

School Principals' Change Facilitator Styles and Leadership Competencies on Teachers' Sense of Professional Identity in the New Normal

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Abstract: *In this study, the significance and link between the leadership abilities and change facilitation methods of school principals and teachers' perceptions of their professional selves in the context of the new normal in a sample of elementary schools in EDDIS I and II during the academic year 2021–2022 were determined. The results of the study, which used explanatory sequential mixed methods as its research design and included 160 teachers and 15 principals as respondents, revealed that there were significant differences between the perceptions of the teachers and the school principals themselves with regard to the latter's leadership competencies and change facilitator styles. Both teachers and school principals themselves described the change facilitator styles and leadership competencies of school principals as "always or very true"; nevertheless, the latter rated themselves higher than the former. Based on the findings of the study, the following conclusions were drawn: There is a highly significant difference between the school principals' change facilitator styles and leadership competencies and teachers' sense of professional identity. There is a significant relationship between the school principals' change facilitator styles and leadership competencies and teachers' sense of professional identity in the new normal.*

Keywords: *Change Facilitator Styles, Change Leadership Competencies, sense of professional identity*

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

School principals must effectively manage their people, particularly teachers, to adapt to the new normal, which includes emerging behaviors and public standards. To manage the pandemic, principals must develop leadership competencies to help teachers achieve a healthy professional identity and adapt to the new normal.

School principals lead strategically, ensuring people's effectiveness in schools by fulfilling their roles as trainers, developers, and motivators. Effective people management is crucial for improving workplace communication and preparing employees for success. Handling changes and navigating different facilitation styles is a challenging and important role for school heads.

School principals must understand their change leadership competencies to effectively manage teachers during crises. Studying their styles and competencies during health crises can help them understand their effectiveness in facilitating change and fostering professional identity in teachers.

The COVID-19 pandemic has significantly changed education, with teachers working from home and parents acting as para-teachers. This has led to a shift in methods, methods, and schemes for teachers and school principals, leaving them confused and facing challenges in managing and supervising their staff.

As such, this study sought to provide school principals direction on how to effectively facilitate change and apply certain change leadership competencies that may contribute to the teachers' sense of professional identity in the new normal.

In the Philippines, DepEd aims to achieve school improvement through effective management and connections. School principals must possess critical thinking and dynamic leadership skills, focusing on the grass root level where decentralization-driven reforms should occur.

Since the Basic Education-Learning Continuity Plan (BE-LCP) is implemented in such a way that the engagement of internal and external stakeholders must be gained to acquire inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers and personnel of the department, it is imperative for the school principals who are regarded as stewards of schools to be competent in management of their schools and in building connections among stakeholders, most particularly their teachers (DepEd Order No. 12, 10-15,2020).

This characteristic of the school principals as stewards of their respective schools means that they play a crucial role in ensuring an enabling and supportive environment for effective

teaching and learning to happen, particularly now in the light of the COVID-19 pandemic. This is especially true because through their quality leadership and management, DepEd can develop quality teachers and “holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress” (DepEd Order No. 24, s. 2020).

This truth echoes throughout the Philippines where all public schools share one common vision as stipulated in the Department of Education (DepEd) Order No. 36, 2, 2013, re: “We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. We are learner-centered public institution that continuously improves itself to pursue its mission”.

However, to ensure that this vision of the department will be attained, there is, indeed, a need for a sound leadership...a leadership that propels changes by having school heads who have management skills, including change facilitation styles and change leadership competencies, particularly amidst crisis.

According to Galligan (2015), crisis leadership is guiding the organization through uncertainty and chaos. Having experienced the detrimental effects of COVID-19 pandemic to the education sector where our “old ways” of doing things academically have been constantly challenged these days and we are being forced to face the challenges of doing things in the “new normal”, there is a need for school principals to be armed with certain competencies in accomplishing tasks assigned to them as school managers and in building connections among various stakeholders, specifically with their teachers as primary internal stakeholders and prime movers towards education development.

Furthermore, the quality of teachers’ delivery of instruction is greatly affected by the way their school principals relate to them professionally and personally. Therefore, teachers alone cannot bring about substantive changes in the lives of their pupils without effective leadership. Hence the Organization for Economic Cooperation and Development as cited in DepEd Order No. 24, s. 2020 stated that the quality of an education system depends on the quality of the teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school. As such, there is a need for school principals to possess competencies as school managers, ---specifically in their competencies in change facilitation and leadership competencies that could affect their teachers’ sense of professional identity in the new normal, particularly in times of this COVID-19 pandemic.

Moreover, school principals are the persons responsible for administrative and instructional supervision of a school or cluster of schools as enunciated in Republic Act 9155, Section 4 (as cited in DepEd Order No. 24, s. 2020). This means that school principals should have people leadership competencies in order for them to be effective stewards of the schools they serve.

This is where the importance of acquiring facilitation styles and leadership competencies in handling change comes

in. Change Facilitator Style (CFS) is the gestalt of all behavior a facilitator uses over time to influence a change effort coupled with the motivation for and tone of those behaviors (Rutherford, et al as cited in Waddel,2020). In this study, this aforementioned change facilitator style has three components, namely (1) concern for people, (2) organizational efficiency, and (3) Strategic Sense.

Parallel to this, according to Chang et al (2017), the school principals’ change leadership is an influential factor in enhancing teacher attitudes toward change (Kin, & Kareem, 2017) and that change management has a strong association with commitment to change (Guerero et al, 2018).

The Philippine Department of Education (DepEd) also acknowledged the important position of the school principals in the continuity of education amid the COVID-19 crisis. It asserted its obligation to giving professional development to school principals. The school principals were trained to carry out the adoption of an array of learning delivery prototypes based on their preparedness, resources, and plans. They were given an opportunity to be familiar with the range of learning delivery prototypes they can employ depending on the capacity and situation of the community they are located. They were capacitated to lead the continuity of education amid the crisis (Cahapay,2022). However, despite such efforts to assist school principals lead education during difficult times, educational leadership at present is fraught with many challenges. School principals often encounter problems on how to facilitate change transition from the old ways of doing things to the new normal set up. Thus, this pandemic necessitates for school principals to reflect and re-examine the change leadership competencies that they are using now to ensure that the BE-LCP is being implemented in their respective schools.

While the Philippine Professional Standards for School Heads (PPSSH) deals with five domains that well-defined the measures of school principals’ professional learning and competent practice, namely: (1) leading strategically, (2) managing school operations and resources; (3) focusing on teaching and learning; (4) developing self and others; and (5) building connections as indicated in DepEd Order No. 24, 3-4, 2020, this study however focused only on the school principals’ change facilitator styles and leadership competencies.

Anchored on the Change Facilitation Style (CFS) model and Change Leadership Competency (CLC) questionnaire, this study highlighted the school principals’ change facilitator styles into three domains: concern for people, (2) organizational efficiency, and (3) Strategic Sense, whereas the school principals’ change leadership competencies dealt on the four phases and components of change leadership, namely: (1) goal framing, (2) capacity building, (3) defusing resistance and conflict and (4) institutionalizing. All these school heads’ facilitation style and leadership competencies on managing change were studied side by side with teachers’ sense of professional identity in the new normal which are grouped into two indicators, re: job satisfaction and professional/organizational commitment.

Concern for people is characterized by certain practices of school principals that could be categorized into

two: formal and informal. Organizational efficiency, on the other hand, deals on the ability of school principals as change facilitators to develop trust in others that is manifested through administration efficiency, whereas the strategic sense of school principals is practiced through day-to-day school management and vision and planning.

Conversely, job satisfaction has four components including (1) general working conditions, (2) skills and abilities, (3) work activities, and (4) work relationships. In the same way, organizational/professional commitment has four indicators, too, namely: teacher professionalism, commitment to teaching work, commitment to school, and self-efficacy.

Since both school principals and teachers are constantly dealing with rampant and unstoppable changes, school heads' leadership and competencies are tested during this crisis. In this connection, a previous study, *Emergence of a Situational Leadership during COVID-19 Pandemic Called New Normal Leadership* conducted by Francisco and Nuqui (2020), 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, tolerance; vision, and commitment to the vision, through talent, technology, and a dynamic interplay between all stakeholders, most particularly teachers.

In the same way, this study talked about the varied variables that affect teachers' job satisfaction in the new normal which includes: general working conditions, (2) skills and abilities, (3) work activities, and (4) work relationships.

In this connection, Inero and Arrieta (2021) in their study entitled, *Filipino Teacher Professional Development in the New Normal*, stated that the Covid-19 pandemic has posed various challenges particularly in the education sector where the 'new normal' experience is all about online interaction and distance learning. As the health protocols enforce physical distancing measures, actual and personal interaction and engagements are limited. As teacher professional development becomes a melting pot of best practices and strategies that work, teachers receive a perspective that helps them create their own professional vision.

Furthermore, Inero and Arrieta (2021) concluded how Filipino teachers experience emotional and occupational stress due to their work as these create implications on personal and professional development spectrum. Thus, this study highlighted the school principals' change facilitator styles and leadership competencies as determining factors in influencing the elementary school teachers' capacity to adjust themselves in the new normal and find out how the former could offer solutions to issues encountered by the latter as the change process spotlights those who model desired leadership characteristics, which could directly affect the elementary school teachers' professional identity in the new normal.

Parallel to this, the Philippine Professional Standards for Teachers (PPST) complements the reform initiatives on teacher quality from pre-service education to in-service

training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education.

Teacher professionalism is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development. In the same manner, this study sought to identify the elementary school teachers' sense of professional identity in terms of organizational commitment as to teacher professionalism, commitment to teaching work, commitment to school and self-efficacy (Inero and Arrieta (2021).

In order to become better teachers who are responsive to the needs of the times and the learners as well, teachers have to attend training, seminars, workshops, and graduate studies. They know that it is part of the responsibility of the teacher to seek new knowledge and develop new skills (Inero and Arrieta (2021). As such, this study also sought answers on how teachers' professional or organizational commitment as part of their sense of professional identity correlates to school principals' change facilitator styles and leadership competencies.

According to Torres and Ortega-Dela Cruz, (2022) in their study, *Remote Learning: Challenges and Opportunities for Educators and Students in the New Normal*, the occurrence of the global health crisis brought about by the COVID-19 pandemic has forced the education system to adapt to drastic changes in terms of the different modes of learning wherein the teachers had struggled to embrace this sudden pedagogical approach transition needed under the new normal system. This sudden shift has brought much educational burden to the teachers. As such, this study determined to identify how the different variables such as teachers' job satisfaction, organizational commitment, motivation and self-efficacy are linked to the school principals' change facilitator styles and change leadership competencies in terms of Goal Framing, Capacity Building, Defusing Resistance and Conflict and Institutionalizing.

Though, there are existing studies regarding school principals' change facilitator styles and leadership competencies and teachers' sense of professional identity, the former two (2) independent variables' connection or correlation to teachers' sense of professional identity in the new normal in terms of job satisfaction and organizational commitment is lacking.

The researcher examines the impact of school principals' change facilitator styles and leadership competencies on teachers' professional identity in the new normal. The study aims to develop activities and interventions

to improve these skills, providing essential coping processes for both principals and teachers during the pandemic.

Statement of the Problem

This study determined to answer the general problem, re: How do school principals' change facilitator styles and leadership competencies relate to the teachers' sense of professional identity in the new normal? Specifically, it sought to provide answers to the following problems:

1. How may change facilitator style of elementary school principals as perceived by the principals themselves and the teachers under their supervision be described in terms of:

- 1.1 Concern for People;
 - 1.1.1 Social/Informal;
 - 1.1.2 Formal/Meaningful;
- 1.2 Organizational Efficiency;
 - 1.2.1 Trust in Others;
 - 1.2.2 Administration Efficiency;
- 1.3 Strategic Sense;
 - 1.3.1 Day-to-Day School Management; and
 - 1.3.2 Vision and Planning?

2. How may the change leadership competencies of elementary school principals as perceived by the school principals themselves and the teachers under their supervision be described in terms of the following areas:

- 2.1 Goal Framing;
- 2.2 Capacity Building;
- 2.3 Defusing Resistance and Conflict; and
- 2.4 Institutionalizing?

3. How may the elementary school teachers' sense of professional identity in the new normal be described in terms of the following indicators:

- 3.1 job satisfaction;
 - 3.1.1 general working conditions;
 - 3.1.2 skills and abilities;
 - 3.1.3 work activities;
 - 3.1.4 work relationships;
- 3.2 organizational commitment;
 - 3.2.1 teacher professionalism;
 - 3.2.2 commitment to teaching work;
 - 3.2.2.1 teacher's affective commitment;
 - 3.2.2.2 teacher's normative commitment;
 - 3.2.2.3 teacher's continuance commitment;
 - 3.2.3 commitment to school;
 - 3.2.4 self-efficacy;
 - 3.2.4.1 efficacy in student engagement;
 - 3.2.4.2 efficacy in instructional strategies?

4. Is there a significant difference between the perceptions of the teachers and the school principals themselves

as regard to their change facilitator styles and leadership competencies?

5. Is there a significant relationship between elementary school principals' change facilitator style and teachers' sense of professional identity?

6. Is there a significant relationship between elementary school principals' change leadership competencies and teachers' sense of professional identity?

7. How important are the elementary school principals' change facilitator styles and leadership competencies on teachers' sense of professional identity?

8. How may the results or findings derived from this study contribute to the professional growth of school heads and teachers in the field of development education?

9. What program of activities could be crafted from the results of the study?

Hypotheses

The following hypotheses were tested at 0.05 level of significance level:

1. There is no significant difference between the perceptions of the teachers and the school principals themselves as regard to their change facilitator styles and leadership competencies.

2. There is no significant difference between elementary school principals' change facilitator style and teachers' sense of professional identity in the new normal.

3. There is no significant difference between elementary school principals' change leadership competencies and teachers' sense of professional identity in the new normal.

Conceptual Framework

A famous excerpt from equally famous Sir Winston Churchill once equipped, "The price of greatness is responsibility" which highlights the enormous expectations that lies on the shoulders of a school head. Leadership has always been their main responsibility along with other management tasks but it's in the former where the impact is more significant. Effective leadership is cognizant of paradigm shifts or radical changes specifically in the field of education where relevance and adaptability are vital to rise above the mediocrity.

The kind of leadership the school principal gives forth ultimately radiates on the teachers' performance and extent of their commitment. A good school head steers her flock, for the most part, to motivate the teachers under their stewardship to achieve their organizational goals and ignite in them a high level of responsibility to their job. Thus, the prominence of the school principal's leadership style and competencies correspondingly could accentuate the teachers' sense of professional identify specifically in these difficult times where the education sector is one of the most ruffled by the pandemic. It is in the kind of leadership that inspires teachers to overcome difficult challenges of the times, to accept the current realities and still push forward despite the uncertainties in the way

towards a future of prosperity. An effective school head must be the catalyst of innovative ideas in this complex and rapidly-changing times and be the prime mover for making even the implausible a reality.

