

New Normal Secondary School Management And Its Correlates: The Public Educational Institutions View

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Abstract: School administrators understand the type and extent of their schools' adaptation to new normal situations and challenges in the education system is highly and significantly influenced by the level of their new normal school management actions. The same as with the land of Pangasinan, principals are challenged with school management priorities, hence, this investigation sought to find out the extent of a school management of the public secondary school along aspects of leadership and governance, curriculum and instruction, accountability of continuous improvement and management of resources; and the extent of implementation of Instructional Leadership, Fiscal Management, and Infrastructure. The study is descriptive by nature with the 117 public secondary school principals in Pangasinan Division II. The data were gathered using survey-questionnaires and were statistically treated using weighted mean and t-test. SPM tool was used in this study to collect data in order to assess the extent to which principals have implemented school management features. Second, survey-questionnaires are used to collect information on their level of management implementation. It was found that in leadership and governance, majority of the respondents highly implemented a collaborative network established by the school community. For curriculum and instruction, majority of the respondents claimed that the programs in their schools are fully implemented to maintain harmonious environment. Meanwhile, accountability for continuous improvement, majority of the respondents cited that school-community development performance assessment is practiced. In terms of management of resources, most of the respondents claimed that stakeholders support judicious use of resource. Finally, the implementation of infrastructure is most used extensively than Instructional Leadership and Fiscal Management.

Index Terms: Accountability, Continuous Improvement, Curriculum and Instruction, Fiscal Management, Infrastructure, Instructional Leadership, Leadership and Governance, Management of Resources

1 INTRODUCTION

THE school principal acts as the highest executive and prime leader of the school community. Thus, being the most important educational manager and administrator in a particular learning community, the principal's roles and services are held as most integral and indispensable factors that contribute to school development and management. This is because, the principal holds the most important power to create decisions and execute tasks, strategies and actions to attain objectives stipulated in the school improvement plans and in the over-all school management system. Diverse administrators have different priorities or areas of focus in terms of school development management, but they all advocate for the best interests and welfare of the learning community and the population that makes it up (Oplatka and Lapidot, 2018). The different leadership styles and techniques selected and implemented by these school administrators may be related and attributed to the diversity in managerial priorities (Berkovich and Eyal, 2018). Certain school administrators seek to cultivate a transformational leadership style and are devoted to using a collaborative approach to school management (Faas, et. al. 2018). Leadership and management provide the administrative education standards members and partners, guiding them toward collaborative, collective school and cultural advocacy (Pratiwi, et. al. 2020). Curriculum and instruction, on the other hand, establishes the

criteria for instructional delivery, processes, and systems, as well as adherence to curriculum norms. Continuous improvement accountability is a branch of SBM that entails collaborative performance evaluations that serve as the foundation for the implementation of programs, strategies, activities, and interventions aimed at improving and refining school administration (Atik and Celik, 2020). Furthermore, resource management standards direct school administrators to take the lead and prioritize appropriate, efficient, and purposeful resource consumption and use for instructional purposes (Mestry, 2017). Prior to the new normal, principals are faced with school management priorities that are directed and aligned with these four major standards or areas. Then, suddenly a crisis has arrived and led to massive and abrupt changes and shift to the educational practices and systems from the conventional practices into educational management systems adapted to the current situations and predicament. The pandemic's problem has prompted the identification of the most important and vital areas of concern in accordance with new school management practices (Bozkurt, et. al. 2020). Instructional leadership, budgetary management, and infrastructural adaptations to new normal settings and scenarios in education are among these topics. School leaders must adjust their instructional leadership duties to accommodate the management and use of various learning delivery modalities and distance learning systems (Basit, et. al. 2020). Meanwhile, fiscal management practices of school managers are also significantly influenced as the need for massive production of supplemental learning materials create certain adjustments in school budgeting and funding system.

2 REVIEWS OF RELATED LITERATURE

2.1 Leadership and Governance in New Normal Education

The Department of Education's key priority in readjusting fund allocation and actions to response to the new normal needs of education is ensuring instructors' preparation in on-line

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learning through exposure to relevant trainings. It is a test of teachers' preparation for online learning in terms of how they can prepare for and adjust to the use of online learning modalities. The pandemic's educational interruptions have prompted teachers to contemplate using alternative learning modes. On-line teaching is one of these methods. Similarly, Gascon (2020) stated how the House Committee requested information from the Department of Education regarding its learning continuity plan. This strategy is based on the so-called "new normal" of learning. Learners are not required to participate in face-to-face education at this stage. The Department of Education faces issues in ensuring teachers' preparation and ability in using alternative learning modalities in this new normal stage of learning. On-line learning, blended learning, and modular training are the most common of these modalities. Liu, et. al. (2021), on the other hand, described how the epidemic disrupted face-to-face training. Despite the disruptions, teachers and the Department of Education remain optimistic that educational services for students will be sustained even in the midst of the catastrophe

