

Innovations

Educational Leadership during the COVID-19 Pandemic: A Sequential Explanatory Study on Educational Leaders of Catbalogan City, Philippines

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Abstract:

Educational leadership is the process of designing, implementing, and managing educational programs. During the COVID-19 Pandemic, the educational environment changed dramatically, and leaders were required to adapt to this new environment to ensure their students and staff were safe. Leading staff through times of uncertainty and change is difficult and requires strong communication skills and the ability to work with a diverse range of people and personalities. This sequential explanatory mixed methods design looked into the educational leadership during the pandemic. Phase 1 is a simple survey designed to look into the following areas of leadership: school management, teacher appraisal, and school resources. Phase 2, on the other hand, focused on the lived experiences of educational leaders during the pandemic. It shows that problems usually stem out from the lack of technical capabilities to ensure quality instruction, up-to-date monitoring, and extensive performance assessment. Moreover, the lack of facilities and equipment make it more hard to achieve some of the demands of learning. Educational leaders are holding up and trying their best to be attuned with dynamic educational landscape. It is recommended to come up with needs-centered trainings not only for educational leaders but also for teacher and non-teaching personnel. Likewise, a more extensive study involving the teachers and students regarding educational leadership is highly advocated to appreciate the variation in the perception. Lastly, a different take on educational leadership study is recommended to add more to the growing knowledge of the topic.

Keywords: 1.educational leaders, 2.pandemic, 3.crisis,4. resource management, 5.school management

I. Introduction

Educational leadership is the process of designing, implementing, and managing educational programs. Leaders must have a strong background in education and possess the skills necessary to effectively lead a team. A good leader will motivate and inspire the members of their team, and they will build strong relationships with those they work with. Education and experience are two important requirements for this position (Senol, 2020).

During the COVID-19 Pandemic, the educational environment changed dramatically, and leaders were required to adapt to this new environment to ensure their students and staff were safe (Biwer et al, 2021). Leaders also needed to continue providing students with a high-quality education during this time. Educational leaders play a

critical role in education, and they play a vital role in keeping the educational environment positive and productive during this time (Weiner, 2021).

Changes brought about by the ongoing global pandemic led to the necessity of adopting new approaches to teaching and learning methods while maintaining high-quality standards. This adaptation was vital to ensure the health and safety of all students and staff during the pandemic (Dayagbil et al., 2021). In many cases, educators were able to use online platforms to deliver lessons to students who were unable to attend class in person (Godber & Atkins, 2021).

Leading staff through times of uncertainty and change is difficult and requires strong communication skills and the ability to work with a diverse range of people and personalities (Becker, 2022). An effective leader will provide guidance and support to members of their team as they navigate these challenging times. At the same time, they will also be open and honest with their team members about the challenges that they face and the impact that they are having on the organization (VanSlyke et al., 2020). Communication is a key component of effective leadership and should be regularly assessed and refined to ensure that the team is working as effectively as possible.

Globally, schools were closed for 79 days, such average teaching is less than that of the Philippines wherein academic institutions were closed for more than a year, which saw a surge of students enrolling for distance and other flexible mode of learning modalities. Abrupt and prolonged school closure brought about the following consequences (Wieland& Francia, 2021):

- Unavoidable learning loss
- Missed vaccination shots
- Distress and compromised mental health
- Increase school drop-out rate
- Heightened risks of child marriage and teenage pregnancy
- Increase susceptibility of child labor

Likewise, in order to address such pressing concerns, UNICEF urges all world governments to focus on main priorities that can jump start the school functions (Wieland& Francia, 2021):

- Adaptive and resilient educational leaders that are open to change.
- Strong network of support for teachers, with emphasis on health and incorporating digital enhancement in their teaching
- Reopening of schools that would cater in-person learning.
- Comprehensive educational programs which can promote learning, safety and health.
- Well-planned remedial classes to health displaced students to catch-up.

