

INFLUENCE OF TEACHERS' LEADERSHIP STYLE UNDER THE NEW NORMAL SYSTEM IN EDUCATION

*Gabbi C. Antonio

Paper Received: 21.12.2022 / **Paper Accepted:** 15.02.2023 / **Paper Published:** 17.02.2023

Corresponding Author: Gabbi C. Antonio; Email: gabbiantonio@gmail.com; doi:10.46360/globus.edu.220231002

Abstract

Education across many countries has transformed as consequence of the pandemic commonly regarded as new normal system in education. Amidst this widespread, there's evidence soaring all around countries of the basic part that leadership plays in directing communities including education sector through the challenges we are encountering. Body of knowledge about leadership outside and within educational communities are well-established but then mainly focus on the administrative or managerial aspects. On the other hand, discoveries on instructional leadership which focusing on both administrative and teaching aspects remains unclear and is not well-explored overseas and locally. This study utilized the grounded theory design to explore the teachers' leadership style under the new normal system in education. Through thematic technique of qualitative data analysis, the following were the results: instructional leaders perceived challenges, support inputs, and opportunities in the new normal system in education. Whereas the manner of viewing on the new system in education along with their transformational style of leadership promoted to the enhancement of the new normal system in education. Their leadership of being a team-focused, self-aware, charismatic, and highly spiritual had influence on capacity building among learners and teachers. Theory of distance learning administration and transformational style of instructional leadership theory was constructed out of generated themes.

Keywords: New Normal System in Education, Theory of Distance Learning Administration, Transformational Style of Instructional Leadership Theory.

Introduction

The COVID-19 widespread has made the biggest disturbance of instruction frameworks in history, influencing about 1.6 billion learners in more than 190 nations and all landmasses. Closures of schools and other learning spaces have affected 94 percent of the world's understudy populace, up to 99 percent in low and lower-middle pay nations (United Nations, 2020 [37]). The distance learning, we have pivoted to, as the prevalent phrase of these times might confirm isn't a well-planned and ponder demonstrate of best home but a transitory reaction to an emergency. Within the midst of this widespread, there's prove rising over the globe of the basic part that leadership plays in directing communities through the challenges we are confronting, and educational community is not an exemption (AITSL, 2020) [3]. Leadership is the means of collective impact, which boosts the hard work of others towards the attainment of a goal (Kruse, 2013) [23].

Research on leadership was initiated since 20th century and continues at present focusing on its capacity in organization. This led to various principles such as the great man theories, trait theories, contingency theories, situational theories, behavioral theories, participative theories, management theories, and relationship theories all of which offers constructive idea about leadership. Study of leadership in the context of education is not new. It's been an effort among scholars for many decades presenting well-established body of knowledge on the influence of administrators such as principals and supervisors in leu of school governance.

Concerning to instructional leaders, they have direct link not only among learners but also with their colleagues as well as with immediate superiors for the improvement of teaching and learning process. However, exploration on instructional leadership is very limited focusing on the complexity of characterizing leadership of teachers (Murphy, 2005) [25]. Another investigation of instructional leadership is concentrating on instructional leader roles inside the classroom which expands within the school with regards to their influence on co-teachers and administrators (Sanoki, 2013; Danielson, 2006) [14]. Moreover, exploration on the connection between school culture and instructional leadership was conducted showed that the teachers'

* RGC, LPT, Balagtas National Agricultural High School, Philippines.

perceptions of school culture were directed on task-oriented culture, while their perceptions of teacher leadership was fixed on organizational development (Cansoy & Parlar, 2017) [12]. Conclusively, a study conducted by Ng (2016) [30] with master teachers as instructional leaders in Malaysia and Philippines show results that the master teacher role mostly thrives in keeping talented and determined teachers in the classroom, but there is only limited evidence of a wider influence on colleagues, schools, and the education system.

In view of the above facts, system in education across many countries has transformed as consequence of the pandemic. It drastically changed education systems from the traditional face-to-face approach into distance learning generally regarded as “new normal system in education”. While leadership research in educational backdrop is well-established, exploration among instructional leaders remain limited overseas and locally. Moreover, findings on teacher leadership persisted to be narrow that there’s no found exploration on specific types of leadership among them and how they make change on the progress of education system. In this regard, the researcher was drawn in the investigation on the influence of teachers’ leadership style under the new normal system in education.

This study defines its significance by filling the gap on leadership in education where majority of research are focusing on the contribution of principals and other school administrators and few studies on the influence of teacher leaders who has direct exposure to both classroom management and school governance.

This research endeavor was directed towards achievement of its main objectives: a) to contribute facts on the significance of instructional leaders particularly those exhibiting transformational leadership style in fostering quality education in the face of unpredicted occasions of the new normal, and b) to develop a theory based on the data gathered.

Statement of the Problem

This study was endeavored in exploring the influence of teachers’ leadership style under the new normal system in education, during the School Year 2021-2022 in selected secondary public schools in the province of Bulacan, Philippines. Specifically, this study sought to answer the following questions:

1. What are the views of instructional leaders who exhibit transformational leadership style on the

current condition of system in education under the new normal?

2. How may their views and transformational style of leadership have influence in enhancing the new normal system in education?

3. What theory maybe developed based on the data gathered?

Theoretical Framework

This study is based on the theory of Perception in Leadership developed by Otara (2011), where in organization, perception of leaders affects the atmosphere and success of working environment. Perception is a manner of interpreting experiences, and it is important skill for any effective leadership. It is essential to realize that perception is commonly represented through communication in any organization whether big or small, and therefore, it is relevant tool in leadership. Excellent leaders possess ability to handle perceptions in the process of managing people and organizational issues. To understand the vital role of perception, the following are essential things to consider: 1) Objective perception is not easy if not impossible. Every person chooses, organizes, and interprets information obtained from their senses and internal consciousness in a different way. Leaders must realize that one of their most valuable concerns is the way employees and other managers will perceive a given administrative decision or action. 2) In addition to mechanism of perception, it is also crucial to acknowledge that every person has a distinctive frame of reference consist of all the internal and external factors that influence actions. Analysis of their experiences is determined on many aspects not precisely associated to their current condition. 3) It is significant to realize that values, beliefs, and attitudes are vital elements affecting perceptual process. 4) The extent of energy we expend completing a task is directly associated our perception of its significance. This is important in work environments. Unless personnel recognize their job appointments as interesting and worth, while their amount of effort is likely to be relatively low.