As such, the paradigm of the study shows the presumed close relationship between school principals' change facilitator styles and change leadership competencies to that of teachers' sense of professional identity in the new normal.

This study sought to gather data on both school heads' and teachers' perceptions on change facilitation style and change leadership competencies of the former which shall be both described by them through a standardized instrument. The study also expounded on the indicators of teachers' sense of professional identity in the new normal. Furthermore, this study hoped to give answers to the problem of identifying whether there is a significant difference between the perceptions of the teachers and the school principals themselves as regards to the latter's change facilitator styles and leadership competencies. In the end, it sought also to supply answers to the query of knowing how important are the elementary school principals' change facilitation and leadership competencies on the teachers' sense of professional identity in the new normal.

Based on the study of Cahapay (2022) entitled "*The Phenomenon of Leading without Guidebook: Educational Leadership Practices of Philippine School Principals in Virulent COVID-19 Times*," there are educational leadership practices during a crisis as follows: (1) navigating the crisis with adaptive leadership; (2) cultivating practices in crisis management; (3) managing through the machine; (4) freezing the standards and patterns; (5) promoting inclusivity in the new normal; and (6) caring first for what is essential. In the same manner, this study dealt on the school principals' change facilitator styles and leadership competencies which deem necessary for school leaders to possess in order for them to help their teachers navigate through the new normal.

Unlike the variables of this study, the aforementioned study deals specifically on the school principals lived experience amid the current crisis in order to completely understand the essence of educational leadership practices in these disruptive moments (Cahapay, 2022).

The independent variables in the present study, school principals' change facilitator styles and leadership competencies had been attempted to be explored by other previous studies entitled "Leaders of School Technology Innovation, A Confirmatory Factor Analysis of the Change Facilitator Style (CFSI). Liu et al (2012) expressed that in organizations where change facilitation is especially effective, leaders model the innovation, participate in the innovation, and take explicit steps to enable the innovation to occur. He further explained that school principals as leaders can affect their teachers' attitude toward the innovation or change adoption.

These change facilitator styles of school principals and their corresponding change leadership competencies (Bello, 2012) have something to do with Trait Theory. According to this theory, a situation brings about some personality traits of a person that may lead people naturally into leadership roles. Another theory of leadership is the Great Event Theory which

states that a crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. Another leadership theory, according to Liu, is the Process Theory which states that leadership skills are learnt. Whatever the ways how people become leaders, all these leadership theories point to the truth being explored in the present study: that school principals' change facilitator styles and leadership competencies are a part and parcel of their innate traits; that leadership skills are learned, and most of all practiced.

These learning theories are the framework of this current study wherein they presuppose that school principals' facilitation, ability and competency as leaders can be learned and have direct influence to their teachers' sense of professional identity.

In addition to the aforementioned leadership theories, Implicit Change Leadership Theory (ICLT) highlights the importance of determining congruence between the ideal and actual change leadership schemas of teachers in successful change management (Guerero et al, 2018). The commitment of organization members is critical for any change effort to succeed, and the capacity to engender commitment to change is an important characteristic of organization leaders---hence, school principals (Guerero, et al, 2018)).

In the same way, Magsaysay and Hechanova (2017) proposed that leadership requirements are dependent on context. Thus, leadership characteristics needed during times of change may be different from periods of stability. They proposed the Implicit Change Leadership Theory (ICLT) that focuses on the difference between the subordinates' ideal and observed leader behaviors and traits in the context of organizational change. This theory assumes that people create schemas of their ideal change leader, and compare it to their observations of actual leader behaviors during organizational change. Moreover, it found support for the relationship of the congruence between the ideal characteristics and actual observations of change leaders and perception of change management effectiveness (Magsaysay and Hechanova 2017); hence, this theory is related to the independent and dependent variables that the present study dealt with.

Anchored on the premise that elementary school principals' change facilitator styles and leadership competencies could affect the elementary school teachers' sense of professional identity in the new normal, this study used the existing Change Facilitator Style (CFS) model and Change Leadership Competency (CLC) model in exploring the ways how school principals today deal and cope with change as effective change agents and how their approaches to changes in their respective schools affect their teachers' sense of professional identity in terms of two components: job satisfaction and organizational commitment.

In relation to this, it is a truism that change is the only constant, and school principals who lead their schools successfully will eventually lead them through periods of change, particularly now during pandemic (Kotter,2019).

In fact, it is the principal's responsibility to inspire and support change in order for the school to progress from where it is to where it needs to be in order to ensure the best outcomes for all students, strengthen faculty and staff professional practice, and improve the school culture for all stakeholders (Pan and Nyeu, 2017). Even when it is required, change is difficult, and principals play a critical role in guiding schools through the process. Principals accomplish this by acting as both a change leader (vision-developer and people motivator) and a change manager (implementation planner and monitor), Kotter (2019).

In this context, this study aimed to investigate and dig deeper into the school principals' change facilitation and leadership competencies and how these constructs relate to teachers' sense of professional identity in the new normal.

To begin with, school principals have different styles in facilitating change. They could be initiator, manager and responder of changes happening in their respective schools. By representing and executing these styles, they make change processes possible to be embraced by their teachers (Hall and Hord, 2015).

However, this study focuses only on the three clusters or dimensions of change facilitator styles. These are concern for people, organizational efficiency, and strategic sense.

To measure the leadership style of school principals as change facilitators, the researcher utilized the Change Facilitator Style model which is consisted of six (6) dimensions, namely: (1) social/informal; (2) formal/meaningful; (3) trust in others; (4) administrative efficiency; (5) day-to-day school management, and (6) vision and planning.

Concern for people (CFS) focuses on school principals handling teacher and staff's personal feelings and attitudes during work and transition. As a change facilitator, principals can monitor, respond, and influence concerns. Acknowledging feelings and providing support during challenging stages can motivate teachers and staff to persist in their efforts. (Liu et al 2012).

The organizational efficiency cluster focuses on leaders delegating responsibilities and authority, affecting the success of initiatives. It includes trust in others and administrative efficiency, examining resource allocation, procedures, and scheduling. Clear rules and resource systems are crucial for efficient job performance.

The Strategic Sense cluster emphasizes a school principal's balance between long-term goals, everyday operations, and short-term goals. Research shows that goals are linked to improvement, and aligning with teacher values and technology is crucial. The cluster consists of day-to-day and vision and planning dimensions, with day-to-day principals focusing on current issues and needs, while vision and planning principals manage the school's future development (Liu et al 2012).

Thus, the school principals' role in directing and facilitating effective change within organizations is given importance on this study. According to Kotter (2019), change facilitation requires true, visible ownership for outcomes from the highest levels. As such, school principals facilitating change

must understand the change dynamics within their particular school context and work directly with teams throughout the school to manage the change process.

While school principals play an important role, they cannot bring about significant change on their own. Teachers will all be impacted by any schoolwide change endeavor. As such, change leadership recognizes that new systems must be understood and believed in by all parties involved in their implementation, particularly the teachers. They will undoubtedly have fundamental questions and concerns as change is planned and implemented. If these concerns concerning personal practice and organizational purpose and function are not sufficiently addressed, successful adoption may be hampered (Dinwoodie et al, 2015).

Similarly, the drastic changes brought about by COVID-19 pandemic ask for school principals who are change facilitators and leaders who possess competencies deemed necessary for them to navigate change in their respective schools (Macasa et al, 2019).

Francisco and Nuqui (2020) on their study entitled "Emergence of a Situational Leadership during COVID-19 Pandemic called New Normal Leadership" stressed that success of any school can be greatly attributed to leadership mind-set that creates, implements, enhances, and strengthens proactive notions in relation to people experiences before, during and even after the pandemic. They further enthused, "crises are poignant reminders" of the significance of critical leadership role in strengthening communities in the midst of the challenge (Berwick, 2020).

Parallel to these aforementioned theories, the present study describes the role of school principals' change facilitator styles and leadership competencies to teachers' sense of professional identity in the new normal.

According to Duffy (2022), change facilitation is the ability to help others, through effective facilitation, to gain insight into the human dynamics of change and to develop the confidence to achieve the change goals while change leadership is the ability to influence and enthuse others, through personal advocacy, vision and drive, and to access resources to build a solid platform for change.

Consequently, school principals to be effective change facilitators and leaders recognize and address teachers concerns as a necessary component of attaining the new approach's intended goal: improved practice and student outcomes. Hence, this study deals on finding out how school principals' change facilitation styles and change leadership competencies affect elementary school teachers' sense of professional identity in the new normal in terms of job satisfaction and organizational commitment.

School principals are change leaders who effect long-term change in their organizations, recognizing their vision and barriers. They involve people in the process, instill urgency, and form a coalition to shift practice and beliefs towards significant, long-term change. They ensure new projects are deeply ingrained in the culture, individual practices are meaningfully altered, and objectives are met.

In this connection, Kin (2019) identified critical educational leadership competencies of school principals during an era of change. These include leading for learning, integrity and accountability, communication, collaboration, critical thinking, creative and innovative, decision making, problem solving, managing change, entrepreneurial, digital literacy and emotional intelligence. However, in this study, the researcher only made use of the Change Leadership Competency Questionnaire consisting of four dimensions, namely: (1) Goal Framing, (2) Capacity Building; (3) Defusing Resistance and Conflict; and (4) Institutionalizing.

According to a study conducted by Kin et al (2013), most definitions about leadership, whether old or new paradigm is used-- have a common theme of mobilizing and directing others towards goal setting and goal achievement. Leadership is setting a direction and developing the strategies necessary to move in that direction, that is, creating and achieving a vision. Thus, leadership is a process to do with change (Kotter, 2019). Leaders challenge the status quo and hence, leadership is change focus. Without change no leadership had occurred. Leading change is the fundamental role of a leader and everything else is secondary.

In the same way, there is also an increasing awareness that effective change does not occur in educational organizations unless the school principals initiate the change process competently (Kin, 2013). In fact, school principals are change agents who bring about or attempt to bring about significant or modest changes. As a result, they regard leadership as a process — a dynamic process in which the leader and followers (teachers) interact to create change. Leadership is clearly not a static undertaking, but rather an ongoing construct that needs mobility. It necessitates the ability to identify the need for change, as well as the wisdom to lead change. In this regard, leadership is defined as initiating change, influencing others to change, and maintaining change. To put it another way, because leadership must be understood in the context of change in order to reach a successful outcome, leaders must possess specific change leadership competency (Kin et al, 2013).

In this context, this study proposed the idea that teachers' sense of professional identity in times of crises brought by COVID-19 is influenced by their school principals' change leadership competencies.

School principals possess change leadership competencies, demonstrating knowledge, skills, abilities, and behaviors to influence teachers towards change goals. They are central to change processes, influencing actions, structures, and processes that enhance or impede change, strengthening the link between principals' behaviors and effectiveness in impeding change (Kin et al, 2013). Indeed, successful school principals must ensure that their competencies are put in place to involve and transform teachers to work through the change process.

Goal framing is a crucial change leadership competency that directs change efforts and identifies the direction and purpose of a school change. It guides teachers' behavior and sets goals for advancing the school, ensuring a meaningful task and action. The associated significant

competency for goal framing was 'Setting a clear change goal' which includes i) Developing an attainable goal for the school; ii) Presenting the rationale of need for change; and iii) Having a clear direction of how to achieve the goal (Tai, 2013).

A school principal must review current and future state based on needs and change readiness, determining necessary changes. This goal serves as a driving force for teachers to implement change, transforming the school into a better teaching and learning environment.

School principals should have the competency to initiate dialogue to direct the need for change, make followers understand the consequences of changing and not changing. And, once a vision is created, it must be communicated and articulated effectively so that it becomes the shared vision of everyone in the organization. Likewise, Kotter (2019) also emphasized that leaders should provide evidence that change is necessary for the organization and thus creating a 'burning platform' is one way of generating the sense of urgency. As no follower will give heart and soul to any change unless he or she understands why the change is necessary and what benefit it promises – personally and organizationally. Kotter (2019) suggested that leaders should be able to use every possible means to communicating the new vision to create full understanding. 'Having a clear direction of how to achieve the goal' also an important competency of Goal Framing. Starting a change without clear and specific directions and a prepared plan of action will waste time and effort. When everyone has clear guidance, they feel valued and don't end up frustrated or even resist the change. At this stage, alternatives should be identified and a proposed course of action should be selected which including some old ways of doing things to be discarded, mobilizing resources, building networks, and planning structures to turn change goal into reality. This competency is essential as it enables school principal to gain insight how to map the school's systems dynamics that is relevant to the change and where the leverage points are for producing that change.

Next, Capacity Building was the second phase and dimension of the school change process (Kin, 2013). Capacity building is crucial for organizational learning, training, and development. School principals should prepare their followers for change by taking action to improve their readiness. Building teachers' competence to meet change requirements involves developing their teaching and learning competencies, providing coaching training, ensuring staff can perform new tasks, mentoring new hires, holding regular meetings, implementing performance management systems, providing leadership roles, and implementing professional development initiatives through school learning action cell sessions.

All too often, one of the most tragic mistakes made in leading change is to impose it on an organization that is not ready and able to perform the new task (Kotter, 2019). School principals must assess teachers' readiness and capacity for change, creating plans for staff development programs and coaching in teaching and learning pedagogy. They should also provide training and professional development for peer

coaching, enhancing teachers' efficacy and ensuring successful change.

Next, the third phase of change involves 'Defusing Resistance and Conflict', which is crucial for managing people and transforming change goals. Resistance to change is the primary reason for organizational failure. Addressing resisting forces can be more effective than increasing driving forces for change (Kin et al, 2013).

Teachers, as the most important change agents in school reform, if refuse to buy-in any school change, undoubtedly, will be the resisting force in the change process. Hence, school principals need to equip themselves with concerned competency so as to diffuse these resisting forces effectively. The associated significant competency for defusing resistance and conflict includes (1) Anticipating the resistance behavior that threatens the change efforts; (2) Making individuals who resist change feel confident; (3) Managing change conflict effectively by seeking an agreement from every party; (4) Taking criticisms constructively; (5) Considering every problem as a challenge (Kin et al, 2013); (6) Managing diverse relationships; (7) Facilitating information sharing and support to teachers using different communication platforms through maintaining active group chat, FB, email and conduct of regular meetings; and (8) Explaining and articulating organizational directions, issues and problems (DepEd Order, 24, 19-20,2020).

Thus, in order to make school change to be successful, school principals need to understand the key reasons for resistance and competent to anticipate the behaviors for and against change. They need to identify the resistance behaviors, especially who the supporters are, who needs to be influenced and who the main resistors are. In this way, school principals can plan strategically for overcoming resistance. However, if school principals fail to do so, it will generate negative emotions such as anger, resent, frustration, anxiety, stresses or fear.

School principals must effectively manage change conflict by seeking agreement from all parties involved, ensuring teachers feel confident in the process. This includes creating meaningful dialogue, negotiating change needs, and helping teachers through emotional reactions. (Tai, et al, 2018).

