



MOTIVATIONAL AND SUPERVISORY COMPETENCIES OF SECONDARY SCHOOL ADMINISTRATORS IN THE NEW NORMAL EDUCATION

Ramel V. Pastrano¹, Dr. Ronald S. Decano²

¹Graduate Student, Doctor of Philosophy in Educational Management, Davao del Norte State College, Philippines

²Dean, Institute of Advanced Studies, Davao del Norte State College, Philippines

Article DOI: <https://doi.org/10.36713/epra8800>

DOI No: 10.36713/epra8800

-----ABSTRACT-----

The purpose of the study was to assess the motivational and supervisory competencies of secondary school administrators in the new normal education within the New Bataan District. It explored a quantitative descriptive survey method that discovered the level of motivational competencies of secondary school administrators as perceived by themselves and teachers in terms of appreciation, feedbacking, human relations, and human drive in new normal education. Determined the level of supervisory competencies of secondary school administrators as perceived by themselves and teachers in leadership, team building, professional growth, and planning. The study found out that the administrators and teachers differ significantly in their perception of the motivational and supervisory competence of the school administrators. The administrators and teachers did not vary in their perceptions of motivational and supervisory competence when analyzed according to educational qualification/attainment, gender, and length of service. Furthermore, school administrators and teachers were committed to their work. The motivational qualities and managerial effectiveness lie in the leader's commitment and high sense of responsibility, especially this time of the pandemic. Towards the end of the study, school administrators need to apply measures to demonstrate a positive attitude of protection and care towards their teachers, to adapt to new work schedules, and build effective team relationships despite the challenges. As a result, school administrators evaluated their leadership competencies more positively even this time of the pandemic. Several suggestions were proposed for improving school administrators' leadership competencies.

KEYWORDS- *Motivational competencies, supervisory competencies, new normal education, and descriptive-survey method*-----

INTRODUCTION

Earlier this year, COVID19 slammed the door on all aspects of daily life. It interrupted international travel, devastating economic growth, and disrupted schooling globally. In just a few months, COVID 19 was a "supernova" (Azorín 2020) that caused "undeniable chaos" (Hargreaves and Fullan 2020) and shook the entire educational fabric. It has redefined learning as a screen-based remote activity that limits most students to online teacher assistance. According to UNESCO, 1.6 billion young people did not attend school during this crisis. As Zhao (2020) points out, "virtually all schools have been on hiatus" and teaching has been significantly reorganized.

Based interviews with 120 principals in 19 states of the United States of America show principals' raw reactions as they and their districts struggled to make plans amid a fog of uncertainty and the challenges, they faced especially in dealing with their teachers. The analyzes also include recommendations for schools and districts to prepare for the next emergency. Research at the time revealed glaring inequalities and different neighborhood approaches. Some gave school principals broad autonomy to make decisions related to the response to the pandemic, while others took a centralized, top-down approach that restricted school principals (Superville, 2020).

With schools reopening in the Philippines and worldwide, special attention is now being paid to the challenges facing students and the entire education sector in the new normal. With schools suddenly forced to close in the first quarter of 2020, administrators and education officials had to quickly develop and implement alternative means to continue the school year without the health of students, teachers, schoolchildren, teachers, students, teachers, students, teachers, teachers, students, teachers, etc. non-academic staff and even parents and guardians (Asian Perspective, 2021).

This study is timely for the generation of this society, because, among others. This topic is important everywhere. In addition, school leaders are role models for teachers, students, parents, and stakeholders.



Consequently, their leadership styles and positive relations with each other have an impact on the community. On the other hand, an active school that creates competent individuals and people is a significant contribution to society.

The researchers have seen the need to conduct a study to assess school administrators' motivational and supervisory competence in the new normal education. This issue is an important area that should be studied and expounded to enhance one's school performance. It can raise awareness of the school leaders, teachers as the external beneficiaries of the study. The result of this can be used to develop a functional scheme to improve the teaching and learning process for the school administrators, teachers, and students. It is, therefore, necessary to investigate.

This study will ascertain the level of school administrators' activities and performance. It should use their potentialities and capabilities to bring about added dimensions in their improvement of teachers' competencies that will eventually improve the quality of life among our learners in times of Covid-19 in New Bataan District, Davao de Oro Province.