Conceptual Framework

Through exposure of the instructional leader to work environment, it instinctively forms perception on situation both positive and negative views putting him/her in leadership practices which are entirely the basis in theory construction. The conceptual framework is presented in figure 1.

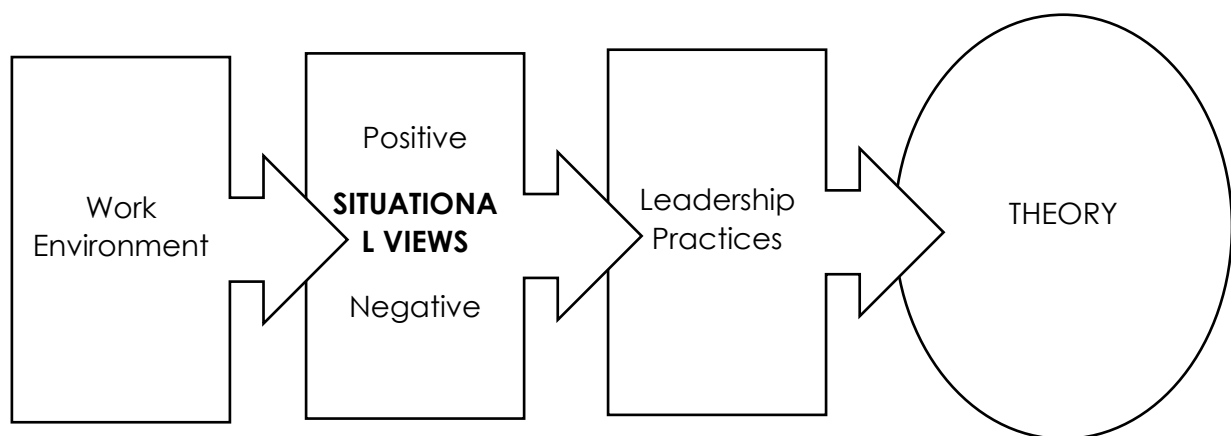


Figure 1: Paradigm of The Study

Scope and Delimitation

The focus of the study was to explore the influence of teachers' leadership style under the new normal system in education of selected secondary public schools in the province of Bulacan, Philippines. This study was conducted during the School Year 2021 - 2022 where thirty-two teachers were purposively selected based on the criteria in selecting the participants' transformational leadership style. Initial selection of participants was conducted through recommendations from their co-teachers followed by administration of Transformational Leadership Style Survey (TLSS). The TLSS identified and validated the final number of participants composed of 32 teachers which was approved by their respective principals. The participants had at least one-year appointment as master teacher.

Methodology

Research Design

The researcher utilized the grounded theory research design. Grounded theory refers to a collection of organized inductive procedures for running qualitative study intended toward theory development (Charmaz, 2009) [13]. Since this study is concentrating on a social event in education, the grounded theory method was greatly deemed by the researcher. According to Charmaz (2001), grounded theory approach considerably induced the development of qualitative research in the social sciences and professions, particularly nursing and education. Also, through grounded theory research design, the researcher was guided systematically in synthesizing, analyzing, and conceptualizing qualitative data taken from the 32 participants and other sources of records such as news prints and other textual materials related to the current investigation. As final purpose of grounded theory research design, theory was constructed based on the generated themes.

Participants/Respondents of the Study

This study was conducted in two secondary schools at the Schools Division of Bulacan, Philippines where the 32 selected participants are currently rendering their service as Master Teachers. In this nation, master teachers in public schools are the instructional leaders who have duties related to both teaching and school governance. Selection of schools was based on the availability of instructional leaders who demonstrate transformational leadership style based on the feedback of their colleagues and further validated through a leadership style questionnaire.

Purposive sampling was used in this study where the research simply selects the individuals who are willing to share information by virtue of knowledge and experience. Purposive sampling is a non-random technique that does not need underlying theories or a set number of respondents (Etikan, Musa, & Alkassim, 2016) [10]. The participants had connection on the phenomenon being studied. To make certain that the goal of study is being met, there's a set of criteria in selecting the participants. Aside from the feedback of their colleagues and tool used in validating their leadership style, the participants have at least one year experience as master teacher from the time that the Covid-19 pandemic was started.

Instrument/s of the Study

The researcher utilized three instruments for qualitative data gathering namely, the (1) personal data information sheet, transformational leadership survey and (2) interview guide.

Personal Data Information Sheet. This tool is related to the participants' demographic profile and some personal information such as age, gender, civil status, education, and length of service as educator. This basic information served as initial basis on the qualification of the instructional leaders as participants of the study.

Transformational Leadership Questionnaire. This instrument is a standardized test developed by

Alimo-Metcalfe and Alban-Metcalfe in the year 2000 and was used by the researcher as a tool in validating the observed leadership style of the participants.

Interview Guide Questions. This device is designed and used by the researcher during the interview with the participants consist of un-structured open-ended questions. This serves the researcher guide questions provides chances for the participants to share their experiences as instructional leaders.

Data Collection and Analysis

Preliminaries on the data collection was concentrated on the search and selection of standardized questionnaire as well as prospective participants of the study. Administration, scoring, and interpretation of test results puts the inclusion criteria where at this time, final set of participants were determined. Rapport building between the researcher and participants was achieved which is very essential before, during, and after the qualitative data gathering particularly interviews. In the actual data gathering, one-on-one interview to the participants was conducted through Google meet platform. Although there is no requirement to open camera during the interview, as the researcher opens his own camera, the participants did the same. This allows the researcher to gather nonverbal reactions which is also essential in qualitative data gathering. Interview of both participants took less than an hour.

Thematic analyses were utilized by the researcher as technique in handling the qualitative data. This technique is the most appropriate approach for a grounded theory research as its methods leads to theory construction out of generated themes. To add more clarity of the researcher's technique in analyzing the data, procedures as follows:

- a. Open Coding, where the researcher reads carefully for several times the interview transcript. This allows the researcher to be familiarized on the shared information of the participants. Each responses line-by-line (sentence-by-sentence) were assigned a corresponding code associated to the information presented.
- b. Axial Coding, where the researcher arranged the generated codes based on its meanings and put categories into it.
- c. Selective Coding, where the researcher transmuted assigned categories into themes thereby a theory was constructed.

