Development and Validation of New Normal Leadership Competency Scale: An Offshoot of Emerging Type of Situational Leadership in the New Normal Education

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Abstract: The main aim of the study was to develop and validate a new normal leadership competency scale. To achieve this aim, the researchers selected 50 participants within the Province of Bulacan during the school years 2020-2021. The study utilized a qualitative approach in constructing and developing a researcher-made questionnaire. Afterwhich, the test retest method was used in validating the new normal leadership competency scale. Results of the Pearson's r correlation analysis between the first test and second test revealed a 0.95 value which means to say that the New Leadership Competency Scale is highly reliable and now ready for the perusal of future researchers. Conclusions were drawn and recommendations were offered towards the end of the study.

Keywords—New Normal Leadership, COVID-19 Pandemic, Development and Validation, Quantitative Study

1. INTRODUCTION

The term "new normal" is not actually new since it was used even after the World War II. As mentioned in a study, leadership in the new normal is a leadership in which the author traces good to great leadership attributes in such forefathers as George Washington and Abraham Lincoln, and by doing so he really describes the nature of leadership itself. Lieutenant General Honoré, USA (Ret.), postulates that we won our freedom because of leadership during the critical times in our history, such as Valley Forge and the Civil War, and leadership will continue to help us as we transition to the next "new normal" period. Thus, a new normal leader is good leader who learn to do the routine things well, good leaders are not afraid to act even when criticized, and good leaders are not afraid to take on the impossible [1].

In another study, it was noted that a new normal leadership happen since schools are experiencing tough times with even tougher demands for accountability with limited financial resources. Solving this dilemma calls for working together in a collaborative manner to develop cost-effective solutions. With the new normal now being the standard, it is critical that school leadership becomes connective in nature rather than practiced in an educational vacuum. The New Normal is a term coined by William H. Gross in March 2009. The impetus is on the changing economic landscape, not only now but in the future. Shifting from one economic and social order to another is a phenomenon which involves less household debt, higher personal savings, and lower rates of consumption. With a dismal budget outlook, the new normal is causing much concern as it spreads a ripple effect in our economy. Differing fiscal constraints placed on every aspect of American society portray this new economic schematic.

New normal as a reality and certainty by which everyone seeking to improve education must accept. Doing more with less has become the scenario for achieving better academic outcomes for all students. A bright revenue forecast in education is not likely anytime soon. For the next several years, preschool, K-12, and postsecondary educators are projected to face the challenge of stretching resources in creative ways as never before witnessed [2]. Thus, new normal leadership was also coined as the new standard in implementing K-12 program since 2009 in America, and 2012 in the Philippines.

However, the year 2020 has brought another concept of new normal since the COVID-19 pandemic has affected globally in terms of the economy, and education. It is a battle at which people are being stretched to adjust to a situation where education and money are at stake. Hence, New Normal in Education is defined as a shift of learning space from public space to personal space, shift of delivery (i.e. teaching) methods from one size fits to all to individualized and differentiated learning, shift of responsibility in the teaching and learning process where there is an active participation of household members, and shift in learning evaluations. The main aim of this paper was to investigate the emergence of a situational leadership during COVID-19 pandemic called New Normal Leadership in the Province of Bulacan during the academic year 2020-2021.

2. RELATED WORKS

It becomes clearer that what is needed during these pandemic situations of extreme change is an emphasis on

identification with the leader in building trust where subordinates balance respect for hierarchy with adapting to a disaster requiring collaboration, hereby emphasizing responsiveness to the leader's direction. A caveat is that change acceptance can be low because leaders tend to underestimate the importance of people's emotional experiences as leaders often operate from implicit mental models that emphasize focus on the organizational aspects and the rational and logical activities of change, without dealing with the emotions unfolding around them on an individual level.

A recent study defined new normal leadership in terms of a focus on people, human resources, mentoring, learning, healing emotions; a leader who is a facilitator, never top down, conscious of leadership development; a healthy working environment, respect, exchange of ideas, a creative class; trust through sharing, teams, embracing equality, diversity, slack, tolerance; vision, and commitment to the vision, through talent, technology, storytelling; and a dynamic interplay between all stakeholders, employees, customers, investors, shareholders [3].