LITERATURE REVIEW

Harris (2020) stated that before COVID-19, the type of leadership most typically found in schools could be described as traditional, following the contours of role and position. The principal's main purpose was to run the school and ensure that learning and teaching were most productive. Currently, the staff meetings, coffee catchups, and corridor chats are gone. All those formal and informal moments when relationships are formed, and leadership is exercised are gone overnight.

Education leaders worldwide at all levels of the system spend their time influencing and communicating with others through a laptop or phone screen. They train their leadership through two-dimensional spaces spending hours on Teams, Zoom, or Google Meet.

Netolicky (2020) pointed out that the work of educational leaders is always complex. It involves complex strategy, culture, relationships, governance, operations, and decision making, with multiple moving elements and often conflicting views of stakeholders. During the COVID19 pandemic, schools and school systems continue to respond to ever-changing circumstances, the increasing complexity of the lives of members of the communities they serve, and external narratives.

Additionally, school administrators strike a balance between strategic and operational leadership. While considering all of their employees, they must evaluate a wide variety of effects (individual well-being and organizational well-being in addition to learning and service provision). So that they may take wise and well-informed choices, they must be well-versed in their context and in best practices found elsewhere, together with all the available evidence of what is likely to succeed (Netolicky, 2020).

Moreover, getting through a crisis is inherently flawed, mistakes will be made, but it is the forward momentum that is critical and the key to getting through the toughest times. "The impact of the pandemic on global health has been exacerbated by the unsustainability of economic globalization, which is based on the neoliberal dismantling of state capacities in favor of markets" (Van Barneveld et al., 2020).

In the context of an effective leader, Blasé and Blasé (1999) recommended several key practices that teachers could benefit from, including refining teachers' reflection and training skills, modeling effective teaching, and providing developmental resources. teachers aimed at the needs of adult learners, in addition, Day et al. (2016) found that successful school leaders "have developed the leadership capabilities of their colleagues through gradual sharing of responsibilities with accountability" and "have focused on creating a range of learning and development opportunities for all staff. and the students".

McCarley, Peters, and Decman (2016) underscore the importance of a primary teacher understanding "skills, needs, and goals" and building on the strengths of an individual teacher. Regardless of experience or training, teachers need their principals' support and efforts related to teacher development. As Danielson (2012) stated, because teaching is so demanding and complex, all teaching can be improved.

METHODOLOGY

Research Design

This study employed the Descriptive-Survey method. The central purpose of descriptive survey research is to describe the characteristics of a group or population (Frankael et.al, 2012). This research Supplemented by two sets of questionnaires as the main gathering tools. The two sets of questionnaires were motivational competence and supervisory competence. The said questionnaires were administered to sampled administrators and their teachers at the secondary schools of the New Bataan District.

Research Respondents

The respondents of the study were the 173 secondary classroom teachers and 7 school administrators, specifically the schools-in-charge, headteachers, and principals of New Bataan District, Davao de Oro Province.

Research Environment

This study was conducted in the secondary schools of the New Bataan District, Davao de Oro. New Bataan, Davao de Oro, is situated in the Northern part of the Division of Davao de Oro. The District of Compostela bounds it in the North, the district of Maragusan in the South, the District of Baganga in the East, and the District of Nabunturan in the West.



Research Instruments

The instrument used in the study was the researcher-made questionnaire. There were several sub-topics identified to classify the motivational competence and supervisory competence to school administrators in the new normal education. The sentences were made simple, brief, concise to provide teachers and school administrators with a basic understanding of the purpose of the study.

The motivational competence included the following indicators: appreciation, feedbacking, human relation, and human drive. The supervisory competence comprises indicators such as leadership, team building, professional growth, and planning.

The copy of questionnaires was presented to the 173 secondary teachers and 7 school administrators to determine its reliability and the degree of difficulty of items.

Data Gathering Procedure

A letter was sent to the Schools Division Superintendent to conduct the study from certain secondary public schools; by then, asked permission from the School District Supervisor. When approval was obtained, the researcher sent the informed consent to the school secondary heads. The consent form indicated the purpose of the research and why they were selected as respondents. It specifically explained that their participation in the study is voluntary and their identities and responses to the questions will never be disclosed and will be kept confidential.