Results and Discussion

The researcher identified three views of instructional leaders in the new normal system in education such as challenges, support inputs, and opportunities. Whereas the participants' manner of perceiving the new system in education along with their transformational style of leadership found

having influence on the enhancement of the new normal system in education. Such influence of being a team-focused, self-aware, charismatic, and highly spiritual contributed capacity building among learners and teachers. A theory of distance learning administration and theory of transformational style of instructional leadership was constructed out of these themes.

Challenges of New Normal System of Education

Very evident among instructional leaders that they perceived system of education in the new normal with many challenges in terms of quality of teaching, inadequate equipment's for effective and efficient delivery of teaching and learning, quality of learners' participation, and increasing demand for mental health assistance not only for learners but for the teachers as well. Instructional leaders seem to disclose unsatisfaction on the teaching performance among teachers including themselves. As stated by one of the participants of the study: It is hard to give ways on educating our learners at present. Availability of modules including its preparation, dissemination, and level of reading comprehension among learners are the contributing factors. This finding supports the observation of Canonizado (2021) [11], that the teachers are experiencing difficulties particularly on the stressful preparation of modules. He also added that the typical function of teachers is limited to designing modules, allocating and recovering modules, responding parents' inquiries, and checking learners' answers which evidently means that teachers have no contact with learners. Also, the learners study their lessons all by themselves. The survey conducted by the Healthline PH (2020), revealed that more learners disclosed that they didn't understand much what is in the modules. Despite of this problem, some parents expressed advantage of using modular modality in teaching where they become more aware on what their children are studying (Pabalate, 2020) [27]. This finding opens possibilities in enhancing the design of modules by incorporating activities that may encourage parent and learners' participation. Through this method, the parents can the needs of their children provide in some extent that their teachers cannot provide.

Since the instructional leaders are not satisfied on teaching performance, they are also disappointed on the current education system as they are in favor on the traditional face-to-face. Common desire among participants is to end this pandemic as they want to go back to what they have become acquainted with when it comes to facilitating instructions to their learners. Common problem identified by the participants in the modular modality is the less opportunity among teachers to give feedback to their learners. The study conducted by Helms (2014) [20], to compare the student performance in an online or

face-to-face modality, result showed online students had significantly lower grade point averages, missed significantly more grade opportunities, and were significantly more likely to fail the course compared to their F2F counterparts. According to Briones (2020) [9] face-to-face classes continue to be a necessity for education. The social interaction between teacher and students cannot be replaced by distance learning modalities. There is also a greater opportunity among teachers in providing instructional guidance, supervision, and intervention among their students through the traditional face-to-face modality.

This led to the other aspects of instructional leaders' view on challenges of new system in education particularly communication facilities such as technology for exchange of information. This includes the demand for trainings among teachers in the use of technology. In this sense, teachers need to be flexible and be equipped with variety of teaching strategies to meet the needs of the learners. Instructional leaders realize also insufficient evaluation tools to assess the performance of the learners. This finding strengthens the discoveries of Estrada (2021), that learners are left in the dark that most of the learners has no gadgets used to communicate with their teachers or even with their classmates. They are not aware whether they answered the modules correctly. In support to the views of instructional leaders to the problem when it comes to deficient assessment techniques and tools for students' performance, the UNICEF (2020) [36] revealed their inferences of COVID-19 pandemic for appraisal techniques and procedures where they identified challenges of teachers related to this concern. Aside from the observation that teachers are lacking relevant resources at home, trainings, and experience in the utilization of digital platforms, teachers are also struggling in assessing their learners' levels to identify whether learners are on track. Such issues in assessment contributes critical information on the learning process of learners' necessary basis for higher learning promotion. The decreased of learners' engagement was also the major problem viewed by the instructional leaders in the new normal system of education. There is also a desire among teachers to reconnect with their learners especially those who has no access to internet and solely utilized modules as learning resource. This condition reinforced the identification of other learning problems of the learners which is the reading comprehension. One of the participants expressed: Children now a days has no reading comprehension. They do not have eagerness to understand the topics... Since it's quite long time, almost two years that we are in pandemic, instead of going straight to lesson, we need to go back to basic. This disclosure of the participant would mean that learners need knowledge foundation to understand the lesson. Findings

related to reading comprehension and the need to strengthen foundation of knowledge among learners revealed a strong connection. The study of Abbas (2021) [1], on the factors influencing learners reading comprehension difficulties amidst the use of modular distance learning approach using mix-method design, results revealed that reading comprehension is the capability of the learners to analyze, decode, integrate prior knowledge, interpret, and clearly understand the words, sentence, or compositions particularly the content and its contexts. Through this study, it was also revealed both internal and external influences are contributing factors on the difficulty of learners in reading comprehension. To address this problem, it is further suggested by the researcher that the school administrators should intensify their supervision among teachers in utilizing appropriate instructional techniques appropriate and applicable to learners' learning style. Another study findings in addressing difficulties in reading comprehension in distance learning is the importance of open communication and close partnership with the parents or guardians in providing reinforcement activities for learners (Aquino, 2021) [6].

Mental health concerns are also rising not only among learners but also teachers as viewed by instructional leaders. In this juncture, the demand for mental health assistance is another challenge facing by the new normal system in education. Instructional leader said: I can see now the need to consider teachers to be provided psychology trainings and seminars sometimes ... This finding supports the results of the study of Rotas and Cahapay (2020), the compromises of physical aspects and mental health struggles. Moreover, based on the conclusion of the study of Janer and Gueta (2021) [19], the wellbeing of the educators must be provided a consideration, they also need security and self-preservation. Finally, there is a need to protect mental health of educators to enhance both the excellence of teaching and the mental health of learners (Etxebarria, Santxo, Mondragon & Santamaria, 2021) [15].