Institutionalizing is the fourth dimension/phase of the school change process. It is important that school principals sustain the achievements of the change or made the change sticks, otherwise the benefits will be lost as the organization slips back into the old ways of working. The associated significant competency for institutionalizing includes competencies of (1) Analyzing objectively the final change outcomes; (2) Creating opportunities for sharing best practices among the departments; (3) Ensuring staff members continually contribute to changes that were made; (4) Sharing expertise in dealing with the challenges in the new normal; (5) Taking and assuming pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences teachers to have specific impact in the work force; (Kin et al, 2013); (6) Improving the skills and effectiveness of teachers through institutionalizing a range of development strategies;

(7) Cultivating a learning environment by structuring interactive experiences such as looking for the future opportunities that are in support of achieving teachers' career goals; and (8) Establishing and making specific changes in the performance management system and in own work methods to improve overall school performance (DepEd Order 24, 6-20, 2020).

School principals should focus on consolidating change and retaining gains. They should analyze final outcomes objectively to assess implementation, desired effects, validity, and limitations. This analysis and feedback helps teachers focus on making a difference and sustains change achievements (Tai, 2013).

In addition, school principals also need to create opportunities for sharing best practices among the departments so that the new ways of working and improved outcomes become the norm of the whole organization while the thinking and attitudes behind them are eventually altered. This task focuses on identifying and sharing an array of best practices which includes strategies, skills, knowledge, mindsets, behaviors, tools as well as techniques (Tai, 2013). It allows teachers to settle in, learn about, and ultimately master the new way of working and relating and practice it continuously.

Similarly, as change all too often is short-lived (Kotter, 2019), to ensure that teachers continue to contribute to changes that were made is another important task of the school principals. In fact, once the change had been successfully implemented, process of promoting maintenance of standards and continuous improvement must be carried out to ensure ongoing success. Building a mechanism to refine and continuously improve the new state is one of the effective ways. Celebrate and reward the achievement is another way which allows teachers to enjoy the fruits of their hard work and is an opportunity for them to reinforce the new culture further and continuously contribute to changes that were made (Kin et al, 2013).

The paradigm of the study shows how the elementary school principals' change facilitator styles and change leadership competencies affect teachers' sense of professional identity in the new normal. For the purpose of this study, only two indicators of teachers' sense of professional identity are given emphasis: job description and organizational commitment.

According to Canrinus (2011), the concept of identity has been investigated in various disciplinary fields such as philosophy and economics but because it is a multi-disciplinary concept, it is difficult to offer a clear-cut definition. Yet, it can be categorized into personal identity, role identity and social identity. All these identities differ in their bases but they operate simultaneously in different situations. In a case of a public elementary school teachers, their "identity" is a part of a specific school (social identity), function as teachers within a particular school (role identity) and fulfill their roles in their own way (person identity).

Thus, the personal and social identities are perceived as both integrated and separated at the same time. This separation means that they are continuously able to influence

each other. Identity can therefore be viewed as a product, at a specific time and in a specific situation, as well as a process, influenced continuously by external and internal influences. As such, identity is not distinctly individual and unalterable. People may strive to maintain their habits and routines, but are not immune to outside influences.

Research on teaching and teacher education emphasizes the interaction between teachers and professionals, integrating personal and social influences. This concept, rooted in the complexity of teaching and personal practical knowledge, has led to the development of "professional identity." (Canrinus, 2011).

According to Canrinus (2011), professional identity is related to teachers' intentions to stay or leave the profession. It is also related to how teachers respond to educational reforms.

Furthermore, teachers' sense of professional identity is influenced by their perceptions of themselves, job satisfaction, organizational commitment, self-efficacy, pupil engagement, and instructional strategies.

In this light, job satisfaction and organizational commitment are put forward in this study as indicators of teachers' sense of their professional identity. They are the representation of the more tacit construct that professional identity appears to be. Therefore, it is important to understand how these constructs relate to each other (Canrinus, 2011).

As shown in the paradigm of the study, the elementary school teachers' sense of professional identity is grouped into two components: job satisfaction and organizational commitment. Under job satisfaction, there are four components: general working conditions, skills and abilities, work activities, and work relationships (see Table A3).

Teacher job satisfaction is of growing importance in recent years owing to its significant effects on school constituencies such as principal, student, teacher and society in masse. For instance, previous studies confirm that teacher well-being, teacher motivation, school commitment, organizational commitment, and welfare of students and schools are resultant outcomes of teacher job satisfaction (Brezicha et al., 2019).

Accordingly, teacher job satisfaction that describes how teachers feel coming to work each day is of great importance owing to its powerful effects on school populations, teacher self-efficacy, and students' performance. Remarkably, studies underscore that the factors determining teacher job satisfaction are country-culture specific and therefore, the majority of the studies investigated in the Western are reflective of such cultural contexts and thus the application of such findings in another cultural context is uncertain (Brezicha et al, 2019). In this study, the focus deals with only four factors as stated above.

General working conditions of elementary school teachers in the new normal have five indicators which include hours allotted to work on a daily or weekly basis; flexibility in scheduling module preparation, distribution and retrieval; location of work, volume of work, and opportunity for Alternative Work Arrangement (AWA) based on DepEd Order No. 11, 4-15,2020).

On the other hand, the elementary school teachers' skills and abilities in the new normal have five indicators, namely: (1) opportunity to utilize skills and talents; (2) opportunity to learn new skills; (3) support for additional training and education; (4) opportunity to develop his/her skills in dealing with parents; and (5) chance to develop his/her resiliency.

Meanwhile, the elementary school teachers' work activities in the new normal have five indicators, too: variety of job responsibilities, degree of independence associated with work roles, variety of job responsibilities, assistance and provision given in ensuring the completeness of Self-Learning Modules (SLMs) to be distributed to pupils; and procedures in assessing the pupils.

In addition, the elementary school teachers' work relationships in the new normal have also five indicators: relationships with (1) co-workers, (2) parents, (3) pupils, (4) School Principal, and (5) community.

The second main component of the elementary school teachers' sense of professional identity deals with organizational commitment. It is sub-divided into four components: teacher professionalism, commitment to teaching work, commitment to school, and self-efficacy.

Organizational commitment may be viewed as an organizational member's psychological attachment to the organization which plays a very large role in determining whether a member will stay with the organization and zealously work towards organizational goals. It refers to the bond that individuals develop with their employer, including whether they feel negatively or positively towards their organization (Tropicales,2014).

In this connection, a prominent theory in organizational commitment is the 3-component model (or TCM). The model argues that organizational commitment has three distinctive components: (1) Affective commitment refers to a teacher's emotional attachment to an organization. If teachers have a high level of affective commitment, they enjoy their relationship with the organization and are likely to stay. They stay because they want to stay.

Continuance commitment is the degree to which teachers believe that leaving the organization would be costly. If they have a high level of continuance commitment, they will stay with an organization because they feel that they must stay. Normative commitment, on the other hand, is the degree to which the teachers feel obligated to the organization or believe that staying is the right thing to do. Here, they believe they ought to stay (Tropicales,2014).

In this light, the paradigm of the study shows how these types of organizational commitment interact and play a part in the elementary school teachers' sense of professional identity in the new normal when these constructs are connected side by side with school principals' change facilitation and change leadership competencies (Hosseingholizadeh et al, 2020).

Related to this, teacher professionalism has five indicators: (1) I chose to be a teacher of my own accord; (2) I feel proud of being a teacher; (3) I perceive the values of

teaching profession more important than those of other values; (4) I have the desire to be well known in teaching profession; and (5) I have the desire to continue teaching without economic considerations.

Self-efficacy, on the other hand, is a focus of various theories, which states that it is one of the determinants in teachers' behavior. The expectancy value theory (Canrinus,2011), for instance, assumes that the likelihood of attaining a valued outcome leads to specific behavior. If teachers believe they are capable of gaining a positive result, it will be more likely they will repeat that behavior. Likewise, within the attribution theory, the beliefs of responsibility for specific outcomes are put forward as guiding a person's subsequent behavior. Therefore, teachers' self-efficacy was taken as the starting point of teachers' organizational commitment.

Under self-efficacy, there are two intertwining factors or indicators: pupil engagement and instructional strategies. Both have five indicators each.

This study presupposes that teachers with high teaching efficacy maintain personal and professional achievement goals for teaching, hence, successful teachers are likely to possess a strong sense of professional efficacy (Hosseingholizadeh et al, 2020).

Concisely, this study sought to provide answers to the query of knowing whether the elementary school principals' change facilitator styles and change leadership competencies have direct relation or impact to that of elementary school teachers' sense of professional identity in the new normal.

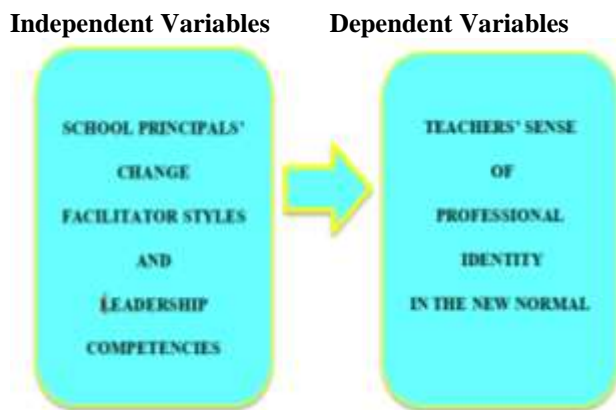


Figure 1. Paradigm of the Study

The paradigm shows how school principals' change facilitator styles and change leadership competencies as independent variables could influence teachers' sense of professional identity in the new normal.

Concisely, this study desired to provide answers to the query of knowing whether the elementary school principals' change facilitation styles and change leadership competencies have direct relation or impact to that of elementary school teachers' sense of professional identity in the new normal.

Significance of the Study

This study is significant and useful to the following individuals and groups:

Learners. Pupils will be the first and foremost beneficiary of this study. When teachers' sense of professional identity is given utmost importance by the School Heads, it is the learners who will benefit from findings that the change facilitator style and leadership competencies of school heads shall give to the teachers as managers of learning.

Teachers. This study will provide teachers with knowledge, skills, and proper attitude in being managed and supervised by School Heads during pandemic. It will assist teachers to be more authentic and dynamic instruments of change and innovation in their respective classrooms/ homes.

School administrators. This study will assist school administrators in their drive towards attaining academic excellence by being aware of their change facilitator styles and leadership competencies in the new normal and knowing how these factors affect their teachers' sense of professional identity.

Future researchers. This research will serve as basis for further studies and researches that could guide other researchers in improving their future studies, particularly in enhancing school heads' skills and competencies on facilitating and managing change in the new normal and how these competencies directly contribute to teachers' sense of professional identity amid pandemic.

Scope and Limitations of the Study

This study was conducted in first and second Educational Districts (EDDIS I and II) composed of five (5) districts, namely: Bustos, Pandi North, Pandi South, Plaridel and Pulilan with a total of 15 public elementary schools (comprising of 15 School Principals with items ranging from School Principal I item and above position-types), and 160 elementary school teachers, all located in the first and second legislative districts in the Schools Division of Bulacan during School Year 2021-2022.

The study examines teachers' perceptions of school principals' change facilitator styles and leadership competencies, examining the relationship between these styles and teachers' professional identity in the new normal.

Location of the Study

The study took place in five (5) districts comprising the first and second legislative districts or educational districts (EDDIS I and II), namely: Pulilan, Bustos, Pandi North, Pandi South, and Plaridel. For the purpose of this study, the respondents only came from these five districts to mitigate the possible surge of CoViD-19 pandemic.

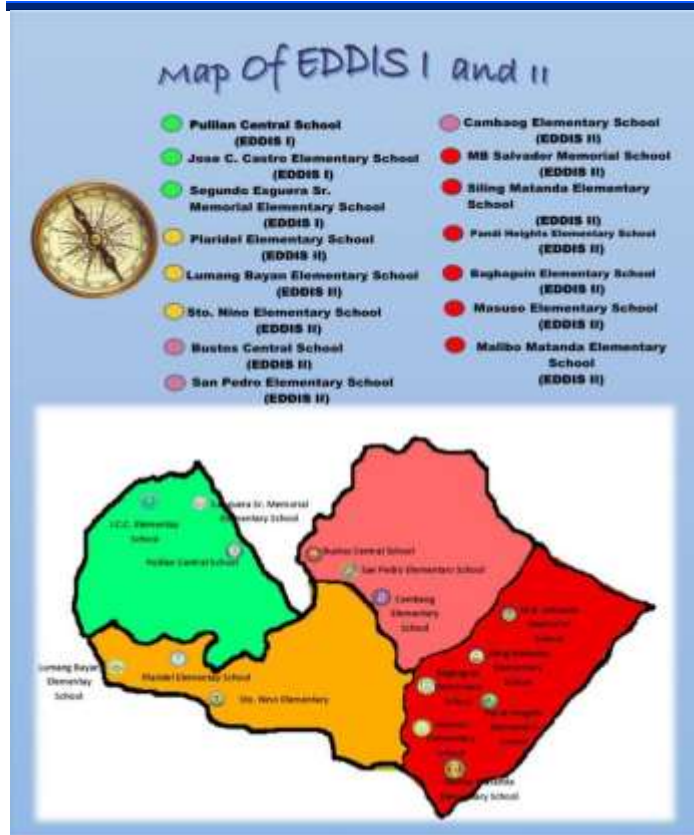


Figure 2. Map of EDDIS I & II

Definition of Terms

To facilitate understanding of the key terms in the study, the following terms were defined operationally.

Administrative Efficiency. This refers to the second dimension of organizational efficiency cluster, which has five sub-indicators item-statements, that addresses the extent to which establishing clear procedures and resources systems to help teachers and others do their job efficiently a priority.

Affective Commitment. This refers to the first type of commitment shown by elementary school teachers as they develop emotional attachment to the teaching profession.

Alternative Work Arrangement (AWA). This refers to one of the indicators of the sub-component of job satisfaction of elementary school teachers that denotes the set of other work-related schemes of public-school teachers under DepEd, such as work from home, skeletal workforce, compressed work weeks and staggered working hours.

Elementary School Principals. This refers to school leaders with change facilitator styles and change leadership competencies that presuppose to have direct influence to elementary school teachers' sense of professional identity in the new normal.

Capacity Building. This refers to the second domain of elementary school principals' change leadership competency model which highlights the importance of organizational learning, training and development for change to be imbibed by teachers.

Change. This refers to a process by which a specific program or activity is adopted

by the school principal and teachers in a certain school in the new normal that involves school principals' facilitator styles and leadership competencies.

Change Facilitator. This refers to the school principal who acts as the facilitator of change at the school level.

Change Facilitator Style (CFS). This refers to the gestalt of all behavior a facilitator uses over time to influence a change effort coupled with the motivation for and tone of those behaviors (Rutherford, et al as cited in Waddel,2020).