The researchers then distributed the questionnaires using online Google survey forms. One of the good features of these online forms was the automatic data collection and counting.

Data Analysis

In addition to the questionnaire created by the researcher, data was gathered using Google Survey Forms. In light of the study's objectives, the findings were evaluated and interpreted. With an ANOVA, it was possible to determine the degree of supervisory and motivating skills of secondary school administrators for issues 1 through 4. On the other hand, T-test was employed to see whether there was a statistically significant difference between gender and educational achievement and qualification. Pearson Moment of truth for the merchandise To establish the link between secondary school administrators' motivation and supervisory skills, a correlation test will be performed.

RESULTS AND DISCUSSION

The level of motivational and supervisory competence of school administrators as perceived by the teachers and themselves are shown in Table 1.

Level of Motivational Competence of School Administrators Perceived by Teachers and Themselves

That the school administrators were equally high in motivating their constituents, particularly on human drive. Teachers considered them good also in human relations, in feedbacking, and a sense of appreciation towards their subordinates. This means that the school administrators covered by the study were highly streamed by their constituents in terms of giving appreciation, feedbacking, human relations, and human drive. Further indicates that the administrators were motivating their teachers highly to achieve better. On the other hand, the level of motivational competence of school administrators as perceived by themselves implies that the school administrators of the secondary school of New Bataan District have assessed themselves on a satisfactory level of motivational competence particularly in human drive, human relations, and feedbacking.

These findings confirm the idea of Halomen (1999) idea that our schools today need leaders with motivated and desirable qualities to attain goals, needs, and expectations of different clientele.

*Table 1
 Level of Motivational Competence of School Administrators Perceived by Teachers and Themselves*

Motivational Competence (Perceived by Teachers)	\bar{X}	Description	Motivational Competence (Perceived by School Administrators)	\times	Description
Appreciation	3.95	High	Appreciation	4.15	High
Feed backing	4.01	High	Feed backing	4.22	Very High
Human Relations	4.11	High	Human Relations	4.31	Very High
Human Drive	4.15	High	Human Drive	4.35	Very High
Overall Mean	4.05	High	Overall Mean	4.26	Very High

Level of Supervisory Competence of School Administrators Perceived by Teachers and Themselves

Presented in Table 2 is the level of supervisory competence among school administrators illustrated that the teachers of the said district perceived their supervisory competence as high. This implies that the school administrators possessed super skills and competence in the work of supervision to their constituents. This further

implies that they were very effective in their jobs particularly in the aspects of team building and professional growth.

Among the school administrators, the level of supervisory competence rated by them was very high. This implies that the administrators considered themselves excellent in terms of supervisory work. They believed they were skillfully and knowledgeable in so far as this aspect of their responsibilities was concerned even this time of the pandemic.

Table 2
Level of Supervisory Competence of School Administrators Perceived by Teachers and Themselves

A significant difference in the Level of Perception on Motivational Competence between Teachers and School Administrators Themselves

Supervisory Competence (Perceived by Teachers)	\bar{X}	Description	Supervisory Competence (Perceived by School Administrators)	\times	Description
Leadership	4.12	High	Leadership	4.35	Very High
Team Building	4.20	Very High	Team Building	4.30	Very High
Professional Growth	4.31	Very High	Professional Growth	4.47	Very High
Planning	4.10	High	Planning	4.37	Very High
Overall Mean	4.18	High	Overall Mean	4.37	Very High

Displayed in Table 3 is the test on the significant difference between the perceptions of administrators and teachers in the level of motivational competence among administrators is shown in table 2. This resulted in a computed mean difference of 0.20 in favor of the teachers' perceptions. When tested for significance using a t-test, the result was a computed t value of 3.12 greater than the tabulated value of 1.96 at 0.05 level of significance. In this regard, the null hypothesis was rejected in this aspect. This implies that teachers and administrators had different assessment ratings in the kind of motivational competence administrators were doing.