Schools from Catbalogan City, Province of Samar, Philippines felt the same intensity which made school leaders from the public and private schools rethink their ways and methods of addressing concerns and challenges (Urquiola, 2021). Such changes include the transition to online and distance learning, the usage of modules, and working with a skeletal workforce. These adjustments in methods to deal with the new situation have made many teachers step back and look at the methods that work effectively for that setting. It has also made the schools reassess the needs of the students and help them cope with the new reality.

a. Educational Leadership: Areas and Focus

Educational leadership is an important field that can help shape the future of a school or institution. It is a field that focuses on developing, managing, and directing the activities of people working in education (Senol, 2020). It also involves coordinating and supervising the work of those who teach students and support administrators, including librarians and other teachers. Educational leaders make decisions regarding curriculums, hiring policies, and school budgets (Lund & Beckstrom, 2022). They oversee the day-to-day running of their school or organization and work to create meaningful experiences for students. Often, educational leaders are educators themselves and have a solid understanding of the challenges that their students face. One of the most important aspects of being an educational leader is developing others (Stevenson, 2020). This involves motivating employees and providing coaching and guidance to help individuals reach their full potential. Leaders are also responsible for building a strong team that can function effectively and achieves common goals (Bottery, 2022).

Educational leaders are expected to carry out a magnitude of responsibilities intended to maintain the school function and ensure highest quality of learning provided to the students. There are five broad areas that constitute the field of educational leadership: strategic management, organizational development, instructional leadership, human resources management, and public advocacy and outreach (Brooks, 2018). Strategic management refers to the actions that a leader takes in order to manage the school's resources and provide students with the best possible learning environment (Carvalho et al., 2021). An organization's capability is improved through organization development, which aims to match strategy, structure, people, rewards, metrics, and management procedures. It is an interdisciplinary field with a strong scientific foundation, with roots in areas like adult education, human resource management, culture, innovation, change management, and organization behavior, among others. Organizational effectiveness, problem-solving, and performance enhancement are all part of a continuing, methodical, long-term process called organization development (Nanwani, 2021).

Leadership that promotes the advancement of teaching and learning is known as instructional leadership. Pedagogical leadership, learning-centered leadership, leadership for learning, and student-centered leadership are some of the labels used to describe it. These concepts fall under the broad category of instructional leadership and represent the particular and targeted actions taken by school administrators to consciously support the growth of good teaching and learning in classrooms (Thornell, 2022). Every educational system, regardless of degree, largely relies on its human resources to carry out its curriculum. The role of human resource management in education includes maintaining staff, fostering staff relationships, developing staff, hiring staff, and rewarding job success. Poor working conditions, staffing issues, a lack of financing, and the constant relocation of teachers are just a few of the difficulties in managing human resources (Tanjung, 2020). Educational advocacy and outreach services help people in the community access the support they need to live better, safer lives, and quality learning (UN Communications, 2022).

b. Pandemic Consequences: Changes in the Educational Landscape

Globally, the current COVID-19 pandemic has had a significant impact on humans. Schools had to swiftly transition from the traditional face-to-face instruction to digital, remote and modular learning, which created a significant distraction and challenge for the school (Petchame et al., 2021). Given the complexity of a problem of this kind, training teaching personnel is hard and difficult. It draws on a variety of learning sources, including professors, classmates, and other individuals. Many of these learning opportunities, particularly those requiring large groups or in-person interactions with instructors and students, have been disrupted thus entering the new normalcy of the situation (Kumar et al., 2021).

Overwhelming workloads for teachers are nothing new. And the ongoing pandemic has simply made things worse. Even though the last year has been challenging, it has also served as a reminder to educators of the value of teamwork and collective bargaining, particularly when it comes to managing their workload (Vargas & Oros, 2021). Every learner faced difficulties as a result of the COVID-19 outbreak, but some researchers believe that certain children may be 6 to 12 months behind. A few of the issues affecting communities and their education are a lack of technology, greater incidence of coronavirus infection, job loss, and food hardship. Many learners found the obstacles to be overwhelming. Some students struggled to obtain equipment and connectivity, which caused them to miss days or even weeks of distant learning. Even though educators made every attempt to find some, they were unable to contact them (Barrot et al., 2021).