Change Facilitator Style Questionnaire (CFSQ). This refers to a set of survey questionnaire indicating the elementary school principals' facilitator styles comprising three dimensions: concern for people, organizational efficiency, and strategic sense.

Change Leadership. This refers to elementary school principals' leadership in times of change.

Change Leadership Competencies. This refers to elementary school principals' competencies in managing change in schools seen through four dimensions: goal framing, capacity building, defusing resistance and conflict, and institutionalizing.

Commitment to Teaching Work. This refers to three types of teachers' manifestation of professional/organizational commitment: affective, normative, and continuance commitment.

Commitment to School. This refers to five item-statements indicating the teachers' sense of pride and commitment to their respective schools.

Concern for People. This refers to the first domain of the change facilitator style which is consisted of two sub-indicators: social/informal, and formal/meaningful.

Continuance Commitment. This refers to third type of commitment shown by elementary school teachers as they perform their duties and functions as teachers.

Day-to-Day School Management. This refers to the eight-item statements indicating how the elementary school principal undertakes short-term goals focusing on the management of the current issues and needs of the school on a daily basis.

Defusing Resistance and Conflict. This refers to the third domain of elementary school principals' change leadership competency model with eight-item indicators showing how school leaders should mitigate resistance and conflict in order to successfully incorporate positive change in the school system.

Formal/Meaningful. This refers to the second indicator of concern for people dimension manifested by elementary school principals in how to facilitate change in the school level.

General Working Conditions. These refer to the first sub-component of job satisfaction of elementary school teachers which made up of five-item statement checklist under the teachers' sense of professional identity which show the elementary school teachers' work-related conditions including volume of work, location of work, flexibility in schedules, hours related to work and opportunity for Alternative Work Arrangement (AWA) under the new normal.

Goal Framing. This refers to the first domain of elementary school principals' change leadership competency model which emphasizes the importance of constructing a goal to direct the change effort before attempting any change.

Institutionalizing. This refers to the fourth domain or phase of the elementary school principals' change leadership competency model showing how school heads manage to consolidate and implement changes at the school level.

Instructional Strategies. These refer to a five-item survey questions indicating the teachers' sense of professional identity in terms of their efficacy in instructions which include their use of variety of teaching strategies suited under the new normal.

Job Satisfaction. This refers to elementary school teachers' pleasurable or positive emotional state resulting from the appraisal of one's job and job experience which is one of the main indicators of the teachers' sense of professional identity with four dimensions: general working conditions, skills and abilities, work activities, and work relationships.

Leadership Competency. This refers to a comprehensive set of competencies and best practices for leading change and improving school performance.

Normative Commitment. This refers to second type of commitment shown by elementary school teachers as they perform their duties and functions in the teaching profession.

New Normal. This refers to the situation, emerging behaviors, and minimum public standards that are institutionalized in common practice or routine practice brought about by school principals' and teachers' adjustments to the drastic changes brought about by the COVID-19 pandemic.

Organizational Commitment. This refers to elementary school teachers' value commitment and commitment to stay in an organization manifested through four (4) dimensions: teacher professionalism, commitment to teaching work, commitment to school, and self-efficacy.

Organizational Efficiency. This refers to the way the leader facilitates the work of the organization which has two dimensions: trust in others and administrative efficiency.

Professional Identity. This refers to a teachers' viewpoint of who they are as a professional serving in a domain of expertise involving high expectations in the application of special knowledge and skills; and is categorized into two main indicators: job description and organizational commitment.

Pupil Engagement. This refers to the first sub-component of self-efficacy of the elementary school teachers' as they manifest their organizational commitment to the teaching profession.

Self-Efficacy. This refers to teachers' perceived ability to affect students' outcomes which are group into two: efficacy in pupil engagement and efficacy in instructional strategies.

Sense of Professional Identity. This refers to a teacher's self-perception in relation to a profession and to one's membership of it, which has two (2) indicators: job satisfaction and organizational commitment.

Skills and Abilities. This refers to the second sub-component of job satisfaction of elementary school teachers

which made up of five-item statement checklist under the teachers' sense of professional identity.

Social/Informal. This refers to one of the two indicators of concern for people dimension manifested by elementary school principals in how to facilitate change in the school level.

Strategic Sense. This refers to the practices on how an elementary school principal keeps the balance among the school's long-term goals and daily activities which composed of two indicators: day-to-day school management and vision and planning.

Teacher Professionalism. This refers to teachers' practices as a professional with the highest standards in and out of the classrooms which are seen in five (5) indicators under organizational commitment.

Trust in Others. This refers to one of the dimensions of organizational efficiency cluster which examines the extent to which locating resources, establishing procedures, and managing schedules and time is delegated to others.

Vision and Planning. This refers to the second sub-component of strategic sense management of elementary school heads showing how elementary school principals undertakes long-term goals stressing the school future development.

Work Activities. This refers to the third sub-component of job satisfaction of elementary school teachers which made up of five-item statement checklist under the teachers' sense of professional identity.

Work Relationships. This refers to the fourth sub-component of job satisfaction of elementary school teachers which is made up of five-item statement checklist under the teachers' sense of professional identity variable.

CHAPTER II

METHODOLOGY

This chapter discusses the research design, population and sample of the study, instrument, data gathering procedures, and data analysis and statistical treatment of data that were utilized in the conduct of the study.

Research Design

This study utilized a combination of quantitative - qualitative method or mixed designs, specifically explanatory method that seeks to address the association between variables of school principals' change facilitator style and leadership competencies with that of teachers' sense of professional identity in the new normal. Another quantitative research method to be employed is the sequential exploratory method that will be used in collecting and analyzing of quantitative data followed by a collection and analysis of qualitative data. According to Creswell (2018), sequential explanatory method is best used in explaining and interpreting the findings of a qualitative study.

After finding the correlation between two related variables in gathering data using standardized questionnaires, this study followed a phase of gathering qualitative data that

were interpreted to explain the correlation between and among variables. Understanding the connection between two variables employed the use of weighted mean and Pearson Product-Moment Correlation Coefficient. In this study, it means that correlation coefficient was used to summarize the direction and closeness of linear relations between school principals' change facilitator style and leadership competencies to that of teachers' sense of professional identity in the new normal.

After identifying the correlation between the dependent and independent variables involved in this study, the qualitative method was also applied in gaining the insights and perceptions of both school principals and teachers regarding the variables given. Hence, mixed methods were employed throughout the duration of this study. According to Burke Johnson (2017), mixed methods design is best used when a researcher combines elements of qualitative and quantitative research approaches (such as, use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

To do this, the researcher used the quantitative research in gathering data through questionnaires addressed to both school principals and teachers while the qualitative design was employed in giving interpretation to the data gathered.

Data Gathering Techniques

Preceding the data collection proper, the researcher sought the permission of the Schools Division Superintendent in order to grant her permit to conduct the aforementioned study. After the approval had been granted, permit to involve the respondents in the selected elementary schools in EDDIS I and II was asked from the respective Public Schools District Supervisors (PSDS) while coordination with the school principals to grant their teachers' permission to be involved in the research was also sought.

To collect data, the researcher only used online distribution and retrieval of the prepared questionnaires to be answered by respondents via Google Forms. Nowadays, using social media to distribute the survey forms and questionnaires aids in collecting a higher number of responses from the respondents who are involved in the study as concluded by a research made by Erasmus, re: Social Media in Formal Education (2018).

The researcher also employed the interview method in order for the former to have direct contact with the respondents. Doing this, the researcher had firsthand information on the insights, perceptions and thoughts of both the teacher-respondents and the school principals. Since the researcher is also an administrator, online communication with the respondents (through interview) had been a convenient scheme to do. This was conducted in the form of a Focus Group Discussion (FGD) which was held using the Google meet or Zoom platforms.

Hard copies were reproduced to ease the burden of analyzing the respondents' answers to the questionnaires. The data were then organized, summarized, analyzed, and

interpreted while strictly following the policy guidelines on the adherence to ethical research principles and responsibilities in studies involving teaching and learners (Regional Memorandum No. 228, s. 2020).

Sampling Procedure

In the conduct of this study, the researcher utilized the purposive sampling procedure, specifically expert sampling. This was used in selecting the respondents wherein the sample was selected based on the objectives of the study and the characteristics of the respondents (as cited by Cruz in Cole, 2018). Thus, the school principals were selected as respondents based on their current positions which range from School Principal I and above. Meanwhile, the teacher-respondents were equally represented based on their position and tenure in the service to really gauge the competence of school principals and dig deeper into the survey questionnaires, for as defined, Qualitative Research requires a smaller sample size which according to Creswell (2013) in his recommendation should range only between 5-25 for a phenomenological study.

Because of the nature of this study whose main aim was to identify and describe the existing change facilitator styles and leadership competencies of school principals, and find out their relation to the teachers' sense of professional identity in the new normal, the researcher decided to limit the respondents belonging to EDDIS I- II elementary schools in order to have comprehensive and in-depth approach to the study at hand since this study made use of open-ended survey-questionnaire instrument. Thus, out of 53 school heads comprising EDDIS I-II, the researcher only chose fifteen (15), and out of 753 teachers only 160 teachers were selected using simple random sampling as long as the respondents had ranged from Master Teachers, Teachers I-III, ALS teachers and subject teachers. To avoid bias, a simple draw lots among the total population of teachers in the schools under study was used as the method of selection to avoid the school principals' preference of the respondents. To represent well each participating school, 30 % of teachers were selected from all participating schools ranging from mega schools, medium schools and small schools, respectively.

Table 1. Respondents of the Study

School	School Principals	Teachers	
		Population (N)	Sample (n)
I. Bustos			
Bustos E/S	1	60	18
Cambaog E/S	1	24	8
San Pedro E/S	1	19	6
II. Plaridel			
Plaridel ES	1	69	20
Sto. Niño ES	1	32	9
Lumangbayan ES	1	18	5
III. Pandi North			
Pandi Heights ES	1	36	12
M. B. Salvador Mem. ES	1	32	9
Siling Matanda ES	1	24	7
IV. Pandi South			
Masuso ES	1	34	10
Bagbagin ES	1	12	4
Malibong Matanda ES	1	18	5
V. Pulilan			
Pulilan Central School	1	100	30
S. Eaguerra Sr. Memorial Elementary School	1	32	9
Jose C. Castro Elementary School	1	12	4
Total Respondents	15	753	160

Data Analysis Scheme

The sets of questionnaires were conducted via online using Google forms to provide answers to the problems under study. A simple frequency test that tells whether there is an existing relationship between school principals' change facilitator styles and leadership competencies to that of teachers' sense of professional identity in the new normal was administered. A simple Likert Scale type of online survey was used to do this. According to Dowdle (2017), The Likert Scale measures customer sentiment on products, services, or experiences. Researchers used an online survey to gather insights on teachers' and school principals' perceptions of change facilitator styles and leadership competencies, simplifying data collection and answering questions.

Since this study was qualitative in nature, the researcher included additional questions that captured open-ended feedbacks to give way for the respondents to describe more their actual experiences regarding the focus of study.

The study used a t-test to examine significant differences between school principals' change facilitator styles and leadership competencies compared to teachers' perceptions. Qualitative research was conducted using online platforms and non-numerical data. The data helped identify and describe the experiences of principals and teachers during the pandemic, focusing on the perceptions of teachers and principals regarding change facilitator styles and leadership competencies.

To do this, a 5-point rating scale was used in the set of structured questionnaires validated by the expert in the field, to wit: (5) always or very true, (4) often true, (3) sometimes true, (2) rarely true and (1) never or not true.

The data analysis used a descriptive-narrative method to examine school heads and teachers' perceptions of elementary school principals' change facilitator styles, leadership competencies, and the relationship between these factors and teachers' professional identity. The aim was to determine the importance of these factors in the new normal.

After that, a qualitative sequential explanatory was employed in analyzing the data obtained in the open questionnaire instrument to identify the correlation of school principals' change facilitator styles and leadership competencies to that of teachers' sense of professional identity in the new normal.

CHAPTER III

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the influence of school principals' change facilitator styles and leadership competencies to the teachers' sense of professional identity in the new normal.

The Change Facilitator Styles of Elementary School Principals

In this study, the change facilitator style of elementary school principals focuses on six dimensions, namely: concern for people (social/informal and formal/meaningful), organizational efficiency, (trust in others and administration efficiency), strategic sense (day-to-day school management, and vision and planning). There are five items in the item pool, each of which has two bipolar dimensions: concern for people— social/ informal and formal/meaningful; organizational efficiency—trust in others and administrative efficiency; and strategic sense – day-to-day school management and vision and planning.

Concern for People

Concern for people cluster examines school principals' approach to teachers' personal feelings and attitudes, focusing on social/informal and formal/meaningful dimensions. Social/informal discussions involve informal interactions, while formal/meaningful discussions address work-related issues (Liu, 2012).

Social/Informal

The School Principals' concern for people is shown through engaging with the latter socially and informally. As seen in Table 2 below the social/informal way of showing concern to the teachers can be manifested through eight indicators.

Table 2. The Change Facilitator Style of Elementary School Principals in terms of Concern for People as to Social/Informal

Item Statement <i>The School Principal...</i>	Principal		Teacher	
	Mean	VD	Mean	VD
1. is friendly when he/she talks to teachers.	4.67	A	4.73	A
2. is primarily concerned about how teachers feel.	4.87	A	4.63	A
3. finds it important to be accepted by the teachers	4.67	A	4.62	A
4. prioritizes attending to feelings and perceptions	4.60	A	4.59	A
5. chats socially with teachers	4.33	A	4.58	A
6. listens to teachers' concerns	4.87	A	4.69	A
7. accepts teachers' unique individualities	4.80	A	4.67	A
8. encourages teachers' queries	4.80	A	4.69	A
Overall Mean	4.70	A	4.65	A

Legend:

Scale	Verbal Description	
4.21-5.00	always or very true	-(A)
3.41-4.20	often true	-(O)
2.61-3.40	sometimes true	-(S)
1.81-2.60	rarely true	-(R)
1.00-1.80	never or not true	-(N)

Table 2 shows that the item statements “The School Principals primarily concerned about how teachers feel” and “The School Principal listens to teachers’ concerns” obtained the highest weighted mean of 4.87 with a verbal description of “always or very true” while the item statement “The School Principal chats socially with teachers” got the lowest weighted mean of 4.33 with a verbal description of “always or very true”. The overall computed mean for the table is 4.70 with a verbal description of “always or very true”.

On the other hand, compared to teachers’ perception, items No. 1, re: “The School Principal is friendly when he/she talks to teachers” obtained the highest weighted mean of 4.73, 0.06 higher than the weighted mean given by the School Principals to the same item. The overall weighted mean showed a 0.05 lower rating between the perception of School Principals and teachers.

These results imply that School Principals and teachers enjoy a mutual social relationship, though School Principals got a higher weighted mean of 4.70 compared to the teachers’ weighted mean of 4.65. Nevertheless, both parties showed that they regarded the social/informal communication as an integral part of establishing rapport with one another.