Table 3
The significant difference in the Level of Perception on Motivational Competence between Teachers and School Administrators Themselves

Motivational Competence	\bar{X}	Difference	t-test		Decision
			Computed	Tabulated	
Teachers	4.26				
Administrators	4.03				
		0.23	3.12	1.96	Null rejected

The significant difference in the Level of Perception on Motivational Competence when Grouped According to Educational Qualification

Presented in Table 4 is the test on the significant differences in the level of motivational competence among school administrators when analyzed according to educational qualification. Utilizing the f-test, it was found out that the computed t-value (0.766) was lesser than the tabular value (3.49) at a 0.05 level of significance. This implies that when respondents were divided based on their educational background, there was no discernible difference in their levels of motivational competence. This shows that school administrators' motivating abilities were similar no matter what degree of education the respondents had attained.



Table 4

The significant difference in the Level of Perception on Motivational Competence when Grouped According to Educational Qualification

Educational Attainment	N	\bar{X}	Description	t-test		Decision
				Computed	Tabulated	
Master's Degree	3	4.11	High			
With Doctor's Degree Units	3	4.37	Very High			
Doctor's Degree	1	4.12	High			
Total	7			0.766	3.49	Null Accepted

The significant difference in the Level of Perception on Motivational Competence when Grouped by Gender

Table 5 shows the data on the difference in the level of motivational competence among administrators when analyzed according to gender. The null hypothesis in this parameter was accepted since the computed t value (0.0491) was lesser compared to the tabular value (2.179) at a 0.05 level of significance. This indicates that the motivational skills of the male and female respondents were almost like each other. This implies that motivational competence was maybe high or low regardless of the gender of the school administrators. In this regard, the null hypothesis of no difference was accepted.

Table 5

The significant difference in the Level of Perception on Motivational Competence when Grouped by Gender

Motivational Competence	N	\bar{X}	Description	t-test		Decision
				Computed	Tabulated	
Male	4	4.19	High			
Female	3	4.15	High			
Total	7			0.0491	2.179	Null Accepted

The significant difference in the Level of Perception on Motivational Competence when Grouped According to Length of Service

Table 6 displays the data on the level of motivational skills among administrators are classified according to their length of service using the f-test. The computed t-value (0.0414) was lesser than the tabular value (3.41) at a 0.05 level of significance. These findings allow us to accept the hypothesis of no difference. This indicates that the school administrator manifested the same degree of motivational skills regardless of the number of years of service. This further implies that years of service do not affect the performance of school administrators in the area covered by the study.

Table 6

The significant difference in the Level of Perception on Motivational Competence when Grouped According to Length of Service

Length of Service	N	\bar{X}	Description	f-test		Decision
				Computed	Tabulated	
5-10	2	4.23	Very High			
11-15	2	4.18	High			
16-20	2	4.16	High			
21 and above	1	3.88	High			
Total	7			0.0414	3.41	Null Accepted

The significant difference in the Level of Perception on Supervisory Competence between Teachers and School Administrators Themselves

Presented in Table 7 is the test on the significant difference between the perception of the administrators themselves and the teachers on the level of supervisory competence among the school administrators, the computed mean difference of 0.21 when tested for significance resulted in a computed t-value of 3.02 which was greater than



the tabular value of 1.96 at 005 level of significance. This indicates that the teachers and administrators vary significantly. Further, this means that there was a significant difference in the two perceptions. Thus, the null hypothesis was rejected in this parameter.

Table 7

The significant difference in the Level of Perception on Supervisory Competence between Teachers and School Administrators Themselves

Motivational Competence	\bar{X}	Difference	t-test		Decision
			Computed	Tabulated	
Teachers	4.37				
Administrators	4.16				
		0.21	3.02	1.96	Null rejected

The significant difference in the Level of Perception on Supervisory Competence when Grouped According to Educational Qualification

Shown in Table 8 is the statistical analysis on the difference of the supervisory competence among school administrators when grouped according to educational qualifications. There was a mean difference but when computed using f-test, the computed value (0.215) fell below the tabular limit (3.80) at a 0.05 level of significance. Hence, the null hypothesis was accepted in this aspect. This means that there was a significant difference in the level of supervisory competence when the respondents were categorized according to their educational attainment. This further means that the school administrators of secondary school administrators of New Bataan District obtained almost the same level of competence in their supervisory works.