Before the outbreak, the schools that have managed the pandemic with the most success had strong student connections and excellent leadership in place. These connections will serve as the foundation for future academic advancement. Students who require further help can also get counseling, mentorship, and tutoring from the school. To help children while they are in class, schools should make sure that safety and preventative practices are included into the curriculum (Dumulescu & Mutiu, 2021).

c. Global Aftermath: Preparation for the Next Normal

Schools all over the world were forced to change some of their routine and ways to accommodate the dynamic needs brought upon by the pandemic. Some of the strategies made to support recovery of learning loss are as follows (Vegas & Winthrop, 2020):

- Leadership was attuned to the challenges encountered by the school, sound decision making and requiring highly credentialed personnel.
- Transition brought about different learning needs, thus differentiated lessons were provided.
- Flexible assessment of students across all media and forms of communication to ensure learning is adequately measured.
- Stated objectives and goals incorporated in equity plans designed to provide learning opportunities and increase academic engagement among underserved students.

The power of technology changed the educational landscape in such a way that it offered flexibility not only for the teachers and students but also for the leaders to make sound decisions and create more opportunities for improvement (Dayagbil, 2021).

Given the current situations and the gap provided, this study looked into the impact of COVID-19 Pandemic on educational leadership of school administrators and teachers with designation across all level of education from both public and private schools of Catbalogan City, Philippines. Specifically, it sought to delve into the following objectives:

- Determine the impact of the pandemic on the following areas of educational leadership: school management practices, teacher appraisal, and school resource management.
- Explore the lived experiences of educational leaders during the pandemic.
- Confirm quantitative findings and variables identified in the qualitative phase.

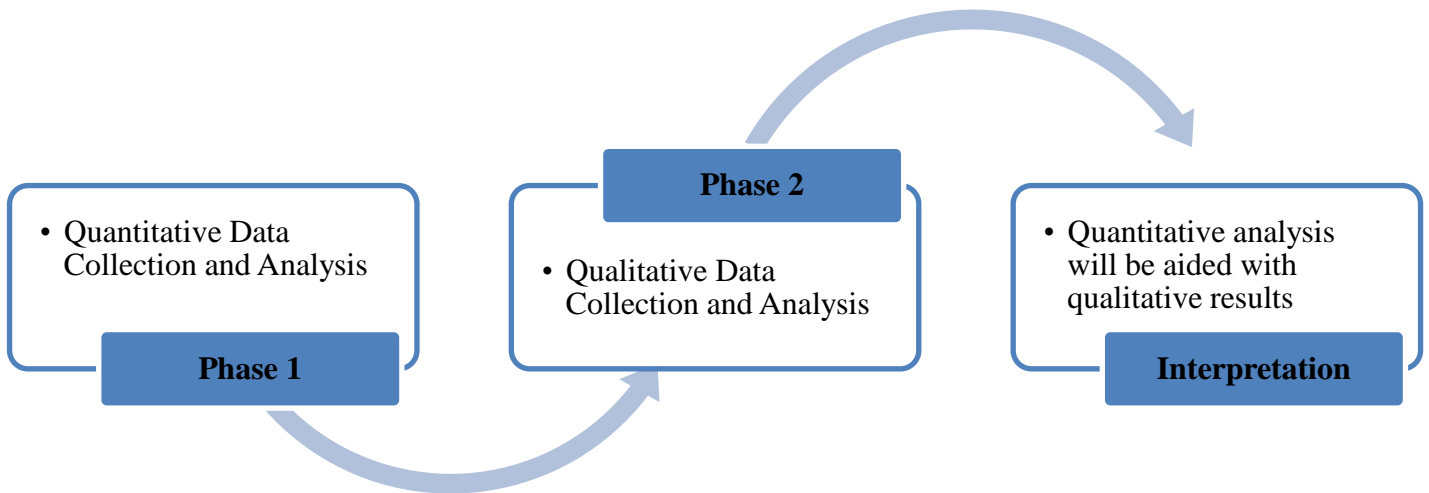
II. Methodology

This research study involved one main variable which is educational leadership and three sub-variables namely, school management, teacher appraisal, and school resources. These five sub-variables were collected with a survey questionnaire for Phase 1. Since Phase 2 is qualitative, no sub-variables were taken into consideration.

a. Research Design

This study utilized a sequential explanatory mixed methods design where Phase 1 starts with a quantitative design followed by a qualitative design for Phase 2 in one study. The interpretation of quantitative results will be aided with the qualitative results (Ivankova, Creswell, &Stick, 2006).Each paradigm within the study makes assumptions about the nature of reality (ontology), how knowledge is developed (epistemology), and how the researcher's values (axiology) affect the technique, participants, data collection, analysis, and interpretation(Klenke et al., 2016).