Support Inputs in the New Normal System in Education. Although instructional leaders perceived many challenges in many aspects, they also acknowledged support inputs in the new normal system in education. They observed such diligence among teachers in providing quality education despite of many obstacles brought by the pandemic and some limitations in distance education. Such diligence can be reflected on how the teachers deliver support for learners. Participant said: Really teachers are doing their effort... all means that they can do to perform their duties despite of countless paper works... Not only among teachers, but instructional leaders also acknowledged effort of school administrators such as their respective

principals and school supervisors in providing support among teachers leading to delivering quality education for learners. Participant expressed: I can see the principal always motivate and encourage us that even though it's difficult for learners the modular modality. We need to understand that not all of them can comply one hundred percent. Also, the supervisors always monitor if schools can comply and if the supply of materials are being used if it is being distributed properly for learners. Another participant said: ... the only hope is that the teachers are not giving up, from the highest position in the government agency, the Department of Education, down to the teacher, principals, the supervisors, they are really doing everything just to be successful in our goals. Instructional leaders see responsive school management as teaching and non-teaching school staffs delivers support to the learners. This reflects such task-oriented school atmosphere that motivates them from their observed challenging experience both their colleagues and learners. Time management was also seen as support inputs as they continuously manage their time to accommodate vast numbers of responsibilities and trying to instill this value to learners. The Government of Northwest Territories (n.d.), made emphasis to the resources for parent support to learning at home routine is essential for majority of people. Children will be more possible to feel protected in these uncertain times if there is a consistent plan for their learning that they must create. Parents are urged to make a timetable with their children and place it in a visible area. This manner, each one has the equal expectations. However, parents should not feel that their entire plan must be concentrated only on schoolwork. Parents should also plan for relaxation and family time. The conducted workshop among policymakers, teacher educators, and school leaders in meeting the challenges of the new normal in school education, it was stated the expected outcomes for the participants of the event where such as increase in commitment and pace for the reform in education, dedicate more resources to education, better responsiveness to new normal system in education like new skill sets, technology, and training. Moreover, greater support between policymakers, school leaders, and teacher trainers and commitment to aid programs that turn crises into opportunities to speed up restructuring, build system resilience, and support decentralization (ADB Knowledge Events, 2021) [2].

Opportunities on New System in Education

Instructional leaders remain optimistic despite of the difficulties that they are observing. They believe that there is hope for the current education system since pandemic is nearly to end. Instructional leader expressed: We still hope. Who knows if the pandemic will be ended with the help and grace of God. The number one key is our learners go should

back to school classrooms. This statement of one of the participants clearly suggests that opportunity of the current system in education lies on the traditional approach the face-to-face and adversely viewed possibilities in the new normal system in education. This thought can simply be interpreted that there is hope in the new education system if it well goes back to the traditional approach in teaching and learning mostly occurs inside the school classrooms. This idea represented several efforts from basic education to tertiary level to bring the learners back to schools. Thus, the pilot execution of limited face-to-face classes for basic education initiated on November 15, 2021, and different dates afterwards. These schools experienced thorough measures in agreement with the guideline set forth in the Department of Education (DepEd) and the Department of Health (DOH) joint Memorandum Circular (JMC) No. 1, s. 2021 or the Operational Guidelines on the Implementation of Limited Face to Face learning modality (Teachers Click, 2022) [34]. Similar into this is the DepEd Memorandum No. 071, s. 2021 the preparation for the pilot face-to-face expansion and transition to new normal (GOVPH, 2021). Oppositely, the Commission on Higher Education released a joint Memorandum Circular No. 2021 – 001, guidelines on the gradual reopening of campuses of higher education institutions for limited face-to-face classes during the COVID-19 pandemic (chedro3, n.d.). Finally, in an advisory dated January 10 signed by CHED chair Prospero De Vera III, CHED declared that the limited face-to-face classes for all programs in areas under Alert Level 3 will begin on January 31, 2022. These memorandum advisories clearly proves that even the authorities in education both lower and higher levels believes that hopes in the new education system lies on the traditional approach which is the face-to-face.

Although the other participant sees confidence on the face-to-face approach, the participant sees hope in the current system in education through the help of parents of the learners and the use of technology particularly the internet for the online modality. Participant said: If you really do the online, there's really a chance to attain quality education if online classes continue. With the help of parents for those who doesn't join online class we can still achieve quality education. It is evident based on previous discussion the existing studies on the advantages of parent involvement to learners and online technology as important tool for instruction. These findings supported the study conducted by Bhamani, et al., (2020) [8], it was found out one of the three major themes is the approaches used by caregivers at home to support learning. It was examined that the entire country and faculty member across the globe have come forward to support learning at home offering a wide range of free online avenues to support parents to facilitate home-learning.

Moreover, parents too have adapted immediately to deal with the learning gap that have emerged in their children's learning in these difficult times. Measures should be implemented to deliver essential learning skills to children at home.

Since both participants see hope even if in opposite perspectives, it is very important to determine the advantages brought by this pandemic in this new normal system in education. The Hyflex-combi of Hybrid and Flexible Learning is an emerging approach in teaching and learning although originally published in the year 2010 but evidently utilized as a response to the challenges of distance learning brought by the pandemic. This system is an instructional methodology that mixes face-to-face and online learning. Each class session and learning activity is accessible in-person, synchronously online, and asynchronously online. Learners can choose how to participate. The flexibility of the HyFlex model displays a commitment to learner victory, and that flexibility can also facilitate institutions to sustain educational and research activities during a disruption (Milman, Irvine, Kelly, Miller & Saichaie, 2020) [26]. In addition, this rising methodology in education serve as preparation to the demand of the forthcoming education regarded as "Education 4.0". The Education 4.0 is a required approach to learning that associates itself with the evolving fourth industrial revolution. This industrial revolution concentrates on smart technology, artificial intelligence, and robotics; all of which now affect our everyday lives. For schools to sustain to produce successful graduates, they ought to make ready their learners for a world where these cyber-physical systems are rampant across all industries. This implies teaching learners about this technology as component of the curriculum, adjusting the approach to learning altogether, and applying this technology to better enhance the school experience.

