning.

The composite mean from the teachers assessment revealed school heads very high functional level of engagement in terms of learning environment. They had identified the needs for students to enjoy reasonable learning environment even in the new normal. Instructional leadership has demonstrated impressive staying power as a core concept guiding both practices in the field of educational leadership and management (Hallinger, 2010).

### 3. Extent of Manifestation of Adaptive Leadership Skills

This study also identified the school heads' extent of manifestation of their adaptive leadership skills relative to communication, human relations, decision making, creativity and innovations, and community building.

#### 3.1. In terms of Communication.

The school heads' ability to communicate reasonable understanding and transference of information that can be clearly interpreted and gained by the teachers.

Based on the assessment, listening to others effectively on the issues and concerns which need to be addressed to and seeking feedback from others effectively to adapt to changes brought by the current educational scenario were skills highly manifested by the school heads. This just goes to say that as school leaders they recognized their strengths and even aware of the areas needing improvement. Therefore, feedbacks from others are valued and recognized. They believed that once these feedbacks were addressed and attended to, they can make smooth sailing function. Also, this indicates, although conflicts are part of the process, school heads make sure that these are treated with utmost confidentiality and proper decorum. Only those concerned are well-informed and disagreements are addressed.

The composite mean from the similar assessments of both school heads and teachers revealed very high manifestation of adaptive skills relative to communication. This infers school heads manifestation of adaptive skills in terms of communicating to all concerned and coupled with sound ability to encourage teachers and stakeholders to participate in all school activities.

#### 3.2. In terms of Human Relations

The capacity to interact and work well with other people. It points into social dynamics in which people complement each other to work effectively and efficiently. It can be noted from the table that maintaining good relations with parents and the

surrounding community members in challenging times was skills highly manifested by school heads as assessed by teachers and school heads themselves. This means that school leaders acknowledge the significant contributions made possible by open and amicable relationships with community members. They also recognize that the community has an important influence in pupils' academic success. Furthermore, school heads are excellent curriculum planners.

For teachers and school heads themselves, school heads manifested involving community partners in sharing accountability for the students' holistic progress and demonstrating awareness and understanding on the current issues and challenges affecting the teaching profession. These indicate that school leaders stress the necessity of involving community partners in the academic development of learners. They are also aware that the progress of pupils is influenced by the people in the neighborhood. Furthermore, they are aware of current difficulties and challenges in the teaching profession. They understand that being a teacher takes a great deal of dedication, both to the profession and to the community in which he or she lives.

The composite mean from the same assessments of the respondents revealed high manifestation of adaptive skills of school heads relative to human relations. As shared in the FGD, school heads affirmed their pleasant working relations with teachers and other stakeholders in the community. They believed that the success of the entire organization is possible not by one man alone but rather the support and contribution of everyone.

#### 3.3. In terms of Decision making.

Identifying a decision, acquiring information, and evaluating possible remedies are all steps in the decision-making process. By collecting important information and identifying options, a step-by-step decision-making process can help school heads make more careful, considered decisions. It can be seen from the similar assessments of teachers and school heads themselves that they highly manifested explaining the decisions made during pandemic



comprehensively to colleagues. This implies that school leaders have an open relationship and are transparent in their judgments. They were held responsible and accountable for this decision, and as a result, they ensured that it benefited the school as a whole, rather than favoring individuals within the institution.

Similarly, from the same groups of respondents' assessments, school heads highly manifested their skills in evaluating the current situation setting on the basis of validated situation and verified evidence, promoting an environment that allows teachers to make decisions conducive to ownership in the vision of the new normal education. This implies that, as educators, they always recognize and affirm teachers' power to develop students into better people. They feel that it begins with classroom education and extends to the tactics and assessment instruments used. As a result, school leaders are asked to think beyond the current situation. They push them to be inventive and think of new methods to offer the material in an entertaining and innovative manner that students will understand.

The composite mean from the teachers and school heads' assessments revealed high manifestation of adaptive skills relative to decision making. As organizational leaders, the effective organizational leadership requires a vision, and the ideal school leader is one who communicates strongly, builds relationships, and demonstrates political acumen (Björk et al., 2015). It is essential to maintain successful professional rapport with neighboring districts, not only for administrative duties but also for communication purposes (Blank, Jacobson, & Melaville, 2012).