2.2 Curriculum and Instruction Building of Secondary School Management

Teachers confront the most difficult task of preserving educational continuity for Filipino students in the new normal. As a result, they take an active role in training programs that promote innovative and different ways of teaching and learning. Similarly, Alcober (2020) remarked that the DepED intends to use the Learning Continuity Plan to meet the educational issues posed by Covid-19. Due of the pandemic, lessons have been postponed to allow teachers and students adequate time to complete extensive preparations. The Department of Education worked with a variety of stakeholders to design and construct a learning continuity strategy that would help students cope with the new normal's educational obstacles. Under the new normal stage of education, this plan contains provisions on the many teaching modalities that educators may follow. Intelligibly, Malipot (2020) explained that, while the Philippine education system faces significant challenges in maintaining educational continuity as a result of the pandemic, the DepEd assures that teachers will be well-supported and empowered to use alternative methods to support children's education even in the new normal. All learners will be required to use self-paced learning modules under the terms of the Learning Continuity Plan. Learners will be offered different educational modes in addition to modules.

2.3 Management Resources Building Up of Educators

Effective school leadership of school heads is more likely tbring out the positive learning outcomes of students. Heriri (2021) in his research "Principal Leadership and School Effectiveness: Perspectives from Principals and Teachers" sought to investigate the extent of principal's engagement in seven leadership practices identified as contributors to students' achievement. The researcher also aimed to discuss the principal's level of engagement associated with the success levels of schools in coping with accountability measures.

2.4 Teachers and Principals in the Collaboration for Fiscal Management

Leadership discipline is a contributor to the school leaders' administrative effectiveness. Akomolafe (2017) in his research

"A Comparative Study of Principal's Administrative Effectiveness in Public and Private Secondary Schools in Ekiti State, Nigeria sought to compare and analyze the levels of administrative proficiency and effectiveness of school heads in both public and private schools. There were 191 principals from public schools and 104 principals from private schools who served as participants of this study. The findings of this study indicated a moderate level of administrative effectiveness of public-school principals and high level of administrative proficiency among private school principals. It was concluded that the high level of administrative effectiveness of school leaders can be linked with the high level of leadership discipline and control.

2.5 Instructional Leadership

Instructional leadership roles of principals may contribute to educational reforms in school. Maxwell and Rigey (2017) in his thesis "Exploring on the Instructional Leadership Skills of Filipino School Principals towards Educational Reforms" explored on the changing roles of principals in the Philippines as instructional leaders. The researcher aimed to analyze how the crucial instructional leadership roles of principal's impact schools' efforts towards reaching educational reforms. The findings of this study stressed that majority of respondents claimed a large portion of insufficiently attained educational objectives of schools towards educational reforms faced by school principals as instructional leaders. School heads' quality of instructional leadership is reflected in the performance of faculty as facilitators of instruction in school. Notman (2017) in her research "The Impacts of Instructional Leadership Skills of Principals on the Educators' Pedagogical Practices" aimed to evaluate and analyze the principal's capacities to influence the teachers' pedagogical activities and practices. It was a qualitative study with 12 principals and 9 teachers as its respondents. The findings of this research indicated that it was only in terms of issuing directives that principals can influence teachers in their pedagogical practices.

3 THEORETICAL AND CONCEPTUAL FRAMEWORKS

The Path-Goal Theory is recommended in this study to be linked and utilized in the efforts of school administrators to control and supervise the educational and professional services provided by faculty and other teaching personnel (Hariri, 2021). The principle of this theory relating to the need of specifying leadership styles and behaviors that suit the employees' needs and the working environment towards the achievement of a goal can be reflected in the school heads' initiative to provide and organize teacher-training programs on LDM utilization and implementation of distance learning system. School heads are able to attend to the needs and demands of teachers and teaching staff in terms of professional knowledge, skills, strategies, and measures to enhance their professional and pedagogical services during the implementation of the distance learning system thanks to these faculty trainings on LDM management (Johnson, 2021). Meanwhile, the management of the areas of concern of education in times of pandemic by the school head can be linked and guided by Ralph Walter Tayler's (1950) Theory of Objective-Based Evaluation Model. Tayler is known as the father of behavioral objective. According to this viewpoint, education is the process of changing people's behavior patterns (Melvin, 2020). Tayler emphasizes the importance of

properly defined educational goals. These goals must be converted into educational goals. Hence, school leadership in the context of SBM is very challenging. It requires a paradigm shift, from the traditional way of management. It also requires change, collegiality, teamwork, and even efficiency and effectiveness.