With more than 5 million people sick and 300 thousand dead, the global economy has experienced an economic shock more severe than the financial crisis of 2008. The sudden emergence of COVID-19 as a global threat came at a time when a significant percentage of businesses are divided in their degree of digital maturity. The pandemic forced organizations to make digitalization and digital transformation a rapid strategic focus. One of the most important aspects of this transformation has been providing remote infrastructure that can support an entirely digital workforce. Besides this urgent need of digital technology, the situation has resulted in a need of leaders who might need very different competencies and behaviours than leaders needed a couple of years ago. The lack of literature on digital leadership in crisis and empirical research describing the impact of digital transformation on leadership called the authors for further exploration. Thus, it was investigated the adaptation of managers to the rapid digitalization of their day to day assignments caused by the outbreak of COVID-19 as it was believed that a new normal leader is or challenged to adjust towards becoming a digital leader [4].

It is without a doubt that the COVID-19 pandemic has surprised the world in numerous ways. The society has faced drastic shifts in its usual way of life even in the simplest form: social distancing, mask wearing, frequent hand washing, among others. The race towards the development of COVID-19 vaccine may be underway, and as of press time, people are still banking on what has been known in the past, and what are currently experiencing in the present in visualizing the "new normal". The pandemic's significance remains undefined, as "new normal" surfaces and starts to transpose ways and processes that people previously held [5]. Hence, the need for transformational leadership style among school principals are needed [6].

What's new in the "new normal"? What made us dub it as "new"? The current health crisis brings effects that are "beyond measures". Since the advent of the pandemic, education institutions around the world have been aggressive in response to the challenges of home quarantine, infrastructure limitations for learning, and even internet connectivity. As schools close, virus spread could be reduced, along with surge of new cases. Embracing digital technology in relation to teaching and learning has been the talk of the town in the early months of 2020. Schools are expected to offer provision so it becomes central to "development, learning, and achievement of the children and youth for whom they are responsible" [7][8].

Whether offered as a temporary or permanent solution, virtual learning is now posed as a solution so teaching and learning will still pursue amidst lockdown and restricted physical interaction. It is also crucial to note how some institutions have struggled and faced resistance from students, teachers, parents and other stakeholders as new forms of teaching and learning are introduced. The success of organization initiatives can be greatly attributed to leadership mind-set that create, implement, enhance, and strengthen proactive notions in relation to our experiences before, during and even after the pandemic. A scholar postulates, "crises are poignant reminders" of the significance of critical leadership role in strengthening communities in the midst of the challenge [9][10].

This concept of New Normal Leadership during this pandemic was first coined by the same author of this study in the Province of Bulacan, Philippines. After extracting such concept, the research purports to get quantitative data using a scale at which other researchers can also utilized for their future studies.

STATEMENT OF THE PROBLEM

The study aimed at investigating the following central question:

How may the New Normal Leadership Scale be developed and validated?

3. METHODOLOGY

4.1 Design

This study utilized a test-retest method in validating the instrument wherein a set of respondents were given questionnaire and after 2 weeks, they were also given a questionnaire that is parallel to the previous one. Descriptive correlation were done to get the reliability of the questionnaire.

4.2 Respondents

The respondents of the study comprised several teachers within the Province of Bulacan, Philippines during the school year 2020-2021. As observed, the researchers did not go with the detailed presentations of the respondents so as to hide

their identity for confidentiality purposes as part of ethical considerations in accordance with the Data Privacy Act of 2012, and as a policy implemented by Review Ethics Board of the Philippines.

4.3 Instrument

A 15-item statements were constructed based from the previous study about Emergence of a Situational Leadership during COVID-19 Pandemic called New Normal Leadership which was coined by Francisco and Nuqui (2020). The scale was divided into three parameter: New Normal Leadership in terms of Adaptability; New Normal Leadership in terms of Decision-Making; and New Normal Leadership in terms of Planning and Implementation.

Table 1

New Normal Leadership in terms of Adaptability

Indicators	1	2	3	4	5
1. My principal adapts to changes especially when necessary.					
2. My principal does not just stick on traditions but also applies new ideas/strategies in managing the school.					
3. My principal embraces new challenges as part of organizational growth and advancements.					
4. My principal listens to young instructional leaders while keeping important personal values and the essence of the school culture.					
5. My principal, even though he or she is less advanced in the utilization of technology, is trying his or her best to learn and to cope up with this trend and necessity.					