Table 8

The significant difference in the Level of Perception on Supervisory Competence when Grouped According to Educational Qualification

Educational Attainment	\bar{X}	Description	t-test		Decision
			Computed	Tabulated	
BS Degree with MA Units	4.23	High			
Master's Degree	4.12	High			
With Doctor's Degree Units	4.37	Very High			
Doctor's Degree	4.10	High			
Total			0.125	3.80	Accepted null

The significant difference in the Level of Perception on Supervisory Competence when Grouped by Gender

Presented in table 9 is the test on the significant difference in the level of supervisory competence among school heads was analyzed according to gender. The null hypothesis was accepted at 0.05 level of significance since the computed value (0.0394) was lesser than the tabular value (2.306). Therefore, there was no significant difference in the level of supervisory competence among school administrators when grouped according to gender. This implies that sex is not an indicator for high or low supervisory competence. This implies further that both the male and female school heads can have equal chances of showing a high level of supervisory skills.

Table 9

The significant difference in the Level of Perception on Supervisory Competence when Grouped by Gender

Motivational Competence	N	\bar{X}	Description	t-test		Decision
				Computed	Tabulated	
Male	3	4.30	High			
Female	4	4.27	High			
Total	7			0.0394	2.306	Null Accepted

The significant difference in the Level of Perception on Supervisory Competence when Grouped According to Length of Service

Table 10 displays the data on the difference in the supervisory competence of school heads were analyzed according to their length of service. The computed f-value (0.570) fell below the tabular value (3.41) at a 0.05 level of significance. In this regard, the null hypothesis of no difference was accepted. This means that school administrators were most likely on the same level of supervisory skills regardless of the number of years as teachers



and heads of school. This implies that the school administrators in the areas covered by the study have similar concepts, approaches, and perspectives as far as supervisory activities are concerned.

Table 10
The significant difference in the Level of Perception on Supervisory Competence when Grouped According to Length of Service

Length of Service	\bar{X}	Description	f-test		Decision
			Computed	Tabulated	
5-10	4.37	Very High			
11-15	4.33	Very High			
16-20	4.13	High			
21 and above	4.15	High			
			0.570	3.41	Null Accepted

Relationship Between Motivational and Supervisory Competence of School Administrators

Shown in Table 11 is the relationship between the motivational and supervisory competencies of the school administrators employing t-test. The result was that the computed t-value (7.73) was greater than the tabular value (2.365) at a 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that there was a significant relationship between the motivational and supervisory competencies. This was so because these two major concerns of being head, or a leader should go together would also show that the school heads were committed to their work. This confirms with the observation of Tria et al. (1999) that motivational qualities and managerial effectiveness lie on the commitment and high sense of responsibility of the leader.

Table 11
Relationship Between Motivational and Supervisory Competence of School Administrators

Variables	\bar{X}	y	R	r ² x100	t-test		Decision
					Computed	Tabulated	
Motivational Competence	4.055						
Supervisory Competence		4.18					
			0.9125	83.26	7.73	2.365	Reject null

Furthermore, the qualities and attributes of a leader in the face of a crisis require its approach with responsibility, calm, and optimism. However, leaders must manage emotional intelligence and emotional stability to put the interests of others above their own in leading the organization. This involves leadership in the faith, through total involvement, to overcome any prejudice of persistent normalcy and to collaborate effectively with subordinates.

Finally, the leader's empathy is the priority in a crisis to provide both personal and professional support at the human level while maintaining organizational morale in crisis. Leadership through uncertainty requires leadership that is flexible and adapts to changing circumstances. It also requires collaboration, teamwork, and mobilizing various skills from the wider school community to tackle shared challenges. Great times bring many challenges, but they also offer opportunities to learn and grow.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn: The Department of Education is indeed filled with teachers and school administrators who are so unselfish to commit themselves to continue learning despite this COVID-19 pandemic. The teachers rated their school administrators high in motivational competence, while the administrators rated themselves very high. On the supervisory competence, the teacher's and administrators' perceptions mocked with a very high degree. There was no significant difference between the perception of school administrators and teachers on the motivational competence of school administrators themselves. The school administrators rated themselves higher in supervisory competence. Both the school administrators and teachers did not vary in their perceptions of motivational and supervisory competencies when grouped according to the educational qualification, gender, and length of service.