### 3.4. In terms of Creativity and Innovation

Based on the similar assessments of the respondents, school heads highly manifested adaptive skills in utilizing various platforms to continuously operate the school and deliver instruction in various learning modalities. This demonstrates how forward-thinking and visionary school leaders are. They felt that no single pandemic could disrupt school operations while also ensuring the provision of high-quality education. Furthermore, this study demonstrates

the inventiveness and abilities of school leaders to use all of their resources and methods to ensure that learning continues even when the new normal presents a problem. Furthermore, today's schools use more technology than ever before.

Similarly, school heads also manifested adaptive skills in coaching innovative knowledge and creative adaptability to challenging situations, providing awareness and information of external and internal trends, interests and issues with potential impacts on school policies, practices and procedure based on BECLP, and in supervising innovative and creative education management in the new normal education setting. As a result of these findings, school leaders remain astute and smart in their approach to dealing with the pandemic. Since the introduction of the new normal education, school leaders have felt that such innovations, knowledge, and understanding would be crucial in the quest of high-quality teaching and learning. They first assess the school's resources and capacity to continue education, as evidenced by the interview, before complying with the DepEd's demands. They also made the essential information dissemination to notify everyone, including all stakeholders, about the learning modalities and procedures to be considered. They also admitted that the pandemic had tested their skills and abilities because they only had so much time to organize and make assessment of learning. As they cited, this was really the most challenging part of being an educator and as school leaders as well. They were appreciative of the parents support and this made them convinced that what they were doing were commendable and well-appreciated by the parents and all.

In the end, school heads manifested adaptive skills in initiating constructive competition in devising innovations across educational modalities. This means that school leaders have agreed to completely accept the new normal in education. After a year of learning from the modalities, they will have the opportunity to become masters and experts in these fields. As a result, this study supports the notion that school leaders should continue to meet the challenge of the new normal by developing innovative ways to make various learning modalities more effective

and efficient. After all, the school leaders believed that if instructors were proficient in these modalities, the pupils would benefit the most because teachers would be more engaged and could even come up with exciting and original lessons for the students.

The composite mean from the two-groups of respondents revealed high manifestation of adaptive skills relative to creativity and innovation. This only proves that school heads have manifested skills of creativity and innovation in the way they lead and manage the whole institution. This affirms the insights of Walters et. al (2014) that effective principals have been viewed as transformational leaders that focus on establishing a vision and utilizing leadership skills such as innovation, influence and consideration for the individual in the school improvement process.

### 3.5. In terms of Community building

The skills require of a school head to influence teachers in making learning objectives, process and activities relevant to student's home and community needs and experiences.

Moreover, as assessed by school heads, they highly manifested skills in maintaining harmonious rapport and interaction in the pursuit of quality education amidst new normal in education, and promoting school's values and integrity at all times despite the challenging educational changes. This finding suggests that school leaders should take steps to maintain open relationships with all stakeholders and members of the school community. They must cherish their assistance and cooperation in the construction of quality education during this time of pandemic and new normal in education. This also suggests how school leaders maintain a calm and receptive demeanor in order to promote school ideals and integrity at all times. During the interview, school administrators stated that they were trying their best to teach parents and all stakeholders of the importance of remaining tactful and professional in the event of failure or other miscommunication brought on by the new normal in education.

As shared by the school heads in the FGD, they reinforced the roles of parents and other stakeholders in the implementation of school

programs and projects these days. It is also evident that all school activities are done online and they always seek support from these stakeholders. Meanwhile, school heads related that school operations are always the same even before pandemic due to the program implemented.

Additionally, school heads highly manifested adaptive skills in building partnership with diverse communities to operate educational processes during pandemic, providing regular opportunities for service and cooperation among all stakeholders in the new normal education setting and maximizing skills and dispositions to engage community members and stakeholders to address educational issues during pandemic. This highlights the basic role of school heads to solicit support and assistance from their partners. Evidently, it is during this time that school leaders are appreciative of their support and they work as one in the attainment of school vision and mission.

## CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Most of school heads are Master degree holders and experienced academic leaders who attended several trainings and seminars but have limited knowledge on ICT.
2. School heads' have high functional level of instructional engagement in content knowledge and pedagogy, curriculum planning, assessment and reporting and in learning environment.
3. School heads possess adaptive leadership skills in all areas especially in community building.

## RECOMMENDATIONS

In the light of the findings and conclusions from this study, the following recommendations were endorsed.

1. The proposed instructional supervisory plan for teachers may be presented to the



- Division for enhancement of purposes and review prior to its implementation.
2. Similar research may be conducted to determine the effectiveness of the instructional supervisory plan.

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