*legend: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Fair, 1-Poor

Table 2

New Normal Leadership in terms of Decision-Making

Indicators	1	2	3	4	5
6. My principal decides based on factual data.					
7. My principal carefully discusses matters with his or her instructional leaders.					
8. My principal takes responsibility on all his or her decisions.					
9. My principal always decides on what is best for the teachers and learners and not for himself or herself.					
10. My principal scrutinizes every factors to consider before making decisions.					

*legend: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Fair, 1-Poor

Table 3

New Normal Leadership in terms of Planning and Implementation

Indicators	1	2	3	4	5
11. My principal sticks on the plan until it is being fully implemented.					
12. My principal has a sense of flexibility to make contingency plans before failing.					
13. My principal is a visionary and at the same time practical and innovative.					
14. My principal thinks of conrete plans that are not yet thought by other leaders.					
15. My principal gives credits on people behind succesful plans and excellent outcomes of implementations.					

*legend: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Fair, 1-Poor

4.4 Data Analysis

Data were collected via google survey forms and processed using SPSS software. Pearson's r correlational analysis were used for the first results of the test and the results of second test in order to get the validity and reliability of the contructed questionnaire.

4.5 Data Gathering

A letter was sent to the Ethics Review Board before the conduct of the study. With the permission of the Ethics Review Board, the researchers then distributed the questionnaires through online google survey forms. Automatic collection and tallying of data were also one of the good features of such online forms.

4. RESULTS

Central Problem: How may the New Normal Leadership Scale be developed and validated?

Results of analysis of the first test revealed a 4.757 mean percentage score whereas the second test got 4.805 score. Pearson's r correlational anaysis of the two tests showed a 0.8693 r-value with the associated p-value of 0.001724 which lower than 0.05 significance level. This means to say that there is a strong positive correlation between the first test and second test which also means that there is consistency in the

scale. The scale is highly reliable as evidenced by 0.87 cronbach's alpha.

5. DISCUSSION

Situational leadership is the ability of the school administrators to adapt with the present situations. Nonetheless, new normal leadership, as one if its kind, has emerged due to the extra ordinary situations that happen in the world. School administrators believe that these situations are unique and significant for them though they used to adapt in their day-to-day experiences as school administrators. They were stretched out to be more digital in nature, especially in terms of reaching out their teachers, students, colleagues, and many more. It is as if they shifted from the traditional way of style into something that is more adaptive to changes that the world dictates nowadays. From the first informant, it was noted that the new normal leadership style is about being adaptive to the situation so as to continue their commitment. Whereas, the second informant would like to stipulate that the new normal leadership refers to being an effective instructional decision-maker, which means to say that a leader has to equip themselves in analyzing students' needs and formulate best or less imperfect decisions. Lastly, the third informant mentioned that a new normal leader is a good planner, vigilant, and initiator. A good decision comes from the one who thinks well, and do well, wherein initiatives are very important since no one dares to be caught offhand.

6. CONCLUSIONS

Based from the findings of the study, the following conclusions were drawn:

The Department of Education is indeed filled with teachers and school adminstrators who are so unselfish to commit themselves so as to continue learning despite this COVID-19 pandemic. The emergence of a situational leadership during this trying times called New Normal Leaderhip has really been displayed by the school administrators even in a single minute, day-by-day, and wherever they are, to promote quality education in the country [11][12][13]. The proposed New Normal Leadership of Francisco and Nuqui (2020) is indeed useful for evaluating the trends in educational leadership and management for school administrators and get inspired for the better perspectives and insights in the school management system. [14].

7. RECOMMENDATIONS

School administrators are challenged to share their experiences with their colleagues in order to obtain collegiality of their significant experiences in their respective school assignments. Benchmarkings of their best practices may help one another to get some knowledge, inspirations and motivations in managing their schools.

Expanding the scope of respondents is recommended and the creation of New Normal Leadership Scale (long-form) is also recommended for interested followers of this research.

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