In accordance to this, the findings of Cabeen (2021) states that school leaders should prioritize people over positions and titles, encourage open communication with teachers, and support the holistic development of educators. This also helps principals learn about life circumstances impacting school work.

During the conducted interview, when the participants were asked about their relationship with their school principals, majority of them commented that they appreciate the efforts being done daily by their superiors in making the school a safe

place to be where they can express their opinions and be themselves.

Formal/Meaningful

School principals establish formal, meaningful relationships with teachers, with principals taking the lead in problem-solving. However, teachers only give the former a 4.66 weighted mean. This highlights the change facilitator style of elementary school principals as shown in table 3.

Two items got the same weighted mean of 4.93: “The School Principal shares many ideas for improving teaching and learning “and “The School Principal supports his or her teachers when it really counts” from the School Principals’ perspective while the same items also got the highest mean of 4.70 from the teachers’ perspective, both with a verbal description of “always or very true” though with a difference of 0.23 in their compared ratings. However, the item “asks questions about what teachers are doing when working at home” received the lowest weighted mean of 4.33 and 4.54 respectively as reflected upon by both School Principals and teachers.

Item Statement <i>The School Principal...</i>	Principal		Teacher	
	Mean	VD	Mean	VD
1. discusses school problems in a productive way.	4.80	A	4.70	A
2. shares many ideas for improving teaching and learning	4.93	A	4.70	A
3. asks questions about what teachers are doing when working at home.	4.33	A	4.54	A
4. supports his or her teachers when it really counts.	4.93	A	4.70	A
5. takes the lead when problems must be solved.	5.00	A	4.66	A
6. provides regular opportunities for teachers to share opinions and reflections on school matters	4.80	A	4.66	A
7. improves systems and helps teachers improve themselves	4.80	A	4.64	A
8. applies negotiation principles in arriving at win-win agreements	4.87	A	4.61	A
Overall Mean	4.81	A	4.65	A

Legend:

Scale	Verbal Description	
4.21-5.00	always or very true	-(A)
3.41-4.20	often true	-(O)
2.61-3.40	sometimes true	-(S)
1.81-2.60	rarely true	-(R)
1.00-1.80	never or not true	-(N)

In addition, the School Principals rated themselves higher with an overall weighted mean of 4.81 compared to only 4.65 weighted mean given to them by their respective teachers.

These results imply that school principals’ perceptions of themselves differ from the perception of their own teachers. This could lead to disparity of insights between school leaders and subordinates.

As such, there is a need for both school principals and teachers to practice reflective thinking to be more aware of themselves with their relations to others. This is being highlighted in DepEd Order No. 024, (15-16,2022) under the

Philippine Professional Standards for School Heads which states that school heads should demonstrate understanding of how professional reflection and learning can be used in improving practice. There is also a need for school principals to demonstrate understanding of the use of feedback from teachers to improve their performance as school leaders (DepEd Order No. 24, (13,2020).

Parallel to this, according to Lui (2012), the different approaches the school principals use can influence teachers during the working process. Therefore, the acknowledgement of the teachers’ feelings during difficult times brought about by pandemic can be important motivators for teachers during the challenging stages that may encourage the latter to persist in their efforts amid sudden changes.

During the conducted interview, one participant mentioned, *“I am satisfied with the support that my school head rendered to us. I am very satisfied with his leadership. Our school is very organized and always ready.”*

Organizational Efficiency

This cluster deals with the way the School Principals facilitate the work of the organization by sharing responsibilities and authority or doing everything themselves. In this study, organizational efficiency is subdivided into two dimensions: trust in others and administrative efficiency wherein each has eight indicators or items.

Trust in Others

Trust in others examines the extent to which locating resources, establishing procedures and managing schedules and time is left to others, Liu (2012). As with the other dimensions, eight items are also provided to this dimension.

Table 4 indicates that among the items, item No. 6 that tells that *“The School Principal focuses on transparency”* received the highest weighted mean of 4.93 followed by *“allocates resources efficiently”*, *“explores issues in a structured way”*, *“makes decisions in a timely manner”* and *“builds the power of school-wide collaboration”* all received the same weighted mean of 4.80. From the teachers’ perspective, however, three items were given 4.71 weighted mean by teachers, all corresponding to *“always or very true”*. These are items numbers (6) The School principal focuses on transparency; (7) prioritizes intentionally creating time to meet the staff; (8) builds the power of school-wide collaboration. Hence, the school principals’ perception of their organizational efficiency as to trust in others was greater by 0.22, though it is noteworthy to mention that all of the indicators under this sub-domain *“trust in other”* are all under the verbal description of *“always or very true.”*

Table 4. The Change Facilitator Style of Elementary School Principals in terms of Organizational Efficiency as to Trust in Others

Item Statement	Principal		Teacher	
	Mean	VD	Mean	VD
<i>The School Principal...</i>				
1. is organized at all times.	4.53	A	4.62	A
2. introduces plans and procedures on time.	4.47	A	4.68	A
3. allocates resources efficiently.	4.80	A	4.66	A
4. explores issues in a structured way.	4.80	A	4.63	A
5. makes decisions in a timely manner.	4.80	A	4.64	A
6. focuses on transparency	4.93	A	4.71	A
7. prioritizes intentionally creating time to meet the staff	4.73	A	4.71	A
8. builds the power of school-wide collaboration	4.80	A	4.71	A
Overall Mean	4.73	A	4.67	A

Legend:

Scale	Verbal Description	
4.01 – 5.00	always or very true	–(A)
3.41 – 4.00	often true	–(D)
2.61 – 3.40	sometimes true	–(S)
1.81 – 2.60	rarely true	–(R)
1.00 – 1.80	never or not true	–(N)

These results imply that the School Principals’ role as efficient people manager is highlighted when they are willing to put their trust in others during times of crises. As revealed by Brion (2021) in the research, *Leading in Times of Crisis*, school principals influence their school’s culture during times of changes that determines organizational efficiency, the way people are treated, how places are maintained, and how programs and policies are elaborated and implemented. School culture dictates the way things are done.

In change facilitation, the school principals manage the school culture, thereby influence teacher retention and well-being.

In addition, all the items or indicators got the weighted mean of 4.73 and 4.67 respectively, as answered by both School Principals and teachers.

These results imply that school principals as change facilitators put premium in providing support in establishing a culture of transparency and accountability in the continuous delivery of basic education services.

Parallel to this, Domain 2 of the Philippine Professional Standards for School Heads (PPSSH): Managing School Operations and Resources (DepEd Order No. 024, s. 2020) centers on the role of School Principals in managing systems and processes in schools.

Moreover, trust in others is associated with psychological safety. According to Zakrzewski (2015), when teachers are able to speak one’s mind, and able to discuss with openness and honesty what is working and isn’t working in order to make collective decisions, organizational change and transformation at the school level occurs. Hence, understanding the importance of trusting their teachers for healthy division of labor and collaboration paves the way for change to happen at the grassroots level—the school system.

Statement from conducted interview relevant to the current body of text includes: *“During the time of pandemic my School Head tries to stay calm, focused and connected with the entire school and has established mutual trust. She*

communicates regularly and clearly virtually with the teachers and staff as we prepare and transition to the new normal in education”.

Administration Efficiency

The administration efficiency addresses the extent to which establishing clear procedures and resource systems to help teachers and others do their job efficiently is a priority. Just like trust in others dimension, the administration efficiency has also eight items indicators.

Among the eight indicators, indicator No. 3, “The School Principal provides guidelines for efficient operation of the school” got 4.93 weighted mean. Between the perception of School Principals and teachers, table 5 shows the weighted mean of teachers to be 0.12 lower than the perception of the former.

These results manifest that the way teachers view their respective School Principals’ organization efficiency as to administration efficiency is somehow related to the School Principals’ own perception of themselves. Since administration efficiency directly impacts School Principals’ management of teachers, this dimension emphasizes the perspective that the School Principals’ role is best conceived as part of a web of environmental, personal, and in-school relationships that combine to influence organizational outcomes, Liu (2012).

Table 5. The Change Facilitator Style of Elementary School Principals in terms of Organizational Efficiency as to Administration Efficiency

Item Statement	Principal		Teacher	
	Mean	VD	Mean	VD
1. clearly spells out procedures and rules.	4.80	A	4.66	A
2. keeps everyone informed about procedures	4.73	A	4.64	A
3. provides guidelines for efficient operation of the school	4.93	A	4.73	A
4. prioritizes efficient and smooth running of the school	4.87	A	4.73	A
5. is skilled at organizing resources and schedules	4.73	A	4.66	A
6. ensures the proper management of school facilities and equipment adhered to DepEd policies	4.87	A	4.74	A
7. assists teachers in the review, contextualization and implementation of learning standards	4.87	A	4.69	A
8. provides technical assistance to teachers through regular coaching and mentoring	4.73	A	4.73	A
Overall Mean	4.82	A	4.70	A

Legend:

Scale	Verbal Description	
4.21 – 5.00	always or very true	– (A)
3.41 – 4.20	often true	– (O)
2.61 – 3.40	sometimes true	– (S)

1.81 – 2.60 rarely true – (R)

1.00 – 1.80 never or not true – (N)

In accordance to this, Magsaysay (2017) noted that the competencies during change management that change leaders should possess showing their organizational efficiency include strategic and technical competencies, execution competencies, social competencies, character, and resilience.

In the conducted interview, teachers shared relevant statements which include: *“Having a supportive school head in this new normal, everything has become easier for me as well as for my colleagues. She guides me with my duties and tasks in and out of the classroom. She promotes a respectful environment where support, intervention, and progress can take place. She shares with me her vision for the school and how we can achieve it. She also encourages me to give suggestions for the school’s programs, projects, and activities and challenges me on how to achieve those objectives while always being there to guide me”.*

Conversely, during the conducted interview, school principals shared their organizational tasks during this new normal which include: *“As change facilitator, I encourage; facilitate in a group team building, and direct my individual teachers through the process of planning and implementing changes. This way I’m being a source of encouragement in my school wherein I help my teachers in identifying the opportunities to improve and foster collective strategies to maximize the success of our combined change efforts”.*

Strategic Sense

Strategic sense deals with how the school principal keeps the balance among the school’s long-term goals and daily activities and short-term goals. This dimension highlights the role of school principals in setting the direction, goals and objectives of schools, and in ensuring that these are understood and embraced by all stakeholders, particularly teachers (DepEd Order No. 024, s. 2022).

Day-to-Day School Management

Day-to-day school management focuses on the indicators that show how school principals understand and implement laws, policies, guidelines, and issuances that relate to the management of human, financial, and material resources (DepEd Order No. 24, s. 2020).

Table 6 presents the findings that both school principals and teachers got almost the same weighted mean with the former having 4.65 while the latter have 4.68. Among the indicators, the items “The School Principal implements clear fiscal management system through reports, logs, transparency board and internal audit reports” and “The School Principal facilitates the distribution of teaching loads and grade level and subject area assignments aligned with the new normal” received 4.93. On the other hand, teachers have the highest weighted mean of 4.73 in “The School Principal implements clear fiscal management system through reports, logs, transparency board and internal audit reports” showing that the teacher-respondents

regard their school principals implementing clear fiscal management.

These results imply that the indicator: “The School Principal implements clear fiscal management system through reports, logs, transparency board and internal audit reports” manifests that the school principals follow a strategic day-to-day management.

Relatively, this only shows that these strategic and technical competencies are part and parcel of being ideal change leaders (Magsaysay et.al, 2022). As such, the results suggest that to increase the chances of success of their change initiatives, school principals should consider applying these strategic management of day-to-day interaction with their teachers thoroughly and faithfully since both put high regard on this indicator.

However, it is interesting to note that Table 6 also shows the indicators where teachers rated their school principals higher compared to the ratings given by the latter to themselves. The item statement where the school principals perceived themselves to be the lowest in weighted mean of 4.40 is actually higher in their respective teachers’ perception wherein they obtained 4.66, as such a difference of 0.26 in weighted mean is recorded.

Table 6. The Change Facilitator Style of Elementary School Principals in terms of Strategic Sense as to Day-to-Day School Management

Item Statement	Principal		Teacher	
	Mean	VD	Mean	VD
<i>The School Principal...</i>				
1. proposes defined solutions	4.53	A	4.66	A
2. has concrete ideas for improvement	4.67	A	4.64	A
3. knows many programs and innovations	4.40	A	4.66	A
4. has a complete view about the future of the school	4.47	A	4.68	A
5. focuses on issues for the success of the school	4.67	A	4.71	A
6. manages school data and information using technology	4.60	A	4.67	A
7. implements clear fiscal management system through reports, logs, transparency board and internal audit reports	4.93	A	4.73	A
8. facilitates the distribution of teaching loads and grade level and subject area assignments aligned with the new normal	4.93	A	4.68	A
Overall Mean	4.65	A	4.68	A

Legend:

Scale	Verbal Description
4.21- 5.00	always or very true - (A)
3.41- 4.20	often true - (O)
2.61- 3.40	sometimes true - (S)
1.81- 2.60	rarely true - (R)
1.00- 1.80	never or not true - (N)

Another item is worth mentioning too, for the teachers also gave their respective school principals of higher mean of 4.68 compared to the latter’s perception of themselves with only a weighted mean of 4.47, thus, a difference of 0.21 is observed.

These findings imply that the elementary school teachers’ trust their school principals when it comes to the

latter’ change facilitator style in terms of strategic sense as day-to-day school management.

In accordance to this findings, Tschannen-Moran & Gareis (2015) emphasize that school principals must foster and maintain trust in order to lead schools effectively. Importantly, trust has both interpersonal and task-oriented dimensions. Thus, school principals must be prepared to engage collegially with teachers in ways that are consistently honest, open, and benevolent, while also dependably demonstrating sound knowledge and competent decision making associated with administering academic programs while guiding their teachers towards change adaptation.

In the conducted interview, a participant stated: “My school principal has substantial influence on affecting possible change outcomes in our school through his supportive attitude and good managerial skills. I’m quite satisfied on how he handles us and our resources during this pandemic.”

Vision and Planning

Under the vision and planning dimension, eight indicators are also presented. These indicators show how school principals strategically manage the school system guided by the school vision and armed with strategic planning.

Table 7 indicates that the item “The school principal communicates the DepEd vision, mission and core values” obtained the highest weighted mean of 4.93 from the school heads and 4.77 from the teachers’ perspective. The overall computed mean for the table is 4.81 with a verbal description of “always” and 4.70 from the teacher-respondents with a verbal description of “always” too.

These results emphasize that both school principals and teachers have clear understanding of the DepEd vision, mission, and core values.

According to Hallinger (2021), leadership is related to the notion of influencing others, in particular, to the ability to activate others to achieve certain goals, a process which proposes two elements: taking initiatives and the concept of risk. Hence, when there is a shared vision, the philosophy, structures and activities of the school are geared towards school achievement.