According to pragmatism, researchers' epistemological orientations can be both objective and subjective while analyzing a research issue. Pragmatists hold the axiological position that inquiry is value-free. They think that when conducting research and coming to conclusions from their findings, values matter a lot (Creswell, 2017). The purpose of using the such design is to further explain data and results provided by the quantitative phase, seen as a general picture of the problem, where upon utilization of qualitative data collection and analysis, could refine, further explain, and expand the original general picture.



b. Participants and Sampling

Phase 1 of study involved randomly selecting 50 educational leaders from participating public and private schools within the City of Catbalogan. These were school principals coming from public and private elementary, high, and integrated schools, and college deans from public state university and private colleges at the time of data collection.

Likewise, Phase 2 utilized purposive sampling in selecting participants to be included in the study. Eight (8) were selected using the following inclusion criteria:

- Must be a school principal or college dean
- Must be stationed in any school within Catbalogan City
- Has been an educational leader from 2020, time when the pandemic started
- Willing to participate in the study

Lastly, the following are the exclusion criteria for the study:

- Has pre-existing conditions which prevents participating in the study
- Newly designated educational leader
- Designated educational leader who were demoted at the height of the pandemic

c. Data Collection

A standardized survey questionnaire, OECD (2018) Teaching and Learning International Survey (TALIS) questionnaire, was used for Phase 1 which focused on the school management practices, teacher appraisal, and school resource management of the educational leaders. A face-to-face survey was conducted to ensure proper retrieval of the questionnaire.

For Phase 2, a semi-structured interview was utilized to further assess educational leadership during the pandemic and the consistency of answers from Phase 1. The interview guide was based on the tool created by Dykstra-Lathrop (2022) where it explored the experiences of school leaders during the COVID-19 pandemic.

Data collection from bought phases will undergo a series of data cleaning in preparation for analysis.

d. Data Analysis

In the analysis of the data from Phase 1, frequency count, percentage, weighted mean were utilized thoughtfully to identify the response rate. the survey allowed preliminary investigation of the phenomenon under observation which will pave the way for further data analysis after conceptualizing the bigger picture of the study (Panela, 2022a). The data analysis was facilitated using Microsoft Excel and SPSS.

For Phase 2, coding and thematic analysis of qualitative information were used accordingly under the premise of the Colaizzi process with the end goal of reconfirming the results with the participants. Qualitative data analysis should solely be based on the clustered data or themes from the participants of the study thus presentation of the result to the participants is expected and advocated (Panela, 2022b). The data analysis was facilitated using NVivo, MaxQDA, and Orange software.

e. Research Reflexivity

In the study, the researchers' approach is different from their perspective which stems out from knowing the struggles of being an educational leader especially during the pandemic. The researchers' perspective might lead to an unknown and equally relevant approach of the phenomenon focused on the study. These are preconceptions that the researchers openly declare prior to the conduct of the data collection. Thus, should not be equated to any form of biases and prejudice for that matter (Olmos-Vega et al., 2022).

f. Ethical Consideration

Ethical considerations were focused on the following principles: ensuring safety and confidentiality of the participants, upholding privacy of the data provided, and unbiased acceptance of the participants recount of their experiences, meanings created and actions and gestures observed. As a precaution, informed consent was secured prior to data collection with access to data provided and shared only among the authors of the study.

III. Results and Discussion

The following are the consolidated results from both phases of the study. Salient and pertinent findings were featured accordingly.

a. Phase 1- Quantitative Study

As seen on Table 1, since the start of the pandemic, educational leaders ‘seldomly’ checks on certain aspect of school management namely: monitoring of teachers’ and students’ works, observing instruction done in online classes, ensuring professional development of the teachers and observance of proper work hours of the teachers. Since most of the classes were done online, remotely, and modular, school leaders have perceived it as a challenge. A threat to the delivery of services provided by any learning institution because of the multitude of ways of holding classes.