This research study is primarily designed to assess the new normal school management skills and competence of the secondary principals in Pangasinan Division II. At the course of this assessment, there will be two areas of concern that may be considered and highlighted. These include the factors that are considered during the execution of the new normal school management in terms of Leadership and Governance; Curriculum and Instruction; Accountability of Continuous Improvement; and Management of Resources

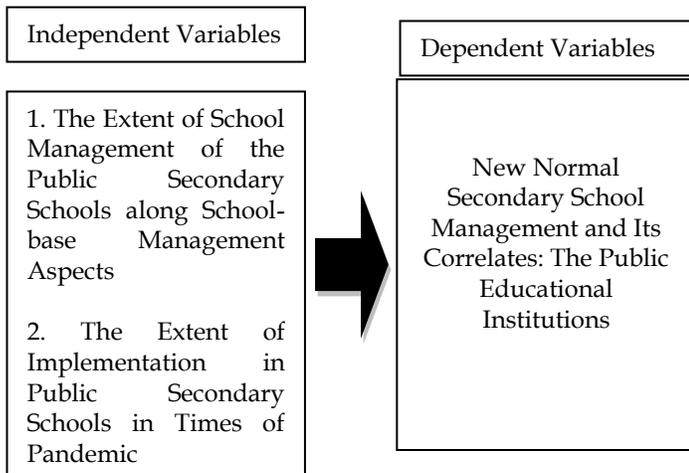


Figure 1: Paradigm of TVL-HE Graduates Readiness in Food Service Industry

Figure 1 shows the paradigm of the study, this paper determines that the new normal secondary school management relies on the school management of the public secondary schools along and its implementation during this time of pandemic. The diagram also shows that after determining the relationship between the school management and the public secondary school implementation during the pandemic, the public educational institutions management during the new normal is acknowledged.

4 METHODOLOGIES

Specifically, the Descriptive method was applied in the discussion and analysis of the parts of the study relating to the extent of school management of the public secondary schools along school-based management aspects of leadership and governance, curriculum and instruction, accountability of continuous improvement and management of resources, the extent of implementation in the public secondary schools in times of pandemic in terms of instructional leadership, fiscal management and infrastructure. The respondents of the study were the 117 public secondary school principals. In Pangasinan Division II. The first phase of data collection was the distribution of SPM instrument to the 117 school heads of secondary schools in Pangasinan Division II. Secondly, survey-questionnaires were also distributed to the respondents to gather data on their level of implementation of management along areas of concern in the new normal education such as instructional leadership, fiscal management and infrastructure.

The survey forms were also distributed to the principal-respondents to acquire data about the problems encountered along school management and areas of concern. Interviews were also conducted to gather additional information pertinent to the challenges or problems of school management.

5 RESULTS AND DISCUSSIONS

4.1 The Extent of a School Management of the Public Secondary School along the School-Based Management Aspects of Leadership and Governance, Curriculum and Instruction, Accountability of Continuous Improvement and Management of Resources
The study first assessed the level of SBM practices of the school heads who served as the respondents of this study. Each table summarizes the results by highlighting the top three and bottom three indicators of respondents' regarding leadership and governance, curriculum and instruction, accountability of continuous improvement and management of resources. The indicators are differently identified to each feature enumerated to contrast the improvements and the discrepancies that are experienced in each section. In this case, the results pave way to the factual condition of the management of the principals in public secondary schools in Pangasinan. Hence, the highlighted data reflects the main result of the study which correlates with the primary record of the data.