Team-focused Leadership

Both participants depicted team-focused leadership. It can be observed through their appreciation to group participation where they exposed themselves working as a group and at the same time they support each member, prioritizes the needs of others as well as being sensible to entire school staffs. Participant expressed: What I encourage to teachers, even though we are currently experiencing this pandemic, life shall continue. Let's give what we can give for the learners. That is our vowed duty, it's our bread and butter. Those I encouraged to our co-teachers that matter what happen, life continues. Do what we can do, always open our heart and mind. We know that all this yields beautifully. I told to teachers, not only for myself but the faculty and staff and the ... (name of the school). I say to Sir... (name of the school principal) this is the sigh of teachers in a nice way ... (giving example of mediating concerns of co-teachers to their school principal). Antonio and

Abrantes (2021) [4] conducted a study to examine how transformational leadership promotes team performance through team cohesion and how that connection is controlled by previous team performance and leadership consensus. They calculated a moderated-mediation model based on a sample of 690 professional players in 59 top professional squads in collaborative team sports leagues (basketball, handball, roller hockey, and indoor football/soccer) in Spain. Results indicates that transformational leadership indirectly affects objective team performance through the mediation role of team cohesion and that this indirect effect is more noticeable when the level of prior performance is greater. They also discovered that the indirect effect of transformational leadership on team performance through cohesion is stronger in teams with higher consensus regarding their coaches' leadership. Paolucci, Dimas, Zappalà, Lourenço, and Rebelo (2018) [28], examines the effects of transformational leadership on team effectiveness on three criteria of team effectiveness: viability, team process improvement, and quality of group experience. In addition, the researchers also analyzed the indirect effect of transformational leadership on team effectiveness through affective team commitment. Ninety teams working in different organizational contexts in Portugal were surveyed. Two different questionnaires were administered, respectively, to team members and team leaders. Team members (N = 445) were surveyed about leadership, team commitment, and quality of the group experience, whereas team leaders (N = 90) were asked to assess team viability and team process improvement. Hypotheses were tested through structural equation modelling. Findings showed that affective team commitment partially mediates the relationship between transformational leadership and quality of the group experience. Aside from being team player with colleagues as master teacher (instructional leader), they also have teams with the learners since they are also teaching. As expected to a teacher, they assess performance and sensible to learners. Participant said: If you see that their entire scores, it is really very low. With the modules they are high, but when it comes to summative tests performance, it's really very low. Maybe that is one I think that I see with their problem. The problem is the internet connection and their status in life. Not all our learners attending online classes are wealthy. Some of them wants to join but they are unable to attend because of their status in life. They are not able to do what they want to do. As a team player of two different but related groups, they take responsibility by being resourceful in providing both groups' needs, they provide organized solution to the problem and even manage risks. Above all these, is due to their characteristics that they set high goals. Transformational leadership promotes followers "to perform beyond expectations" and "promotes

positive and meaningful changes” (Sosik & Jung, 2010) [32]. Transformational leaders not only inform purposes, needs, and wants in their followers, but also brings them closer to achievement with vision and confidence (Fairholm, 2001 [16]; Sosik & Jung, 2010 [32]). Equals (2019), made a description of transformational leaders as follows: a) puts clear planned goals and high expectations, supporting others; b) offers support, recognition and negotiations over social interaction; c) excites the emotions of people, getting people to look beyond their self-interest, inspiring people to reach for the improbable; d) is a model of integrity and fairness, with assertiveness; and e) helps their staff commit to a programmed they helped create.

Self-aware Leader

One of their very admirable characteristics as instructional leaders is being self-aware. They tend to reflect on their strengths and weaknesses allowing themselves to identify their aspects of improvement and they are very much open to seek assistance from others as they strive to develop. Participant said: I am one of the pioneer teachers already. Although I can use computer, I only have fundamental knowledge but I’m trying to reach out my students. That is why I asked somebody to help me. I did not object into that. I never rejected it. Although it’s hard for me the strategies and procedures, I forced myself to follow for the future of my learners. According to Tarraf (2018) [33], transformational leaders have a high degree of self-awareness and confidence, and they have the capability to inspire and motivate their teams through a shared vision and successful exchange of ideas.

The Level Up Leadership (2019) made a description among self-aware leaders. They can see themselves with clear eyes. They can identify and appreciate their strengths, and just as importantly, they are able to acknowledge their weaknesses. A self-aware leader can put their strengths forward and lean into those abilities. They are also able to assess their weaknesses without judging themselves, which can be an incredibly difficult act. Getting a strong understanding of own abilities and restrictions also permits for more successful communication, because a self-aware leader is better able to acknowledge the influence, they have on the people around them. Tanui, Were, and Clive (2018), conducted a study to determine the relationship and effective leadership. The findings of correlation analysis revealed that there was a moderately strong, positive, and significant relationship between self-awareness and effective leadership. These results implied that increase in self-awareness positively resulted to increase in effective leadership. Results also proved that there is a positive linear relationship between self-awareness and effective leadership.

Charismatic Leader

It is not surprising that participants manifest secondary type of their leadership which is the charismatic style since it is closely related to transformational leadership. Both charismatic and transformational leadership depend on the capability of the leader to influence and inspire the followers. Transformational and charismatic leaders encourage the individual or those around them to be better and to work for the greater good of an association or society. Other resemblances involve leaders support those around them in benefit of a common goal, and plans and audacity are encouraged (Papa, 2021) [29]. The following are the characteristics of the participants as charismatic leaders that in some extent can be observed among transformational leaders such as being energetic, motivator, persistent and influencer. Alaine (2022) made a description of a charismatic leader trait that is unbeatable sense of enthusiasm and love for life. This type of leaders inspires others to be happy because they are happy themselves. They love life, they enjoy every moment of their work, they take pride in their responsibilities, and they are full of energy. A charismatic leader is one who simply radiates joy, enthusiasm, and passion. One of the participants made a self-description: Since this is my last day of teaching, I will do my best. Since this is the last day of my work, I will try my very best (with enthusiasm). Children said or even you ask other teachers, they are asking why I am not getting tired. They said that it’s like I am always happy. It’s like I am always lively. But deep inside I also have trials... Moreover, participants seemingly share behavior being an admirer as they appreciate good work performance of their colleagues. The Becker’s Hospital Review (2015) identified five traits of uniquely charismatic leaders and one of those traits is genuinely give praise often. Being considerate and mediator are some other characteristics of the participants which reflect on the manner how they handle problems of their colleagues as well as the learners. They tend to identify areas where teachers and learners encounter some difficulties and provides recommendation on how it will be handled in more realistic manner. They frequently mediate these concerns to the right authority. The participant said: If I see them that it seems they are saying they need to recharge, I told them, It’s okay! That’s alright as long as you don’t prolong that mindset. Moreover, the participant expressed: Maybe it’s not great violation on the part of teachers those few things we’re not going to follow. Example, we are required to report three time a week but there’s virtual classes, how we can handle our students? I’m telling Sir (referring to the school principal) if it’s possible that those who will report to school are those who really needs to report physically. Then the rest, just stay at home to monitor those who are online and at the same time we are safe not to be

infected. Those what I say. I give suggestions to Sir (referring the school principal).