This version of leadership is what is now termed as e-leadership which considered foreign for some of the respondents and considered it as a high level skill needed to ensure continuous professional development for teachers and continuous learning to students (Indra et al., 2022). Such digital leadership lack the certain authenticity needed to really appreciate works done by the teachers and efforts of the student to continue learning despite the circumstances (Benitez et al., 2022). Effective digital leadership requires learning and intensive training from the top management which can set an examples to teachers to pursue and do better amidst the pandemic. Sacrifices had to be made which meant unlearning the old ways and reaffirming innovative practices intended for the new normal in learning (Alonzo &Obsioma, 2021).

Table 1. Impact of COVID-19 Pandemic on School Management

School Management Statement	Weighted Mean	Interpretation
1. I ensure that teachers work accordingly within the advocated time schedule	2.49	Seldom
2. I make sure that there is continuation of professional development among my staff.	2.41	Seldom
3. I observed instruction in online classes	2.43	Seldom
4. I monitor teachers’ and students’ works	2.21	Seldom
5. I ensure that there is clarity concerning the responsibility for coordinating the curriculum	2.86	Quite Often
6. I solve the classroom problem brought about by teachers	4.35	Very Often
7. I inform teachers about possibilities for updating their skills and knowledge	4.13	Very Often
8. I give suggestion to teachers for improvement	4.01	Very Often
Grand Weighted Mean	3.11	Quite Often

- 1.00-1.50 – Never
- 1.51-2.50 – Seldom
- 2.51-3.50 – Quite Often
- 3.51-4.50 – Very Often
- 4.51-5.00 – Always

In general, grand weighted mean for the impact of the ongoing pandemic to school management was posted at 3.11 with an interpretation of quite often.

As seen on Table 2, since the start of the pandemic, educational leaders ‘seldomly’ checks on certain aspect of teacher appraisal which can be further attributed to a multitude of factors and challenges.

Table 2. Impact of COVID-19 Pandemic on Teacher Appraisal

Teacher Appraisal Statement	Weighted Mean	Interpretation
1. I can monitor the student test scores	2.47	Seldom
2. I can monitor retention rates of students	3.25	Quite Often
3. I can monitor other student learning outcomes	2.35	Seldom
4. I can monitor feedbacks from parents and guardians	2.26	Seldom
5. I can do direct appraisal of classroom teaching	2.17	Seldom
6. I can assess innovative teaching practices	2.47	Seldom
7. I can monitor teacher’s classroom management	2.31	Seldom
8. I can assess teacher’s knowledge and understanding	3.17	Quite Often
Grand Weighted Mean	2.56	Quite Often

- 1.00-1.50 – Never
- 1.51-2.50 – Seldom
- 2.51-3.50 – Quite Often
- 3.51-4.50 – Very Often
- 4.51-5.00 – Always

Educational leaders ‘seldomly’ monitors student test scores, other student learning outcomes, parents’ feedbacks, classroom teaching, innovative teaching practice and the teacher’s overall knowledge and understanding of the subject matter. School leaders are bombarded with uncertainties and problems from the ongoing pandemic. Restrictions set, heightened lockdowns, social distancing, and safety measures observed add a layer of challenge of fulfilling their roles. Performance evaluation during the pandemic is no exemption considering multiple factors in rating the performance of the teachers. Evaluation practices were changed during the pandemic to accommodate dynamism of the situation (Coquyt, 2021).

Furthermore, educational leaders have problems of objectifying teacher appraisal given that not all is seen during the evaluation period and not all is accounted in terms of the collection feedback from peers, students, and parents. Such constraints imposed made the appraisal as one dimensional and less authentic as possible (Parveen et al., 2022). Some academic institutions are calling for adjustment of teaching appraisal and assessment techniques. Since the manner of teaching and learning went into a forced transition, changes in performance appraisal should obviously follow (Putra et al., 2022).

Lastly, Table 3 showcased the changes brought upon by the COVID-19 pandemic on managing of school resources. The school’s capacity to provide instruction was hindered by the following: lack of laboratory facilities, instructional support, support personnel as well as shortage of instructional materials, computers for instruction, other equipment, and library materials.