To descriptively measure the following data, a scale is applied for the following tables:

Rating Scale	Legend:
4	3.26-4.0-Highly Implemented
3	2.51-3.25-Sufficiently Implemented
2	1.76-2.5-Poorly Implemented
1	1.0-1.75-Very Poorly Implemented

**TABLE 1
Communication Skills Readiness of the TVL-HE Graduates**

Indicators	Mean	DE
The development plan guided by the school's vision, mission and goals is developed through the leadership of the school and the participation of some invited community stakeholders.	3.10	SI
A network has been collaboratively established and is continuously improved by the school community.	4.00	HI
The network actively provides stakeholders information for making decisions and solving learning and administrative problems.	3.75	HI
The network allows easy exchange and access to information sources beyond the school community.	3.70	HI
Leaders undertake training modules that are convenient to them and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning progress.	2.10	PI
Leaders assume responsibility for their own training and development. School community leaders working individually or in groups coach and mentor one another to achieve their V.M.G.	3.10	SI
Overall Mean	3.30	HI

It was found that in terms of leadership and governance, majority of the respondents highly implemented a network that has been collaboratively established and is continuously

improved by the school community, with the highest obtained mean of 4.00 or highly implemented. This was followed by the response that the system actively provides stakeholders information in making decisions and solving learning as well as administrative problems, with a mean of 3.75 or highly implemented. The least however was the response that leaders undertake training modules that are convenient and do not disrupt their regular functions. Also, leaders monitor and evaluate their own learning process, with the lowest mean of 2.10 or poorly implemented. Once school governance works, it is remarkable and has the potential to influence the culture of the school by involving the entire staff, parents, and, when possible, children. Administrators become recognizable figures who are encouraging, routinely rewarding and recognizing the efforts of their school's workers (Meyer and Richter, 2020). Responsibility then instead of absolute power is the main figure; both are dimensions of power, but the latter tends to lie in official positions, such as the principal or headteacher, whilst the former can be used by anyone in the school or college. While management is intimately tied to positional authority, leadership is not (Salva, 2018).

TABLE 2
Extent of Implementation of School Management in terms of Curriculum and Instruction

Indicators	Mean	DE
All types of learners of the school community are identified, their learning curves assessed, appropriate programs with its support materials for each type of learner is developed.	3.90	HI
Programs are fully implemented and closely monitored to address performance discrepancies, benchmark practices, coach low performers, mentor potential leaders, reward high achievement and maintain environment that makes learning meaningful and enjoyable.	4.00	HI
Local beliefs, norms, values, traditions, folklores, current events and existing technologies are documented and used to develop a lasting curriculum. Localization guidelines are agreed to by the school community.	3.55	HI
Materials and approaches are being used in school, in the family and in community to develop critical, creative thinking and problem-solving community of learners and are producing desired results.	3.70	HI
The monitoring system is accepted and regularly used for collective decision-making.	3.15	SI
Practices, tools and materials for developing self-directed learners are beginning to emerge in the homes and in the community.	3.20	SI
Overall Mean	3.42	HI

In terms of curriculum and instruction, majority of the respondents claimed that the programs in their schools are fully implemented and closely monitored to address performance discrepancies, standard practices, help low performers, guide potential leaders, reward achievers and maintain a good environment with the highest mean of 4.00. This was followed by the perception that all types of learners of the school community are identified, their learning curves assessed, appropriate programs with its support materials for each type of learner is developed, with a mean of 3.90. The least response, however, was that a representative team of school and community stakeholders assess content and

methods used in teaching creative, critical thinking and problem-solving, with the lowest mean of 2.15 or poorly implemented. An educational institution cannot function properly without a well-designed curriculum. So there would be no clear understanding of what students studying at the school would be taught. In any purpose of teaching a topic is, the administration must have a clear vision of what they want the learners to be capable of by the time they graduate from that school (Tinga, 2020). The curriculum is managed in such a way that it neither stresses the teacher nor keeps the students to the point that they do not learn anything at the completion of the term (Wu, et. al. 2020). A school's administration ensures a program that is feasible in the time allotted.

TABLE 3
Extent of Implementation of School Management in terms of Accountability of Continuous Improvement

Indicators	Mean	DE
Shared and participatory processes are used in determining roles, responsibilities and accountabilities of stakeholders in managing and supporting education.	3.85	HI
Performance accountability is practiced at the school level.	3.40	HI
A community-accepted performance accountability, recognition and incentive system is being practiced.	3.20	SI
Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.	3.70	HI
School initiates periodic performance assessments with the participation of stakeholders.	3.10	SI
School-community developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems, providing technical assistance and recognizing and refining plans.	4.00	HI
Overall Mean	3.5	HI

Meanwhile, in terms of school management in accountability for continuous improvement, majority of the respondents cited that school-community developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems, providing technical assistance and recognizing and refining plans, with the highest mean of 4.00 or highly implemented. This was followed by the response that shared and participatory processes are used in determining roles, responsibilities and accountabilities of stakeholders in managing and supporting education, with a mean of 3.85 or highly implemented. The lowest mean of 3.10 or sufficiently implemented falls in the response that the school initiates periodic performance assessments with the participation of stakeholders. Operational excellence necessitates a review of management, resource allocation, teaching and learning, and student participation, and it assists school leaders in shifting their focus away from results (such as low test scores or absence) and toward the various factors that may contribute to results. As concluded by Siswanro (2020), developing the skills they require to ensure that their teamwork benefits their classroom culture-improvement, initiatives an eye on the learners' progress.