Although charismatic and transformational type of leadership shares similarities, studies have proven that two types of leadership are different. Charismatic leaders are sometimes termed transformational leaders since they share various resemblances. Their main difference is focus and audience. Charismatic leaders frequently try to make the status quo better, while transformational leaders concentrate on transforming organizations into the leader's vision. Another study concerning the relationship of these two leadership styles was focused on creating a unique bond between leaders and followers, resulting in superior performance. Keth (2016) [22] made a key distinction of the two leadership styles wherein the charismatic leadership the leader's charm and creates inspiration and devotion among followers towards the leader, while in transformational leadership, change in individual social systems are created through a collective vision. Remarkably both these abilities are somewhat present among participants. These findings offer more interest to leadership styles among teacher leaders.

Highly Spiritual Leader

The most admiring qualities of the participants when it comes to their transformational leadership style is being highly spiritual leader as they contribute on the enhancement of the new system in education. It is observed based on how they analyze and respond to situations that they always connect the power of the God Almighty. They believe that possibilities on the challenges of the current pandemic situation lies on the grace of God.

However, due to limitation of scientific findings on the association on the aspects of the participants high spirituality and believing in God this claim remains shallow or unproven as it requires scientific findings. Therefore, this conclusion among participants is mainly based philosophical knowledge which has long been established but open interest in scientific exploration to lay down scientific facts.

Theory of Distance Learning Administration

Based on the generated themes of instructional leaders' account on their views on the new normal system in education, a theory in the administration of distance learning were constructed. The distance learning generally regarded as new normal system in education requires holistic observation in all areas from educational facilitators such as administrators, supervisors, teachers, etcetera to learning recipients such as learning status, socio-economic conditions, and others. The Internationals Schools Partnership (n.d.), stated: Distance learning is not only about technology; it's also about our people. We recognize that there are many elements involved in providing content, experiences and connection for children and students so that they can continue to learn as part of a community. From this observation, it requires task-oriented culture to address the challenges or gaps in teaching and learning. This suggests responsive school management that delivers learners support through diligence to education and time management since distance learning has many external and internal factors that can hurdle motivation both the teachers and the learners. Success of the implementation of distance learning or the new normal system in education reflects on the positive feedbacks among educational personnel. This idea is presented in figure 2.

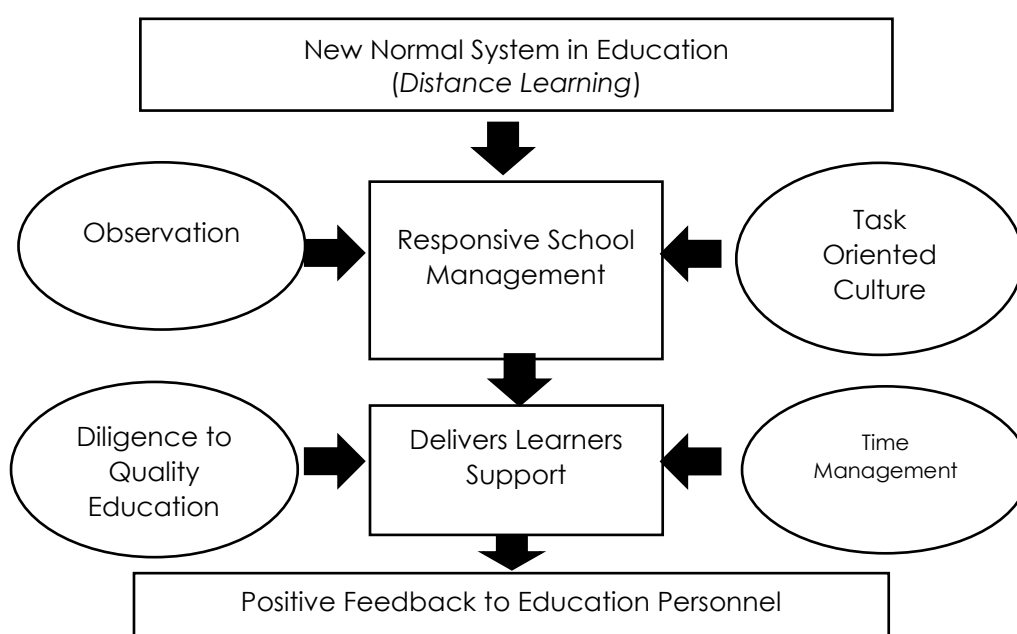


Figure 2. Theory on Distance Learning Administration

Transformational Style of Instructional Leadership Theory. Based on the themes generated from the participants responses, a transformational style of instructional leadership theory was constructed. The instructional leader responds

naturally as result on his/her views to situation, and characteristics as leader shows such as: team-focused leader, self-aware leader, charismatic leader, and highly spiritual leader. This idea is presented in in figure 3.