Table 3. Impact of COVID-19 Pandemic on School Resources

School Resources Statement (Is this school’s capacity to provide instruction hindered by any of the following?)	Weighted Mean	Interpretation
1. Lack of qualified teachers	1.11	Not at all
2. Lack of laboratory facilities	3.53	A Lot
3. Lack of instructional support	3.78	A Lot
4. Lack of support personnel	3.89	A Lot
5. Shortage of instructional materials	3.97	A Lot
6. Shortage of computers for instruction	4.31	A Lot
7. Shortage of other equipment	4.39	A Lot
8. Shortage of library materials	4.45	A Lot
Grand Weighted Mean	3.68	A Lot
1.00-1.50 – Not at all		
1.51-2.50 – Very litte		
2.51-3.50 – To some extent		
3.51-4.50 – A lot		
4.51-5.00 – All the time		

As shown in the table, lack or shortage thereof of necessary facilities were seen as hindrance in providing instruction. According to McWilliam (2022), in order for schools to mitigate the impact of the COID-19 pandemic, schools need adequate facilities and equipment to continue operating.

In a separate study, it was further found out that lack of technical capabilities from teachers and students paired with shortage to absence of adequate facilities was the number one problem encountered during the COVID-19 pandemic among academicians and learners (Ozudogru, 2021).

Available technology and scholastic requirement mismatched was a common occurrence during the pandemic. Technology became the focal point of keeping up with learning, and lack thereof could be disastrous to the learner. Learners together with their families were forced to fit in a urban-centric and technology-centered educational system (Kanungo, 2020).

b. Phase 2 - Qualitative Study

Relevant information regarding the experience of educational leaders during the pandemic were collected and analyzed. This paves the way for three themes to emerged: [1] Challenges and Problematic Beginnings; [2] Necessary Transitions and Alternatives; and [3] Future Plans and Effective Support System. The COVID-19 Pandemic presented major drawbacks and roadblocks to educational leaders given that they are not only setting rules for the schools but also considering restrictions brought about by the pandemic. Such events forced the sudden transition of school operations and alternatives to function. Collectively, such experiences lead to the future proofing the school process and establishing effective support system.

Theme 1: Challenges and Problematic Beginnings

Participants reported different responses at the start as well as at the height of the pandemic. Such responses focused on the hardships and challenges encountered by educational leaders while carrying their function during the pandemic. The following statements represents this theme:

- “I have problem tracking the performance of my teachers as well as monitoring my students.”
- “I sometimes overload my teachers just to get the tasks done and make-up for missed days.”
- “I find it difficult to conduct class monitoring given that most of it is online.”
- “This pandemic tested my limits, I cannot properly conduct performance rating of teachers.”
- “I can’t tell if the learning outcomes are met or provide any feedback. It still lacks authenticity for me to appreciate things.”
- “They keep changing the school policy and learning modality, we cannot keep up since we lack facilities and equipment.”

The statements above embody the findings highlighted in Phase 1 since it features the direct impact of the pandemic to the function of educational leaders across the three aspects identified. Problems of keeping with the requirements, changes in policy and the demand for technology-driven educational system is a common and a recurring sentiments for the participants. They were suddenly presented with a challenge outside of their control and without any proper knowledge and preparation it became a burden to them.

Educational leaders were forced to do things virtually and embrace electronic forms to ensure continuous professional development for teachers and continuous learning to students (Indra et al., 2022). Long and strenuous trainings were some of the sacrifices made to equipped them and somehow handle the challenges and additional responsibilities presented to them (Alonzo & Obsioma, 2021). Certain changes were made during the pandemic, which include and heavily emphasized the delivery of instruction provided to the learners. Consistent to this, evaluation practices were changed during the pandemic to accommodate dynamism of the situation (Coquyt, 2021). Lack of facilities and equipment further complicates the matter (McWilliam, 2022). It should be emphasized as well that having less to no technical capability can add stressors and complications (Ozudogru, 2021).

During the conduct of the second phase, more information and equally valid findings came up. Though not part of the original design, the researchers felt it was necessary to present them not as a confirmation to the result of the first phase but as a supporting evidence to expand the premise of the phenomenon in focus.