Table 7. The Change Facilitator Style of Elementary School Principals in terms of Strategic Sense as to Vision and Planning

Item Statement	Principal		Teacher	
	Mean	VD	Mean	VD
1. knows a lot about teaching and curriculum	4.67	A	4.71	A
2. is heavily involved in what is happening with teachers and learners.	4.87	A	4.66	A
3. uses many sources to learn more about the new program or innovation.	4.73	A	4.66	A
4. sees the connection between the day-to-day activities and moving toward a long-term goal.	4.73	A	4.67	A
5. has a clear picture of where the school is going.	4.80	A	4.70	A
6. communicates the DepEd vision, mission and core values	4.93	A	4.77	A
7. spearheads the conduct of strategic planning aligned with school goals and policies	4.87	A	4.72	A
8. undertakes policy implementation and review in the school to ensure that operations are consistent with national and local laws and issuances	4.87	A	4.71	A
Overall Mean	4.81	A	4.70	A

Legend:

Scale	Verbal Description
4.21 – 5.00	always or very true – (A)
3.41 – 4.20	often true – (O)
2.61 – 3.40	sometimes true – (S)
1.81 – 2.60	rarely true – (R)
1.00 – 1.80	never or not true – (N)

In this connection, Table 7 presents that the school principals’ perception of their change facilitator styles in terms of strategic sense as to vision and planning is greater than their respective teachers’ perception of themselves. The lowest mean was obtained by the item “The school principal knows a lot about teaching and curriculum” on the part of the school principals, whereas the two items: “The school principal is heavily involved in what is happening with teachers and learners”; and “The school principal uses many sources to learn more about the new program or innovation” obtained the lowest weighted mean on the part of the teachers; though both groups gave the same verbal description of “always or very true” based on their perceptions.

These findings imply that school principals should be people-oriented leaders where school principals as change facilitators should make their schools inviting to teachers and where teachers welcome students and each other, call students by name, and know about their talents, likes, and dislikes. These schools of effective change facilitator -school principals are schools where there is a general atmosphere of warmth and respect. In the new normal, school principals play a pivotal role in creating positive relationships with their teachers, students, and families (Brion, 2021).

During the conducted interview, the teachers shared insights about their school principals which include: *“I am very much satisfied on how my school head handles the school during pandemic. She is more understanding, supportive and adaptive to the school needs while guiding us through vision sharing. She encourages us to give our suggestions while explaining clearly our role.”*

Another one shared: *“Our school head is very supportive to the needs of the teachers. We always have our supplies for the printing of modules and for sanitation and*

cleanliness of our classrooms. He is very dedicated to his job and responsibilities.” Another one commented: *“The school principal is very supportive of the teachers and more specially to the learners wherein she provides all our needs, such as supplies for teaching and health as well as provision for mental support”.*

Another insight worth sharing includes: *“I am highly satisfied with how my school head is handling the school during this pandemic. She’s very cautious with every decision she made to make the school and everyone safe. DepEd orders and memoranda are always available for reference and guidance. She planned with us very clearly how to prepare the school for this pandemic, and all went well with the financial, manpower, and all sort of support from the school’s stakeholders”.*

The Change Leadership Competencies of Elementary School Principals

The change leadership competencies of elementary school principals refer to goal framing, capacity building, defusing resistance and conflict; and institutionalizing.

Goal Framing

Goal framing refers to the school principals’ change leadership competency scale consisting of eight indicators. The change leadership competencies of elementary school principals amidst pandemics in terms of goal framing is presented in Table 8.

Table 8 shows that the item statements “The school principal in this new normal presents the rationale of a need for change; “develops goal which is realistic to achieve in this new normal” and “prioritizes work tasks and schedules to achieve goals” all received weighted mean of 4. 87 with a verbal description of “always or very true” while the item “demonstrates an ability to form goals outside the box to accomplish organizational goals and objectives” got the lowest weighted mean of 4.60 corresponding to a verbal description of “always or very true.” Meanwhile, on the teachers’ perspective, the item “The school principal develops an attainable goal for the school” obtained the highest weighted mean of 4.74 with a verbal description of “always or very true” while the item “demonstrates an ability to form goals outside the box to accomplish organizational goals and objectives” got the lowest weighted mean of 4.69 with a verbal description of “strongly agree”.

The overall computed mean for the table is 4.78 from school principals’ perspective with a verbal description of “always or very true” and 4.72 weighted mean from teacher-respondents, also with a verbal description of “always or very true”. A slight difference of 0.06 was shown between the school principals’ and teachers’ perception in terms of goal framing.

Table 8. The Change Leadership Competencies of Elementary School Principals in terms of Goal Framing

Item Statement <i>The School Principal in this new normal...</i>	Principal		Teacher	
	Mean	VD	Mean	VD
1. develops an attainable goal for the school	4.73	A	4.74	A
2. presents the rationale of a need for change	4.87	A	4.69	A
3. has a clear direction of how to achieve the goal	4.73	A	4.73	A
4. sets a goal which is fitted to the new normal	4.80	A	4.71	A
5. develops goal which is realistic to achieve in this new normal	4.87	A	4.73	A
6. ensures shared understanding and alignment of school policies, programs, projects and activities	4.80	A	4.72	A
7. prioritizes work tasks and schedules to achieve goals	4.87	A	4.72	A
8. demonstrates an ability to form goals outside the box to accomplish organizational goals and objectives	4.60	A	4.69	A
Overall Mean	4.78	A	4.72	A

Legend:
 Scale
 4.21 – 5.00
 3.41 – 4.20
 2.61 – 3.40
 1.81 – 2.60
 1.00 – 1.80
 Verbal Description
 always or very true – (A)
 often true – (O)
 sometimes true – (S)
 rarely true – (R)
 never or not true – (N)

These results imply that both school principals and teachers have almost the same perceptions as regards to the school principals’ change leadership competency in terms of Goal Framing.

In accordance with these findings, there is an increasing awareness that effective change does not occur in any educational organization unless the school principals initiate the change process competently (Kin, 2013) and that this effective change leadership in school system can occur when guided by leadership (Tai, 2013). To do this, having a clear direction of how to achieve the goal is also an important competency of goal framing (Kin, 2013).

Statements worth revealing in relation to this finding include, *“In order to cope with the new normal, I accept the situation and respond instead of reacting. Planning is everything for me. I ensure that I have a flexible plan laid out so I could easily decide which actions need to be taken first to achieve a certain goal for the school development.”*

Capacity Building

Capacity building refers to the eight indicators comprising the change leadership competencies of elementary school principals in terms of capacity building. The change leadership competencies of elementary school principals in terms of capacity building are presented in Table 9.

As presented in Table 9, the item statement that obtained the highest weighted mean of 4.93 states that “the school principal implements professional development initiatives for teachers through conducting school learning action cell sessions” followed by the item statement: “The school principal ensures the teachers are able to perform new tasks and regularly holds meeting to discuss the problems met in the new normal,” that both received 4.87 weighted average;

all of which have verbal description of “always or very true,” whereas, compared to the school principals’ weighted average of 4.82, the teacher-respondents obtained 4.73 overall weighted average with item statements: “The school principal regularly holds meeting to discuss the problems met in the new normal,” and “The school principal seeks ways to develop the teachers’ competencies in teaching and learning” both got 4.75 highest weighted mean with verbal description of “always or very true”.

These results imply that the school principals believe that they always provide their teachers with capacity building while the teachers also perceive their school principals to manifest this change leadership competency quite well since only a 0.09 difference is shown on the data obtained.

In this connection, capacity building as one of the change leadership competencies of school principals is one of the marks of being a competent change leader during this pandemic. This is echoed in DepEd Order No. 07, s. 2020, *Basic Education-Learning Continuity Plan*, that affirms its commitment in providing and supporting the professional development of teachers and school leaders during pandemic.

Table 9. The Change Leadership Competencies of Elementary School Principals in terms of Capacity Building

Item Statement <i>The School Principal in this new normal...</i>	Principal		Teacher	
	Mean	VD	Mean	VD
1. seeks ways to develop the teachers’ competencies in teaching and learning	4.80	A	4.75	A
2. provides training in coaching among the teachers	4.67	A	4.69	A
3. ensures the teachers are able to perform new tasks	4.87	A	4.73	A
4. conducts mentoring for the newly hired teachers	4.80	A	4.69	A
5. regularly holds meeting to discuss the problems met in the new normal	4.87	A	4.75	A
6. initiates the performance management system with a team to support the career advancement of school personnel	4.80	A	4.74	A
7. provides opportunities to individuals and teams in performing leadership roles and responsibilities	4.80	A	4.74	A
8. implements professional development initiatives for teachers through conducting school learning action cell sessions	4.93	A	4.74	A
Overall Mean	4.82	A	4.73	A

Legend:
 Scale
 4.21 – 5.00
 3.41 – 4.20
 2.61 – 3.40
 1.81 – 2.60
 1.00 – 1.80
 Verbal Description
 always or very true – (A)
 often true – (O)
 sometimes true – (S)
 rarely true – (R)
 never or not true – (N)

Parallel to this, the Domain 4 of the Philippine Professional Standards for School Heads (PPSSH) *Developing Self and Others*, also recognizes the role of school principals in nurturing themselves and others. In the same manner, this dimension *Capacity Building* centers on the school heads’

commitment in ensuring individual teachers and team effectiveness.

Ellie (2012) stressed in her research entitled *New Opportunities for Principal Leadership: Shaping School Climates for Enhanced Teacher Development* that learning-oriented practices that cultivate growth-enhancing school climates proves all the more necessary given the complexity of leadership today

During the interview, a relevant statement was expressed by a participant. She said, *“As a principal, coach, and trainer, managing during unprecedented times of CoViD-19 has been really challenging; adapting quickly to changing times is the only way to continue to promote education despite of threats in our lives. Nonetheless, it did not become a hindrance for me in terms of capacity building, goal framing and institutionalizing teachers. In fact, this gave me an opportunity as a leader in seeking professional support for teachers, conducting coaching and mentoring, providing seminars that can improve teaching-learning in the new normal set-up and create an effective learning environment for all”*.

Defusing Resistance and Conflict

Defusing resistance and conflict as dimension of change leadership competencies refers to the eight indicators of school principals’ change leadership competencies in the new normal as perceived by both teachers and school heads themselves. The change leadership competencies of elementary school principals in terms of defusing resistance and conflict are presented in Table 10.

Table 10 shows that the item statement No. 7: “The school principal facilitates information sharing and support to teachers using different communication platforms through maintaining active group chat, FB page, email and conduct of regular meetings,” obtained the highest weighted mean of 4.87 and 4.73 in both school principals’ and teachers’ perspectives. Meanwhile, the indicator that obtained the lowest weighted mean: “The school principal anticipates the resistance behavior that threatens the change efforts,” obtained the lowest mean of 4.67 and 4.57, respectively both from school principals’ and teachers’ perspectives. On the other hand, the overall mean based on school principals’ perspective received 4.77 and 4.64 based on teachers’ perception with verbal description of both “always or very true.”

Table 10. The Change Leadership Competencies of Elementary School Principals in terms of Defusing Resistance and Conflict

Item Statement	Principal		Teacher	
	Mean	VD	Mean	VD
1. anticipates the resistance behavior that threatens the change efforts.	4.67	A	4.57	A
2. makes individuals who resist change feel confident.	4.73	A	4.60	A
3. manages change conflict effectively by seeking an agreement from every party.	4.87	A	4.64	A
4. takes criticisms constructively.	4.67	A	4.58	A
5. considers every problem as a challenge.	4.80	A	4.66	A
6. manages diverse relationships	4.73	A	4.64	A
7. facilitates information sharing and support to teachers using different communication platforms through maintaining active group chat, FB page, email and conduct of regular meetings	4.87	A	4.73	A
8. explains and articulates organizational directions, issues and problems	4.80	A	4.68	A
Overall Mean	4.77	A	4.64	A

Legend:
 Scale: 4.23 - 5.00 Always or very true - (A)
 3.41 - 4.20 often true - (B)
 2.61 - 3.40 sometimes true - (C)
 1.81 - 2.60 rarely true - (D)
 1.00 - 1.80 never or not true - (E)

These results imply that the school principals and elementary school teachers both believe that defusing resistance and conflict is an essential component of the former’s change leadership competencies with facilitating information sharing and support to teachers being the first consideration and vital need during this pandemic.

In accordance with this, according to Cahapay (2022), being a leader in perturbing periods means being able to chart different waters and move in a new direction amid ambiguities, thus, conflict arises with the ways school principals deal with their teachers.

Hence, conflict is always associated with change and to be effective change agents, school principals should find creative ways to defuse resistance and conflict through facilitating information sharing. In the same note, to manage change, it is important for school principals as school leaders and change agents to manage people since the competence of defusing resistance and conflict is critical to transform and turn change goal into reality (Tai, 2013). More so, teachers, as the most important change agents in school reform, if refuse to buy-in any school change, undoubtedly, will be the resisting force in the change process. As such, school principals need to equip themselves with concerned competency so as to diffuse these resisting forces effectively.

Asked how does she defuse resistance and conflict among her teachers during this new normal, a participant from the conducted interview shared her experience: *“I employ the “see-feel- change” cycle. It helps them see and become clearly aware of what the problems are, feel why it is important to solve the problem and create actionable insights to put the change into practice”*.

Institutionalizing

In this study, institutionalizing is the fourth phase of the school change process under the principals’ change leadership competencies with eight indicators. The change

leadership competencies of elementary school principals in terms of institutionalizing are found in Table 11.

Table 11 shows the indicator that obtained the highest weighted mean of 4.87 based on the school heads' perception: "The school principal creates opportunities for sharing best practices among the teachers" with a verbal description of "always or very true." On the other hand, among teachers the item statement that got the highest weighted mean states that "The school principal ensures that teachers continue to contribute to changes in the new normal," with a verbal description of "always" corresponding to its weighted mean of 4.77.

It is also noteworthy to point out that among all the indicators of school principals' change leadership competencies, it is only in one indicator: "The school principal in this new normal establishes and makes specific changes in the performance management system and in own work methods to improve overall school performance," where both the school principals and their respective teachers obtained the same weighted mean of 4.73 with a verbal description of "always or very true".

In the same note, the overall weighted mean of 4.77 and 4.73 from both school principals' and teachers' perspectives on Institutionalizing shows that it is only on this change leadership competency that they have the lowest difference in weighted mean with 0.04 point showing that they almost scored themselves this indicator with the same precision.

These results imply that school principals' perception of their own competency regarding change leadership in terms of institutionalizing is aligned with their respective teachers' perception of their leadership competency as the minimum difference of 0.04 in their weighted means show.

These results further imply that the school principals are successful in institutionalizing change and are able, too, to sustain the achievements of the change being implemented in their respective schools and make that change sustains, otherwise the benefits will be lost as the school slips back into the old ways of working. (Kin, 2013).