TABLE 4
Extent of Implementation of School Management in terms of Management of Resources

Indicators	Mean	DE
Resource inventory is characterized by regularity, increased participation of stakeholders and communicated to the community as the basis for resource allocation and mobilization.	3.15	SI
Resource inventories are systematically developed and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.	3.45	HI
Stakeholders support judicious, appropriate and effective use of resource.	4.00	HI
Stakeholders are engaged and share expertise in the collaborative development of resource management system.	3.75	HI
Stakeholders are invited to participate in the development and implementation of monitoring, evaluation and reporting processes on resource management.	3.20	SI
Stakeholders are engaged, held accountable and implement a collaboratively developed system of monitoring, evaluation and reporting for resource management.	3.10	SI
Overall Mean	3.38	HI

Finally, in terms of management of resources, most of the respondents claimed that stakeholders support judicious, appropriate and effective use of resource, with the highest mean of 4.00 or highly implemented. This was followed by the perception that stakeholders are engaged and share expertise in the collaborative development of resource management system, with a mean of 3.75 or highly implemented. The least response, however, was the observation that stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization, with the lowest mean of 3.25, but still interpreted as sufficiently implemented. According to Zeinabadi (2020), one of the most critical roles of school administrators is effective resource management. After receiving financing from the state and federal governments, public schools must allocate those funds to programs and other educational obligations. Effective resource management commences with administrators assessing their schools to determine what resources their kids and teachers require, and ends with them providing those resources. Administrators assess various positive areas of investment throughout the process, from teacher hiring to instructional materials to technological tools. The procedures below can assist school administrators in evaluating these factors and allocating resources where they will have the most advantage.

4.2 The Extent of Implementation in the Public Secondary Schools in Times of Pandemic along Instructional Leadership, Fiscal Management and Infrastructure

The study also delved into the assessment of the level of implementation of school management of school leaders in a new normal approach as to instructional leadership, fiscal management and infrastructure.

TABLE 5
Extent of School Management in terms of Instructional Leadership

Indicators	Mean	DE
I align the use of Learning Delivery Modalities to the provisions of Learning Continuity Plan.	4.00	HI
I assess the accessibility of each LDM.	3.90	HI
I assess the access of students to technology for LDM that rely on the use of ICTs like on-line learning	4.00	HI
I address problems on the distance of students' residences for the delivery of learning modules.	3.65	HI
I manage and supervise the teachers' endeavor to design and develop modular tools.	3.80	HI
I initiate the validation of developed modular tools.	3.95	HI
Overall Mean	3.9	HI

It was revealed that in terms of instructional leadership, majority of the respondents align the use of Learning Delivery Modalities to the provisions of Learning Continuity Plan, determine which modality suits the majority of students and assess the access of students to technology for LDM that rely on the use of ICTs like on-line learning which similarly obtained the highest mean of 4.00 or highly implemented. The least however, was the initiative to address problem on distance of students' residences for the delivery of learning modules with the lowest mean of 3.65. Moreover, it was also found that in general, the school management in terms of instructional leadership was sufficiently implemented by the respondents with a grand mean of 3.9. One of the most powerful techniques for developing an effective teaching and learning environment is instructional leadership. Instructional leaders go further than the regular duties of school principals, focusing far more on creating knowledge and curriculum implementation, as well as instructional practices. As a school leader, it is critical to provide chances for teachers to reflect on and improve their teaching techniques. As a school leader, it is their obligation to prioritize professional development and serve as a change agent. Furthermore, A development plan lays out clear objectives for the school to achieve as well as the means to do so (Steele and Steiner, 2020). When properly created and implemented by the principal and other stakeholders, this can be a powerful instrument for raising student achievement added by them.