Theme 2: Necessary Transitions and Alternatives

As the pandemic started its onslaught, it left devastating and irreversible predicaments in its wake. The change in the educational landscape forced changeovers in how educational leaders carry out their duties and responsibilities. The following statements represents this theme:

- “I need to learn things, new things, to make me more productive during the pandemic.”
- “It is hard, but sacrifices have to be made for me to learn.”
- “Going outside of my comfort zone to learn new things which to be honest is hell.”
- “We were catapulted to various online trainings from different aspects of leadership, time was really of the essence.”
- “Maybe the pressure was too much that we were exposed to many trainings even those I’ve deemed useless.”
- “I cannot say no to every training thrown at me, we were mandated, errr... forced to attend.”
- “I could say that the amount support given to teachers and students under me were somewhat doubled given that the pandemic hit differently for each person.”

Recalibration and progress became a common theme for educational leaders during the pandemic. Targets prior to the pandemic became irrelevant and needed a major facelift to be at par with the demands of new normal leadership (Warren, 2020). Educational leaders need additional support that they can get for them to function well and offer the same amount of support to other people (Niu et al., 2022). They felt that they need to reinvent themselves to be able to keep up with the everything that is being thrown at them.

Organizational capability-building became a staple during the pandemic that it created a chain of chances and changes. Educational leaders need to remember that change needs to be observed at the top management to be able to motivate and reinforce teachers, non-teaching staff and students to participate in the process of collective improvement (Dare & Saleem, 2022).

Theme 3: Future Plans and Effective Support System

Lastly, after initially reacting and embracing the challenges of the pandemic and subsequently transitioning into the new normal of education, educational leaders were given a ticket to start over and plan for the future. Having a good support system for all uncertainties became a prominent and recurrent aspect here. The following statements represents this theme:

- “As early as now, I am planning for situations such as this one, though not saying another catastrophe will happen but it is better to be prepared.”
- “Future-proofing the education system is absolutely necessary, have multiple back-ups such plan b, c, and so on.”
- “We need to reinvent the educational system and make necessary preparations for pandemics.”
- “I always plan ahead now, though it was routinary for me before the pandemic, but I’ve taken it seriously because you will never know when you will need it.”
- “What made me push through during the pandemic is by having a good support system.”
- “Despite the hardships from the pandemic, I am still here not because I made it alone, but I have people, capable people, around me to help achieve our goals.”
- “Always surround yourself with hardworking and competent people, support them and they will eventually support you back.”

Reinvention is not a personal process as manifested by the participants, it is a collective process that requires fine tuning processes in an organization. Aside from being resilient, it is best for educational leaders to be open to reinvention and reorientation to things that they need to know (McLeod & Dulsky, 2021). From electronic leaders they are now baptized as crisis leaders with initial tasks of making sense of uncertainties and preparing for any crisis that may arise and affect the flow of the organization. By embracing new roles, education leaders can make sound decision and plan ahead to be ready for anything (Pearce et al., 2020).

As the pandemic spread, school administrators had to operate digitally and remotely while regularly using crisis management techniques. In order to effectively and efficiently disperse leadership, school leaders have to rely on online connections rather than in-person interactions to establish and sustain relationships with their personnel and stakeholders (Harris & Jones, 2022). These connections were much more pronounced during the pandemic that it made the scope of support wider, more dynamic, and comprehensive than ever as support system is now readily available online here and abroad.

IV. Conclusion and Recommendation

As a summary, the direct impact of the COVID-19 pandemic had created considerable amount of irreversible and extensive problems to the educational leader. Areas affected include school management, teacher appraisal, and resource management that upon looking at a more in-depth vantage point, shows that problems usually stem out from the lack of technical capabilities to ensure quality instruction, up-to-date monitoring, and extensive performance assessment. Moreover, the lack of facilities and equipment make it more hard to achieve some of the demands of learning. Though, it may look baffling, but educational leaders are holding up and trying their best to be attuned with dynamic educational landscape. They have created alternatives, future-proofing initiatives, and extensive support system that can make their function as effective and as efficient as ever.

It is recommended to come up needs-centered trainings not only for educational leaders but also for teacher and non-teaching personnel. Having a good support system that can offer help not only in terms of leadership but also teaching, learning and even mental health can help provide easement for the educational leaders. Likewise, a more extensive study involving the teachers and students regarding educational leadership is highly advocated to appreciate the variation in the perception. Lastly, a different take on educational leadership study is recommended to add more to the growing knowledge of the topic.

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