In accordance with this, the study of Cahapay, *The Phenomenon of Leading without Guidebook: Educational Leadership Practices of Philippine School Principals in Virulent COVID-19 Times* (2022) discovered how crucial it is for school principals in navigating this new normal with adaptive leadership and in cultivating practices in crisis management to continuously ensure that learning continuity plan is carried out amid this new normal.

Parallel to this, one of the main tasks of school principals during this pandemic is to practice educational leadership amid the COVID-19 crisis with many radical transformations during a virulent period. It is characterized by a leadership style that is adaptive to the situation. It is comprised of an incidental process of learning new skills related to crisis management and integrating technology into the practices. Amid the devastation caused by the crisis, school principals with change leadership competency on institutionalizing are able to suspend some old traditions and implement positive changes focused on the greater good. It is lived out by providing

an educational environment of inclusivity and guarding the essential aspects of humanity (Cahapay, 2022).

During the conducted interview, the participant mentioned: "As a principal, coach, and trainer, managing during unprecedented times of CoViD-19 has been really challenging, adapting quickly to changing times is the only way to continue to promote education despite of threats in our lives. Nonetheless, it did not become a hindrance for me in terms of capacity building, goal framing and institutionalizing teachers. In fact, this gave me an opportunity as a leader in seeking professional support for teachers, conducting coaching and mentoring, providing seminars that can improve teaching-learning in the new normal set-up and create an effective learning environment for all".

Parallel to this truth is the importance for the school principal in giving attention to teachers to consolidate a change and hold on to gains, thus, institutionalizing change at the school level is very crucial in maintaining school goals toward school improvement. School principal also needs to create opportunities for sharing best practices among teachers so that the new ways of working in the new normal and improved outcomes become the norm of the whole organization while the thinking and attitudes behind them are eventually altered (Tai, 2013).

Table 11. The Change Leadership Competencies of Elementary School Principals in terms of Institutionalizing

Item Statement	Principal		Teacher	
	Mean	VD	Mean	VD
<i>The School Principal in this new normal ...</i>				
1. analyzes objectively the final change outcomes.	4.73	A	4.68	A
2. creates opportunities for sharing best practices among the teachers.	4.87	A	4.76	A
3. ensures that teachers continue to contribute to changes in the new normal.	4.73	A	4.77	A
4. shares his/her expertise in dealing with the challenges in the new normal.	4.80	A	4.71	A
5. takes and assumes pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences teachers to have specific impact in the work force	4.80	A	4.70	A
6. improves the skills and effectiveness of teachers through institutionalizing a range of development strategies	4.67	A	4.72	A
7. cultivates a learning environment by structuring interactive experiences such as looking for the future opportunities that are in support of achieving teachers' career goals	4.80	A	4.74	A
8. establishes and makes specific changes in the performance management system and in own work methods to improve overall school performance	4.73	A	4.73	A
Overall Mean	4.77	A	4.73	A

Legend:

Scale	Verbal Description	
4.21 – 5.00	always or very true	– (A)
3.41 – 4.20	often true	– (O)
2.61 – 3.40	sometimes true	– (S)
1.81 – 2.60	rarely true	– (R)
1.00 – 1.80	never or not true	– (N)

In relation to these findings, there is no doubt tenable relationship between school climate and principals' change leadership competencies. In fact, this relationship has been investigated in the research literature wherein an area of interest has been the role of school principals in integrating and institutionalizing changes, such as new innovations within the fabric of education system. Henceforth, school principals serve as change agents within their schools in the process of adopting new innovations, such as performance management retooling and other educational technologies (Kin and Kareem, 2013).

When asked about how they performed in the new normal, some of the insights of the school principals showing their change leadership competencies include: *"I am resilient to change. I believe that it is an important aspect of leadership, and I can perform my duties competently amidst challenging situations there might be"*. *"As the head of the school, I believe that the attributes of having a strategic perspective, integrity, and positivity have a significant impact on the school's organizational and administrative efficiency"*. *"As a school principal, I have embraced the values of commitment, dedication, hard work, leading by example and showing concern to the people around me during this pandemic in order for me to guide them during these difficult times."*

The Elementary School Teachers' Sense of Professional Identity in the New Normal

In this study, the elementary school teachers' sense of professional identity in the new normal is grouped into five dimensions or domains: job satisfaction, organizational commitment, commitment to teaching work, commitment to school and self-efficacy.

Professional identity pertains to how teachers see themselves as teachers based on their interpretations of their continuing interaction with their context. This interaction manifests itself in teachers' job satisfaction, occupational commitment, and self-efficacy, among others. These indicators of the teachers' sense of professional identity includes job satisfaction, occupational commitment, and self-efficacy.

Job Satisfaction

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience. Under the domain of job satisfaction, there are four sub-groups, namely: general working conditions, skills and abilities, work activities, and work relationships. Each has five indicators. There are several indicators of the teachers' sense of professional identity (job satisfaction, occupational commitment, and self-efficacy).

General Working Conditions

In this study, the general working conditions of teachers are characterized into five indicators, namely: hours allotted to work on a daily basis or each week; flexibility in

scheduling module preparation, distribution and retrieval; location of work; volume of work; and opportunity for Alternative Work Arrangement.

Table 12 exhibits that item statement "In the new normal, the teacher is satisfied with flexibility in scheduling module preparation, distribution and retrieval" obtained the highest weighted mean of 4.68 with a verbal description of "strongly agree" while the item statement, "In the new normal, the teacher is satisfied with volume of work" got the lowest weighted mean of 4.45 with a verbal description of "strongly agree". The overall computed mean for the table is 4.59 with a verbal description of "strongly agree".

These results imply that teachers have strong satisfaction in their general working conditions in spite of the restraints brought about by the pandemic. They are also satisfied

with the hours allotted to work on a daily basis or each week. They also show satisfaction in their location of work and in the opportunity for Alternative Work Arrangement.

These results also imply that majority of teachers enjoyed a certain amount of flexibility in their work with regard to freedom in scheduling module preparation, distribution and retrieval.

In accordance with this, the study by Torres, and Ortega-Dela Cruz (2022), discovered how crucial it is for teachers to value the ultimate benefit of teaching remotely. In the new normal, teachers are given flexible time to do both the school works and house chores. The situation gives them more time for their personal growth, life skills development, new knowledge acquisition, even non-academic skills enhancement. Staying at home all the time gives them more quality time with family and for themselves, like doing other things that they like and mostly enjoy while teaching online which might contribute to the high level of participation among the students. This high level of engagement among pupils gives the teachers the satisfaction and the motivation to strive as well in this new normal.

Parallel to this, the study *"Flexible Learning Adaptabilities in the New Normal: E-Learning Resources, Digital Meetings Platforms, Online Learning Systems And Learning Engagement"*, discovered that flexible learning as a delivery modality which has been adapted in public schools, according to the CHED Memorandum Order No. 04 series of 2020, --- the transition to online learning as a result of COVID-19 has been a difficult task for elementary school teachers though the flexibility in scheduling module preparation, distribution and retrieval seems the new scheme of doing things which has tested the tenacity and resilience of teachers in the new normal (Santiago et al, 2021).

Related to this, Brezicha et al (2013) in their study, *The Ownership Perception Gap: Exploring Teacher Job Satisfaction and Its Relationship to Teachers' and Principals' Perception of Decision-Making Opportunities*, stated that when school principals provide teachers with opportunities to participate in meaningful decision-making opportunities, it leads to teachers' feeling a greater sense of ownership and

commitment to their profession and school. These positive feelings may in turn improve teachers’ job satisfaction.

However, it is noteworthy to point out that among the teachers’ indicators of job satisfaction as to general working conditions, the item, “In the new normal, the teacher is satisfied with the volume of work” obtained the lowest mean of 4.45 among the five statements.

This result implies that not all teacher-respondents were really that enthusiastic about the volume of work given to them during pandemic. Among the choices, this is where the teachers gave more answers on “moderately agree”, “disagree” and one “strongly disagree.”

Table 12. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Job Satisfaction as to General Working Conditions

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
<i>In the new normal, the teacher is satisfied with the...</i>							
1. hours allotted to work on a daily basis or each week.	102	50	8	0	0	4.59	SA
2. flexibility in scheduling module preparation, distribution and retrieval.	113	42	5	0	0	4.68	SA
3. location of work.	112	42	6	0	0	4.66	SA
4. volume of work.	94	47	17	1	1	4.45	SA
5. opportunity for Alternative Work Arrangement	99	51	9	1	0	4.55	SA
Overall Mean						4.59	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

According to the study, “*The Experiences and Challenges Faced by the Public-School Teachers Amidst the Covid-19 Pandemic: A Phenomenological Study in the Philippines*” by Robosa, Paras, Perante, Alvez and Tus (2021), the immediate transitions and improved sophistication of today’s world existing challenges and establish new demands on teachers.

Relative to these findings, it is noteworthy to include one of the statements shared by a teacher-participant during the conducted interview wherein she enthused: “*During this new normal, my world almost turned upside down after being promoted to Master Teacher and I had been transferred to a new station plus the new work condition or the so-called new-normal education. Everything is new, a new position with more responsibilities and expectations, environment, colleagues, teaching-learning process, etc. What’s new with DepEd but*

change which I must embrace and accept. I can say it's pretty difficult but still manageable and I'm adjusting through the guidance of my school principal.”

Skills and Abilities

The skills and abilities that elementary school teachers possess during pandemic constitute of five indicators, namely: opportunity to utilize skills and talents; opportunity to learn new skills; support for additional training and education; opportunity to develop his/her skills in dealing with parents; and chance to develop his/her resiliency. The elementary school teachers’ sense of professional identity in the new normal in terms of job satisfaction as to skills and abilities is found in Table 13.

Table 13 presents that the item statements: “In the new normal, the teacher is satisfied with the chance to develop his/her resiliency; opportunity to learn new skills; and opportunity to develop his/her skills in dealing with parents,” all obtained the same weighted mean of 4.71, the highest among the listed items, wherein the statement, “In the new normal, the teacher is satisfied with the chance to develop his/her resiliency” received the highest number of positive votes among the teacher-respondents; whereas the item “In the new normal, the teacher is satisfied with support for additional training and education,” obtained the lowest weighted mean of 4.65 with a verbal description of “strongly agree”. The overall computed mean for the table is 4.68 with a verbal description of “strongly agree”.

These results imply that teachers have felt strong satisfaction in terms of job satisfaction when it comes to their skills and abilities being honed during the new normal. Their answer also manifested that in times of pandemic, they have been given the opportunities to develop their skills in dealing with their pupils’ parents.

Table 13. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Job Satisfaction as to Skills and Abilities

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
<i>In the new normal, the teacher is satisfied with the...</i>							
1. opportunity to utilize skills and talents.	106	49	5	0	0	4.63	SA
2. opportunity to learn new skills.	117	39	4	0	0	4.71	SA
3. support for additional training and education.	109	46	5	0	0	4.65	SA
4. opportunity to develop his/her skills in dealing with parents.	117	40	3	0	0	4.71	SA
5. chance to develop his/her resiliency.	118	37	5	0	0	4.71	SA
Overall Mean						4.68	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

In this connection, Torres and Ortega-Dela Cruz (2022) discussed in their research, *“Remote Learning: Challenges and Opportunities for Educators and Students in the New Normal”*, one of the areas where teachers advanced their learning during this pandemic is through provision of online learning system. This is where elementary school teachers prosper and develop amidst pandemic. In the new normal setting, remote learning enhances the time management skill of teachers aside from testing their resilience to adapt to the new methods of teaching and learning process in the new normal.

Similarly, it was revealed by Drago-Severson (2013) that developing a school climate that supports teacher learning and growth requires school leaders to employ a range of leadership strategies that reflect a balance of instructional, managerial and visionary leadership approaches, all of which are indicative of the latter’s change leadership facilitator style and competencies. Moreover, the school principals’ ability to effectively engage in these leadership practices lies in the nature of the relationship that they cultivate with teachers (Ellie, 2012).

Parallel to this, by providing extensive teacher support within a collaborative model of teacher evaluation of skills and abilities, school principals can promote a professional culture focused on continuous improvement (Reinhorn, et al., 2017).

In this connection, the study conducted by Torres and Ortega-Dela Cruz (2022), *Remote Learning: Challenges and Opportunities for Educators and Students in the New Normal*, suggest that school principals should promote and provide in-service online training, webinars, workshops, conferences, and any other means of professional development for teachers. The school principals should provide the means for their teachers to have, if not more advanced at least enough knowledge of the web applications that would aid them in keeping their students engaged in remote learning, for these will not only improve teachers’ skills and abilities but may also a chance to develop teachers’ resiliency, and thus, provide job satisfaction amid pandemic.

In the conducted interview, a participant voiced out, *“As a teacher who has genuine concern for my pupils, I always try to improve my craft and I embrace all the activities needed to be done, particularly through having home visitation. Though, the tasks seem limitless, I am still grateful that I have a stable job amidst pandemic. Through my teaching profession, I have become more resilient to change and I still aspire to develop my skills and abilities in spite of overlapping duties sometimes.”*

Work Activities

In this study, the work activities of the teacher-respondents refer to the five-item survey questionnaire that the teachers need to perceive as one of the five dimensions regarding their sense of professional identity in the new normal as one basic component of their job satisfaction.

Work activities in the new normal offer teachers a variety of creative ways to reach to their students either through online learning or through printed modular distance learning.

The elementary school teachers’ sense of professional identity in the new normal in terms of job satisfaction as to work activities is found in Table 14. Table 14 shows that the teachers under study have high level of job satisfaction in terms of the work activities they have during pandemic with item statements: “The teacher is satisfied with the degree of independence associated with work roles, and procedures in assessing the pupils,” obtaining the highest weighted mean of 4.59 corresponding to a verbal description of “strongly agree” while the item “In this new normal, the teacher is satisfied with variety of job responsibilities,” only obtained a weighted mean of 4.50 with a verbal description of “strongly agree” whereas, the overall computed mean for the table is 4.57 with a verbal description of “strongly agree”.

Findings of the study that teachers are highly satisfied with their work activities during the pandemic, with only one dissatisfied with various job responsibilities. They enjoy independence in work roles and assessment procedures. School principals should provide positive working conditions, including work activities, to ensure job satisfaction in the new normal setup. (Drago-Severson, 2012).

Table 14. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Job Satisfaction as to Work Activities

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
<i>In the new normal, the teacher is satisfied with the...</i>							
1. variety of job responsibilities.	91	59	9	1	0	4.50	SA
2. degree of independence associated with work roles.	99	56	5	0	0	4.59	SA
3. adequate opportunity for periodic changes in duties	98	57	5	0	0	4.58	SA
4. assistance and provision given in ensuring the completeness of Self-Learning Modules (SLMs) to be distributed to pupils	98	57	5	0	0	4.58	SA
5. procedures in assessing the pupils.	98	58	4	0	0	4.59	SA
Overall Mean						4.57	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Parallel to this, the study “*Flexible Learning Adaptabilities in the New Normal: E-learning Resources, Digital Meeting Platforms, Online Learning Systems and Learning Engagement*”, showcased the teachers’ work activities in the new normal which are mostly concerned with communicating with their pupils either by using smart phone as a learning tool to improve remote education teaching and learning, or assessing their pupils through online procedures (Santiago et al, 2021).