Organizations that wish to survive in crises need to develop the necessary infrastructure that enables healthy communication, interactive decision making, and strategic planning in an atmosphere that is flexible, agile, and open to growth (Raney 2014). By incorporating flexibility into their culture, organizations can better understand employees' core issues and ultimately respond efficiently to emerging challenges by making the right strategic decisions (Caminiti 2020).



RECOMMENDATIONS

Based on the findings and the study's conclusion, the following recommendations were hereby offered: First, school administrators must strive more to reach a very high level of motivational and supervisory competencies to meet the teacher's expectations. Second, school administrators must take time to orient teachers on the aspects of leadership and the importance of holding seminars/trainings on how to maintain a very high level of harmony and professionalism. Third, teachers and administrators should always strive to improve educationally or upgrade to keep abreast of the new leadership trends in education. Lastly, that a functional scheme to keep the older teachers stay effective and productive must be made and implemented.

ACKNOWLEDGEMENT

The researcher would like to extend his profound gratitude and recognition to the following people whose inexorable inspiration, encouragement, and assistance made this research work a reality. Dr. Ronald S. Decano, research adviser and the Dean of the Graduate School of Davao del Norte State College for his research acumen, challenge, encouragement, and enriching criticisms. The panel examiners, for their constructive comments and suggestion that helped me in improving this manuscript well. To my parents, friends, secondary schools heads, and teachers of New Bataan District who contributed greatly to make this manuscript possible within a limited time frame. Above all, the Sovereign God abundantly provided everything which made the way smooth for the researcher to pursue even the crucial moments of the study and research work. A million thanks!

REFERENCES

1. Azorín, C., A.Harris, and M.Jones (2020), "Taking a Distributed Perspective on Leading Professional Learning Networks." *School Leadership & Management* 40 (2-3): 111–127. doi:10.1080/13632434.2019.1647418. [Taylor & Francis Online].
2. Azorin, C. (2020), "Beyond COVID-19 Supernova. Is another education coming?", *Journal of Professional Capital and Community*. DOI: 10.1108/JPC-05-2020-0019.
3. Bader, A. K., C. Reade, F. J. Froese (2019), "Terrorism and Expatriate Withdrawal Cognitions: The Differential Role of Perceived Work and Non-work Constraints." *The International Journal of Human Resource Management* 30 (11): 1769–1793. doi:10.1080/09585192.2016.1233448.
4. Bader, B., S. Stoermer, A. K. Bader, T. Schuster (2018), "Institutional Discrimination of Women and Workplace Harassment of Female Expatriates: Evidence from 25 Host Countries." *Journal of Global Mobility: The Home of Expatriate Management Research* 6 (1): 40–58. doi:10.1108/JGM-06-2017-0022.
5. Blasé, J. & Blasé, J. (1999). *Principals' instructional leadership and teacher development: Teachers' perspectives*. *Educational Administration Quarterly*, 35 (3), 349-378
6. Caminiti, S. (2020), "How the Coronavirus Crisis Has Elevated the Role of HR Chiefs in the C-suite." *CNBC*, April 22. <https://www.cnbc.com/2020/04/22/the-coronavirus-is-elevating-the-role-of-hr-chiefs-in-the-c-suite.html>
7. Danielson, C. (2012), *Observing classroom practice*. *Educational Leadership*, 70 (3), 32-37.
8. Day, C., Gu, Q., & Sammons, P. (2016), *The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference*. *Educational Administration Quarterly*, 52 (2), 221-258.
9. Day, C. (2017), *School leadership as an influence on teacher quality*. In X. Zhu, A. Goodwin, & H.Zhang (Eds.), *Quality of teacher education and learning* (pp. 101-118). Springer.
10. Dös, İ. & Savaş, A. C. (2015). *Elementary school administrators and their roles in the context of effective schools*. *SAGE Open*, 1-11
11. Fiore, D. (2009). *Introduction to educational administration: Standards, theories, and practice* (2nd ed.). Larchmont, NY: Eye on Education.
12. Hargreaves, A., and M.Fullan (2020), "Professional Capital after the Pandemic: Revisiting And revising Classic Understandings of Teachers' Work." *Journal of Professional Capital and Community*, <https://www.emerald.com/insight/publication/issn/2056-9548#earlycite>. [Crossref],
13. Hargreaves, A. (2020), "What's next for schools after coronavirus? Here are 5 big issues and opportunities", *The Conversation*, available at: <https://theconversation.com/whatsnext-for-schools-after-coronavirus-here-are-5-big-issues-and-opportunities-135004> (accessed 1 May 2020).
14. Hargreaves, J., Davey, C., Auerbach, J., Blanchard, J., Bond, V., Bonell, C. and Doyle, A. (2020), "Three lessons for the COVID-19 response from pandemic HIV", *The Lancet HIV*, Vol. 7 No. 5, pp. e309-e311.
15. Harris, A. (2011), "Distributed leadership: implications for the role of the principal", *The Journal of Management Development*, Vol. 31 No. 1, pp. 7-17. Harris, A. (2013), *Distributed Leadership Matters: Perspectives, Practicalities, and Potential*, Corwin Press, Thousand Oaks, California.
16. Harris, A. and Jones, M.S. (2019), *System Recall: Leading for Equity and Excellence in Education*, Corwin, Thousand Oaks, California. Kuhn, T.S. (2012),
17. Harris, A. (2020). COVID-19- School leadership in crisis. *Journal of professional capital And community*. 5(3-4) 321-326. <https://www.emerald.com/insight/content/doi/10.1108/JPC-06-2020-0045/full/pdf?title=covid-19-school-leadership-in-crisis>
18. Leithwood, K., Harris, A. and Hopkins, D. (2020), "Seven strong claims about successful school leadership revisited", *School Leadership and Management*, Vol. 40 No. 1, pp. 5-22.
19. McCarley, T. A., Michelle, M. L., & Decman, J. M. (2016). *Transformational leadership related to school climate: A multi-level analysis*. *Educational Management Administration & Leadership*, 44 (2), 322-342.
20. McNulty, Y. McNulty, J. Lauring, C. Jonasson, and J. Selmer. 2019. "Highway to Hell? Managing Expatriates in Crisis." *Journal of Global Mobility* 7 (2): 157– 180. doi:10.1108/JGM-10-2018-0054.
21. Netolicky, D. (2020). *School leadership during a pandemic: navigating tensions*. *Journal of professional capital and community* 5(3-4) 391-395. <https://www.emerald.com/insight/content/doi/10.1108/JPC-05-2020-0017/full/pdf>