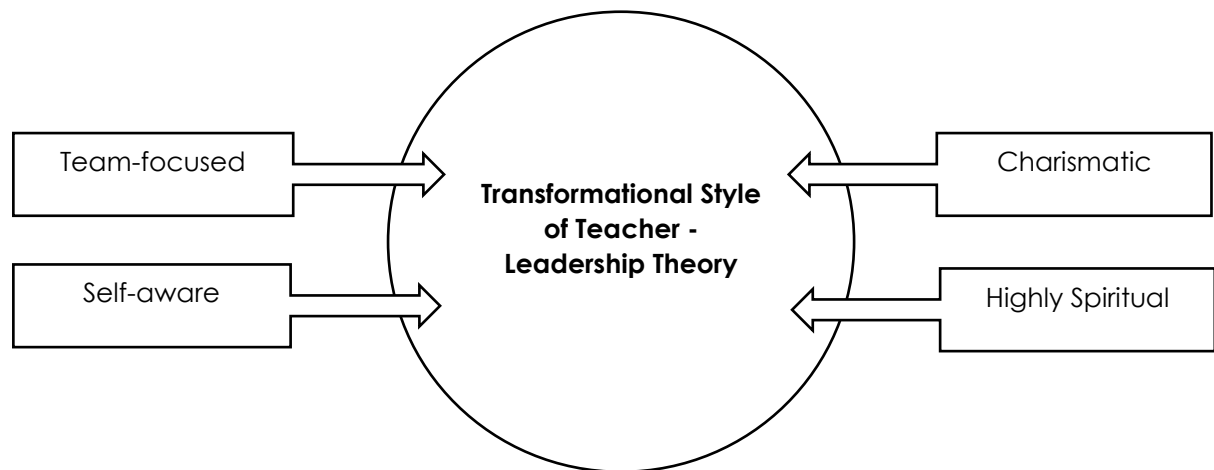


Figure 3: Transformational Style of Instructional Leadership Theory

Conclusion

With the foregoing findings, it is concluded that instructional leaders' view on the new normal system in education are primarily focused on the challenges in terms of the delivery of teaching and learning including the demand of mental health assistance both teachers and learners. In response into these challenges, participants found support inputs in various educational branches. Thus, diligence of teachers and efforts of school principals and supervisors in uplifting quality of instructional delivery and other positive attitudes retort to challenges. Opportunities in new normal system in education was perceived, however, contingent to the face-to-face traditional approach. There is chance in the distance learning visible to the other participant if online teaching continues and communication equipment are accessible to everyone. Participants views on the current system in education along with their transformational style of leadership contributed on the enhancement of education as influence of their leadership characteristics such as team focused, self-aware, charismatic, and highly spiritual. Theory on distance learning administration and transformational style of instructional leadership theory were constructed out of the research findings.

Recommendations

Having these inferences at hand, the researcher recommends that authorities in education should take advantage into this situation. Although ideally, current education system must return from its traditional face-to-face approach, it cannot be denied that the distance learning is an emerging learning modality that needs wider scope try-out for implementation to laydown sufficient ideas for improvement. The nature of "Education 4.0" or the

"Future System in Education", is a distance learning modality where the learners learn from their own location through utilization of advance technology and less interaction with the teachers. Modular modality in distance learning cannot be ignored on its practicality and importance to those learners who are financially incapable in purchasing gadgets and bills for telecommunications as well as opportunity to attend regular classes due to some circumstances. With this, teachers and other school officials who are responsible on quality assurance on the reproduction of modules. They should take benefit from existing comments and suggestions on how to improve the content design of the materials. Parent involvement on the context of lessons is one of the promising suggested improvements of the modules based on the literature review of this study. Instructional leadership among master teachers must be emphasized and acknowledged in every educational institution allows them to better perform both responsibilities as teachers to the learners and jointly with their assistance to administrators in school governance. Exploration in different instructional leadership style is highly suggested to look on similarities and variation on findings in relation to this current investigation. Aspect of highly spiritual in transformational style of instructional leadership theory is highly recommended for investigation to fill-in the gap of shallow or unproven scientific findings. Finally, continuation of this research in the context of testing the two constructed theories in distance learning administration and transformational style of leadership is highly advised to produced principles in education.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

References

1. Abbas, K.D. (2021). Factors influencing students reading comprehension difficulties amidst the use of modular distance learning approach in Mindanao State University Sulu- Senior High School. *Open Access Indonesia Journal of Social Sciences*. <https://doi.org/10.37275/oaijs.v4i2.78>.
2. ADB Knowledge Events (2021). Meeting the challenges of the new normal in school education: An online workshop for policymakers, teacher educators, and school leaders. ADB knowledge Events. <https://events.development.asia/learningevents/meeting-challenges-new-normal-school-education-online-workshop-policymakers-teacher>
3. AISTL (2020). The role of school leadership in challenging times. *Spotlight*. <https://www.aitsl.edu.au/research/spotlights/the-role-of-school-leadership-in-challenging-times>
4. Antonio, F. and Abrantes, C. (2021). Transformational leadership and team performance in Sports teams: A conditional indirect model. *Merce Mach* <https://iaap-journals.onlinelibrary.wiley.com/doi/10.1111/apps.12342?af=R>
5. Alain, P. (2022). The charismatic leader traits. <https://www.industryleadersmagazine.com/nthe-charismatic-leader-traits/>
6. Aquino, J. (2021). Addressing reading comprehension difficulties in printed modular distance learning: A case study. *International Journal of English language studies*. <https://doi.org/10.32996/ijels.2021.3.10.1>
7. Becker's Hospital Review (2015). 5 traits of uniquely charismatic leaders. *Becker's Health Care*. <https://www.beckershospitalreview.com/hospital-management-administration/5-traits-of-uniquely-charismatic-leaders.html>
8. Bhamani, S., Makhdoom, A., Bharuchi, V., Ali, N., Khaleem, S., & Ahmed, D. (2020). Home learning in times of COVID: experiences of parents. *Journal of Education and Educational Development*. <https://files.eric.ed.gov/fulltext/EJ1259928.pdf>
9. Briones, L. (2020). Shared responsibility. Recommendation on limited face-to-face. <https://www.deped.gov.ph/wp-content/uploads/2020/12/20201214-Recommendation-on-Face-to-Face-Classes-Final-1.pdf>
10. Etikan, I., Musa, S. A. & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5, 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
11. Canonizado, I. (2021). Challenges that teachers are facing under the new normal system in education. <https://discover.hubpages.com/education/Challenges-n-that-Teachers-Are-Facing-Under-the-New-Normal-System-in-Education>
12. Cansoy, R. & Parlar, H. (2017). Examining the relationship between school culture and teacher leadership. *International Online Journal of Educational Sciences*, 9(2), 310-322. https://www.academia.edu/33343855/Examining_the_Relationship_between_School_Culture_and_Teacher_Leadership
13. Charmaz, K. (2009). Grounded Theory. *The SAGE Encyclopedia of Social Science Research Methods*. SAGE Publications.
14. Chedro3. (n.d.). CHED-DOH JMC No. 2021-001 on the guideline on the gradual reopening of campuses of higher education institutions for limited face-to-face classes during the COVID-19 pandemic. <https://chedro3.ched.gov.ph/2021/02/16/ched-doh-jmc-no-2021-001-on-the-guideline-on-the-gradual-reopening-of-campus-of-higher-education-institutions-for-limited-face-to-face-classes-during-the-covid-19-pandemic/>
15. Danielson, C. (2006). Teacher leadership that strengthens professional practice. Alexandria, VA: Association for Supervision & Curriculum Development.
16. Etxebarria, N., Santxo, N., Mondragon, N. & Santamaria, N. (2021). The psychological state of teachers during the covid-19 crisis: the challenge of returning to face-to-face teaching. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.620718>
17. Fairholm, Matthew R. (2001). The themes and theory of leadership. *James MacGregor and the Philosophy of Leadership*. Center for Excellence in Municipal Management, 1-4.
18. Global University (2021). Why reading comprehension is vital for distance learning. [https://globaluniversity.edu/why-reading-comprehension-is-vital-for-distance-learning/Government of Northwest territories. \(n.d.\). Resources for Parents to Support Learning at Home. https://www.ece.gov.nt.ca/en/services/education-culture-and-employment-updates/resources-parents-support-learning-home](https://globaluniversity.edu/why-reading-comprehension-is-vital-for-distance-learning/Government%20of%20Northwest%20territories.%20(n.d.).%20Resources%20for%20Parents%20to%20Support%20Learning%20at%20Home.%20https://www.ece.gov.nt.ca/en/services/education-culture-and-employment-updates/resources-parents-support-learning-home)