TABLE 6
School Management in terms of Fiscal Management

Indicators	Mean	DE
Adjustment of school budget to sustain the development and supply of learning modules	4.00	HI
Adjustment of school budget for virtual trainings on LDM	3.70	HI
Adjustment of school funding for provision of computer units and ICTs in school for on-line learning	3.90	HI
Soliciting additional school fund from stakeholders for learning modules and other new normal expenses of school	3.65	HI
Ensuring continuous transparency systems of school funding even amidst the crisis	4.00	HI
Ensuring sustainable orientation and updating of SGB and stakeholders about the outcomes of school budgeting under the new normal	4.00	HI
Overall Weighted Mean	3.90	HI

In terms of fiscal management, the leading practices of implementing school management were adjustment of school budget to sustain the development and supply of learning modules, adjustment of school budgeting plan due to new normal expenses, adjustment of the financial reports and documentation due to new normal priority areas, ensuring continuous transparency systems of school funding even amidst the crisis and ensuring sustainable orientation and updating of SGB and stakeholders about the outcomes of school budgeting under the new normal, which similarly obtained the highest mean of 4.00 or highly implemented. The least response however, was soliciting additional school fund from stakeholders for learning modules and other new normal expenses of school, with the lowest mean of 3.65. It was also found that in general, the level of school management in terms of fiscal management was highly implemented by the respondents with a grand mean of 3.90. Accounting and financial reporting are critical to the financial and academic success of a school. Any error in those areas has the potential to have a negative impact on the school and its students (Mestry, 2017). It is in the greatest advantage of school leaders to have a thorough awareness of their position in financial management and policy implementation. Reading, analyzing, and writing financial accounts and reports is a key part of that. The principals and SGB want to contribute significantly in educational financial management, they lack the necessary financial management abilities. The lack of financial management expertise was especially apparent among the SGB chairpersons. As a result of this lack of financial management abilities, schools are experiencing a variety of financial issues (Tinga, 2020).

TABLE 7
Extent of Implementation of School Management in terms of Infrastructure

Indicators	Mean	DE
I ensure the sufficiency in the number or quantity of computer units in school for on-line and blended learning.	4.00	HI
I assess the availability of other ICTs and technological tools in school.	4.00	HI
I assess the functionality of ICT room of the school for on-line and blended learning.	4.00	HI
I ensure the sufficiency of printers and other tools for massive production of modules and other supplemental materials.	4.00	HI
I make sure the access to Internet connectivity of the school for on-line and blended learning.	4.00	HI
I ensure the availability of television, radio and traditional media for TV and radio-based instruction	3.60	HI
Overall Mean	3.93	HI

Meanwhile, in terms of infrastructure, the leading practices of the respondents were ensuring the sufficiency of the number or quantity of computer units in school for on-line and blended learning, availability of other ICTs and technological tools in school, assessment of the functionality of ICT room of the school for on-line and blended learning, sufficiency of printers and other tools for massive production of modules and other supplemental materials and ensuring access to Internet connectivity of the school for on-line and blended learning, which similarly obtained the highest mean of 4.00 or highly implemented. The least, however, was ensuring the availability of television, radio and traditional media for TV and radio-

based instruction, with the lowest mean of 3.60. It was also revealed that school management in terms of infrastructure was highly implemented by the respondents, with a grand mean of 3.93. Demonstrated with a statistically evidence of the significant positive results between school infrastructure and entrance exams is measure learning processes. The results were better when the students' socioeconomic status was lower regarding to Atik and Celik (2020).

6 CONCLUSIONS AND RECOMMENDATIONS

In terms of school management, the major practices implemented by the respondents were establishing a collaborative network continuously improved by the school community, implementation of programs to address performance discrepancies, benchmark practices, coach low performers, mentor potential leaders, reward high achievement and maintain environment that makes learning meaningful and enjoyable, development of performance assessment as basis for improving monitoring and evaluation systems, providing technical assistance and recognizing and refining plans and allowing stakeholders to support judicious, appropriate and effective use of resources. In terms of new normal areas of concern, the leading management practices were alignment of the use of Learning Delivery Modalities to the provisions of Learning Continuity Plan, determining which modality suits the majority of students and assess the access of students to technology for LDM that rely on the use of ICTs like on-line learning, adjustment of school budget and school budgeting plan, financial reports and documentation due to new normal priority areas, ensuring continuous transparency systems of school funding and ensuring sustainable orientation and updating of SGB and stakeholders about the outcomes of school budgeting under the new normal and ensuring the sufficiency of the number or quantity of computer units in school for on-line and blended learning, ensuring the availability of other ICTs and technological tools in school, assessment of the functionality of ICT room of the school for on-line and blended learning, sufficiency of printers and other tools for massive production of modules and other supplemental materials and ensuring access to Internet connectivity of the school for on-line and blended learning.

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