22. Salkind, N. (2013). *Quantitative Research Methods*. Encyclopedia of Educational Psychology. <https://doi.org/10.4135/9781412963848.n224>
23. Superville, D. R. (2020, December 30). What Principals Have Learned From COVID-19's 'Stress Test'. <https://www.edweek.org/leadership/what-principals-have-learned-from-covid-19s-stress-test/2020/11>
24. Raney, A (2014), "Agility in Adversity: Integrating Mindfulness and Principles of Adaptive Leadership in the Administration of Community Mental Health Center." *Clinical Social Work Journal* 42 (3): 312–320. doi:10.1007/s10615-014-0487-0.
25. Ravitch, D. (2020), *Slaying Goliath: The Passionate Resistance to Privatization and the Fight to Save America's Public Schools*, Knopf, New York. Sahlberg, P. and Hasak, J. (2017), "Small Data for big change", *Education*, Vol. 98 No. 1, p. 7
26. Van Barneveld, K., Quinlan, M., Kriesler, P., Junor, A., Baum, F., Chowdhury, A., Junankar, P.N., Clibborn, S., Flanagan, F., Wright, C.F. and Friel, S. (2020), "The COVID-19 pandemic: lessons on building more equal and sustainable societies", *Economic and Labour Relations Review*. DOI: 10.1177/1035304620927107.
27. Whitaker, T., Whitaker, B., & Lumpa, D. (2009). *Motivating and inspiring teachers: The educational leaders' guide for building staff morale* (2nd ed.). Larchmont, NY: Eye on Education
28. Zhao, Y. 2020. "COVID-19 as a Catalyst for Educational Change." *Prospects*, 1–5. doi:10.1007/s11125-020-09477-y. [PubMed], [Google Scholar]