18. GOVPH (2021). Preparations for the pilot face-to-face, expansion and transitioning to new normal. https://www.deped.gov.ph/wp-content/uploads/2021/10/DM_sn2021071.pdf
19. Gueta, M and Janer S. (2021). Distance learning challenges on the use of self-learning module. <https://uijrt.com/articles/v2/i7/UIJRTV2I70010.pdf>
20. Helms, J. (2014). Comparing student performance in online and face-to-face delivery Modalities. <https://files.eric.ed.gov/fulltext/EJ1030563.pdf>
21. Helpline PH (2020). Disadvantages of modular learning. [https://helplineph.com/opinion/disadvantages-of-modular-learning/International Schools Partnership. \(n.d.\). A 'new normal' - isp's approach to learning during the covid-19 outbreak. <https://www.internationalschoolspartner ship .com/a-new-normal-isps-approach- to-learning-during-the-covid-19-outbreak/>](https://helplineph.com/opinion/disadvantages-of-modular-learning/International Schools Partnership. (n.d.). A 'new normal' - isp's approach to learning during the covid-19 outbreak. https://www.internationalschoolspartner ship .com/a-new-normal-isps-approach- to-learning-during-the-covid-19-outbreak/)
22. Keth (2016). Difference between charismatic and transformational leadership. Difference Between.com. <https://www.differencebetween.com/difference-between-charismatic-and-vs-transformational-leadership/>
23. Kruse, K. (2013). What is leadership. Forbes. <https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=7238238a5b90>
24. Level Up Leadership (2019). Why is self-awareness important as a leader? Blog. <https://levelupleadership.com/why-is-self-awareness-important-as-a-leader/>
25. Murphy, J. (2005). Connecting teacher leadership and school improvement. Thousand.
26. Oaks, CA, Corwin Press. Milman, N., Irvine, V., Kelly, K., Miller, J. & Saichaie, K. (2020). 7 Things you should know about the hyflex course model. Educause. <https://library.educause.edu/resources/2020/7/7-things-you-should-know-about-the-hyflex-course-model>
27. Pabalate, N. (2020) Modular learning is not working. Manila Bulletin. <https://mb.com.ph/2020/11/16/modular-learning-is-not-working/>
28. Paolucci, N., Dimas, I., Zappalà, S., Lourenço, P. and Rebelo, T. (2018). Transformational leadership and team effectiveness: The mediating role of affective team commitment. Journal of Work and Organizational Psychology. <https://journals.copmadrid.org/jwop/art/jwop2018a16>
29. Papa, A. (2021). Charismatic leadership and other styles compared. Campus Press <https://www.manilatimes.net/2021/06/10/campus-press/charismatic-leadershipstyles-compared/1802602>
30. Ng, A. (2016). Master teachers as teacher leaders: evidence from Malaysia and the Philippines ResearchGate https://www.researchgate.net/publication/311770248_n Masterteachers_as_teacher_leaders_evidence_from_Malaysia_and_the_Philippines
31. Sanocki, S. (2013). The process of how teachers become teacher leaders and how teacher leadership becomes distributed within a school: a grounded theory research study. Dissertations, 171. <https://scholarworks.wmich.edu/dissertations/171>
32. Sosik, J. J. & Jung, D. I. (2010). Full range leadership development: Pathways for people, profit, and planet. New York: Routledge.
33. Tarraf, S. (2018). Making a leader: Transformational leadership + emotional Intelligence. LinkedIn. <https://www.linkedin.com/pulse/making-leader-transformational-leadership-emotional-suhail-bin-tarraf>
34. Teachers Click (2022). Preparations for the implementation of the expanded phase of face-to-face classes. <https://www.teachersclick.com/2021/12/preparations-for-implementation-of.html>
35. Towler, A. (2019). The qualities of transformational leaders and what distinguishes them from transactional leaders. CQ Net C. <https://www.ckju.net/en/dossier/qualities-transformational-leaders-and-what-distinguishes-them-transactional-leaders>
36. Unicef (2020). Guidance: Assessing and monitoring learning during the COVID-19 crisis. PDF File. https://reliefweb.int/sites/reliefweb.int/files/resources/learning_assessment covid-19final.pdf
37. United Nations (2020). Policy brief: Education during COVID-19 and beyond. United Nations. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sgpolicbrief_covid-19_and_education_august_2020.pdf