In the same manner, Bellibas et al. (2020) found that school principals’ leadership competencies and practices with emphasis on teaching and learning are important for enhancing a school culture in which teachers’ participation in decisions and their independence and enthusiasm for undertaking leadership practices as managers of learning are supported.

Remote learning has emerged as a response to the pandemic, offering teachers independence and flexibility. It allows students to attend classes at their convenience, allowing them to use remaining time for other needs. This approach also fosters essential soft skills like time management, digital literacy, responsible technology use, and remote teamwork (Torres and Ortega-Dela Cruz, 2022).

During the interview, participants revealed their conceptions about teacher work activities, “*Our job as teachers has become more difficult because of the additional works given to the teachers such as additional paper works, rush reports, different distance learning modalities, behavioral problems of pupils and some parents who are having hard time to teach their children at home. All these require patience and dedication.*”

Work Relationships

Work relationships in the new normal are characterized by diverse relationships that both school principals and teachers experience which are mostly related to adapting to the different forms of distance education.

To find out the job satisfaction of teachers regarding their work relationships in the new normal, there are five item statements with the main purpose of identifying the perception of teachers in terms of job satisfaction as to work relationships; these are work relationships with co-workers, parents, pupils, school principal, and community. The elementary school teachers’ sense of professional identity in the new normal in terms of job satisfaction as to work relationships is found in Table 15.

Table 15 indicates that the item statement with the highest weighted mean of 4.71 with a corresponding verbal description of “strongly agree” states that among the different relationships that teachers have in a school system--“The teacher is satisfied with their relationship with their school

principal in the new normal” followed by “The teacher is satisfied with their relationship with their pupils in the new normal”, having 4.68 weighted mean with a verbal description of “strongly agree” too whereas the item statement “The teacher is satisfied with their relationship with parents in the new normal” received the lowest weighted mean of 4.65 with a verbal description of “strongly agree” also, whereas the overall computed mean for the table is 4.67 with a verbal description of “strongly agree”.

These results imply that majority of the teachers have strong sense of job satisfaction in terms of establishing positive relationships with the immediate school community consisting of their co-teachers, parents, pupils, school principal, and community in general. They expressed strong level of satisfaction in their diverse relationships as elementary school teachers.

It is noteworthy to point out that among the diverse relationships mentioned, it is the teachers’ relationship with their school principals who gave the former the greatest satisfaction.

This finding implies that school principals and teachers both enjoy their relationships in the new normal.

In accordance with this, Domain 5 of the Philippine Professional Standards for School Heads (PPSH) “Building Connections”, underscores the school principals’ competence in engaging teachers in initiatives towards the improvement of school communities (DepEd Order No. 024, 18-19, 2020).

Table 15. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Job Satisfaction as to Work Relationship

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
<i>In the new normal, the teacher is satisfied with his/her...</i>							
1. relationships with co-workers.	110	45	5	0	0	4.66	SA
2. relationship with parents.	107	50	3	0	0	4.65	SA
3. relationships with pupils.	112	44	4	0	0	4.68	SA
4. relationship with his/her School Principal	114	45	1	0	0	4.71	SA
5. relationship with the community.	109	49	2	0	0	4.67	SA
Overall Mean						4.67	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Moreover, under the SBM framework, one of the challenges and operational principles that a School Head should face and acquire, today, is their ability to manifest their competencies on relational leadership that may affect their competencies to improve parental involvement and community partnership in their school.

Since a school principal is mandated by the Constitution to manage and supervise a certain school, their capacity to exert influence among their teachers and community stakeholders greatly affects and influences their ability to bring about the DepEd Vision, Mission, and Goals (VMG), (Cruz, 2016).

In this connection, successful school principals work closely with those they lead, and through this collaboration, they can influence others to pursue common goals and achievements to have quality institutional objectives. Influential leaders are successful at convincing others to follow and pursue a shared mission and vision by establishing trustworthy relationships.

During the conducted interview, when the participants were asked about their academic work relationships, one of them answered: *“A classroom without teacher is a classroom devoid of knowledge and love. Teacher is very important. They are the center of lifelong learning; hence, they need to be safeguarded in any danger. I believe that relationship between us has built to be on a foundation of love thus, they are the life of the school who gives light and path to the life of every pupil”*. Another one shared this: *“Teachers are the most important resource in our institution. I believed that showing care and concern to them is one of my pivotal roles as school head. “Leaders with a heart” is the trait that I am continuously developing for me to be worthy of the blessing / title God has been given to me”*.

Organizational Commitment

In this study, organizational commitment has four sub-domains: teacher professionalism, commitment to teaching work, and commitment to school, and self-efficacy.

Teacher Professionalism

Teacher professionalism as sub-domain of professional commitment has five item statements. The elementary school teachers’ sense of professional identity in the new normal in terms of organizational commitment as to teacher professionalism is found in Table 16.

Table 16 reveals that among the items, the statement, “I feel proud of being a teacher” obtained the highest weighted mean of 4.90 with a verbal description of “strongly agree” while the statement “I have the desire to continue teaching without economic considerations” received the lowest weighted mean of 4.63 with a verbal description of “strongly agree”. The overall computed mean for the table is 4.74 with a verbal description of “strongly agree”.

These results imply that teachers undisputedly feel proud being a teacher. Without a doubt, they also perceive the

values of teaching profession more important than those of other values.

Table 16. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Organizational Commitment as to Teacher Professionalism

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
1. I chose to be a teacher of my own accord.	111	44	5	0	0	4.66	SA
2. I feel proud of being a teacher	144	16	0	0	0	4.90	SA
3. I perceive the values of teaching profession more important than those of other values.	126	34	0	0	0	4.79	SA
4. I have the desire to be well known in teaching profession.	120	37	3	0	0	4.73	SA
5. I have the desire to continue teaching without economic considerations.	104	53	3	0	0	4.63	SA
Overall Mean						4.74	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Parallel to these results, the Philippine Professional Standards for Teachers (PPST) enthuses that committed teachers act as role models and advocate for upholding the dignity of teaching as a profession to build a positive teaching and learning culture within and beyond the school. It accentuates teachers’ proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity (DepEd Order No. 42, 7-8, 2017). This feeling of pride in the dignity of the teaching profession helps teachers practice professionalism and exercise resilience at all times, most especially during pandemic.

When the teachers were asked to describe their professional commitment in terms of teaching, majority of them answered “I chose to be a teacher of my own accord”.

Some of the insights shared by the participants during the interview conducted include: *“Professional work relationship is built on trust. Team members should also respect one another and be inclusive in considering different opinions. This new normal our work relationship is smoothly very good and in mutual positive feeling”*.

Commitment to Teaching Work

Commitment to teaching work is sub-divided into three domains: teachers’ affective, normative, and continuance commitment with five item-statements each.

Teacher's Affective Commitment

The teachers’ affective commitment has five indicators that mostly deal with the teachers’ feeling of belongingness to the teaching profession. The elementary school teachers’ sense of professional identity in the new normal in terms of organizational commitment as to commitment to teaching work (Teacher's Affective Commitment) is found in Table 17.

Table 17 indicates that the item statement, “This profession has a great deal of personal meaning for me”, obtained the highest weighted mean of 4.75 with a verbal description of “strongly agree” while the statement: “I would be very happy to spend the rest of my career with this profession”, received the lowest weighted mean of 4.64 with a corresponding verbal description of “strongly agree”, whereas the overall computed mean for the table is 4.69 with a verbal description of “strongly agree”.

These results show that the teacher-respondents’ affective commitment to the teaching profession is strong with all of them giving “strongly agree” responses to all the given indicators. They all manifested a high level of affective commitment, for they had expressed feelings of belongingness and emotional attachment making themselves part of a big DepEd family.

Table 17. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Organizational Commitment as to Commitment to Teaching Work (Teacher's Affective Commitment)

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
1. I would be very happy to spend the rest of my career with this profession.	108	46	6	0	0	4.64	SA
2. I feel a strong sense of "belonging" to my profession.	108	51	1	0	0	4.67	SA
3. I feel "emotionally attached" to this profession.	107	52	1	0	0	4.66	SA
4. I feel like "part of the family" at my profession.	115	44	1	0	0	4.71	SA
5. This profession has a great deal of personal meaning for me.	120	40	0	0	0	4.75	SA
Overall Mean						4.69	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)

1.00 – 1.80 Strongly Disagree – (SD)

In accordance to this, Yildiz and Celik (2017) stressed that commitment is an immensely essential characteristic of teachers, particularly affective commitment. According to them, it is a paramount need for the profession of teaching. Committed teachers are never satisfied of what they already have, rather always seek for new ideas and ways to contribute to their students. They will have passion and enthusiasm for teaching and learning, as well. As such, teachers who are committed to a school have strong beliefs in the school’s goals and values, are willing to adopt these goals and values, and wish to remain part of the school (Hong and Matsko,2019 as cited by Hosseingholizadeh, 2020).

During the conducted interview, the participant mentioned: “I always have commitment in fulfilling my tasks as a teacher. It is very important for me as a teacher because a true teacher leads in adapting change and strives for excellence and no matter what is happening in our world today, we fulfill our duties and responsibilities for our pupils”. Another one shared this: “It is important for a teacher to have organizational commitment and readiness in embracing change because these are the keys for an organization long term success. It makes things positive and challenges easier to bear at the workplace”.

Teacher's Normative Commitment

In this study, the normative commitment of teachers has five indicators, namely: (1) I would feel guilty if I left my profession now; (2) This profession deserves my loyalty; (3) I would not leave my profession right now because I have a sense of obligation to the pupils; (4) I owe a great deal to my profession and (5) I have the obligation to remain in my current profession. The elementary school teachers’ sense of professional identity in the new normal in terms of organizational commitment as to commitment to teaching work (teacher's normative commitment) is found in Table 18.

Table 18 reveals that the two statements: “I would not leave my profession right now because I have a sense of obligation to the pupils”, and “I owe a great deal to my profession”, both obtained 4.68 weighted mean with a verbal description of “strongly agree” while the statement “I would feel guilty if I left my profession now”, yet received a weighted average of 4.46 which was equivalent to a verbal description of “strongly agree”, too, whereas the overall weighted mean shows 4.63 with a verbal description of “strongly agree”.

These results imply that the normative commitment of the teachers under study was very high with majority of them expressing that the teaching profession deserved their loyalty and that they feel that they have the obligation to remain in their current profession.

In accordance to this, Gok (2018) stresses that teachers’ normative commitment is a loyalty arising from their tendency to fulfill their duties and responsibilities properly due to professional ethics or ethical values. Similarly, teachers with strong sense of normative commitment have direct perspective of education. They consider teaching as their passion which is

at the core of their commitment to deliver effective teaching and learning (Altun, 2017).

Table 18. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Organizational Commitment as to Commitment to Teaching Work (Teacher’s Normative Commitment)

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
1. I would feel guilty if I left my profession now.	87	61	11	1	0	4.46	SA
2. This profession deserves my loyalty.	111	45	4	0	0	4.67	SA
3. I would not leave my profession right now because I have a sense of obligation to the pupils.	111	46	3	0	0	4.68	SA
4. I owe a great deal to my profession.	110	49	1	0	0	4.68	SA
5. I have the obligation to remain in my current profession	107	48	5	0	0	4.64	SA
Overall Mean						4.63	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Statement from conducted interview relevant to the current body of text includes: “*Job satisfaction and organizational commitment are very important for me to have in this new normal. Teaching-learning process during this pandemic is very difficult and requires patience and extra effort in being able to reach all the learners while exposing myself to the COVID 19 virus and risking the life of the members of my family. If I don’t have that job satisfaction and organizational commitment, performing my job will be difficult. I might just do my duties for the sake of doing them or I will be one of those neglecting the teaching responsibilities. I cannot perform my duties and responsibilities excellently or as expected from me. I will not be a contributor to achieving the school’s vision and goals. So, it is very important for a teacher to have job satisfaction and organizational commitment to be productive, accountable, and reliable*”.

Teacher’s Continuance Commitment

The teachers’ continuance commitment refers to the five-item statements showing teachers’ commitment in continuing their existence in the organization because they think that they cannot bear these costs by considering the costs of leaving an organization. The elementary school teachers’ sense of professional identity in the new normal in terms of

organizational commitment as to commitment to teaching work (teacher’s continuance commitment).

Table 19 presents the elementary school teachers’ sense of professional identity in the new normal in terms of organizational commitment as to commitment to teaching work (teacher’s continuance commitment) with an overall weighted mean of 4.40 indicating that teachers have strong level of continuance commitment.

Among the given indicators, it shows that item “It would be very hard for me to leave my profession right now, even if I wanted to” having the highest weighted mean of 4.54 with a verbal description of “strongly agree” while item “If I had not already put so much of myself into this profession, I might have considered working elsewhere” has the lowest weighted mean of 4.27 corresponding to “strongly agree” verbal description.

This finding implies that teachers’ sense of professional identity is closely related to their commitment to continue serving their respective schools because of their commitment to the teaching and learning. This shows that teachers carrying such passion of commitment will always seek for more in teaching and learning because they are fond of the profession they are holding (Yildiz et al, 2017).

Table 19. The Elementary School Teachers’ Sense of Professional Identity in the New Normal in terms of Organizational Commitment as to Commitment to Teaching Work (Teacher’s Continuance Commitment)

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
1. It would be very hard for me to leave my profession right now, even if I wanted to.	92	64	9	1	0	4.54	SA
2. Right now, staying with my profession is a matter of necessity and desire.	85	67	6	2	0	4.47	SA
3. I feel that I have few options to consider leaving this profession.	81	58	16	4	1	4.34	SA
4. If I had not already put so much of myself into this profession, I might have considered working elsewhere.	75	59	20	6	0	4.27	SA
5. Even if I would be offered a profession which may double my salary and with other added benefits, I know in my heart that I will never leave my teaching profession because this job has given me much more than I have given to it: my self-worth.	78	65	16	1	0	4.38	SA
Overall Mean						4.40	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Statement from conducted interview relevant to the current body of text includes: “*As a teacher, job satisfaction and organizational commitment have a significant impact,*

especially in the new normal, when the teacher's responsibilities and work are highly demanding and necessitate passion and dedication to performance. If everyone is committed to and satisfied with the body to which they belong, the mission and vision of the institution will be successful".

Commitment to School

Commitment to school has also five indicators, namely: (1) I work hard for the school; (2) I am proud of my school; (3) I prefer working at this school even though I have choices for working at another school; (4) I deal with other teachers for the future of the school; and (5) I try hard to make the school as the best school in the area. The elementary school teachers' sense of professional identity in the new normal in terms of organizational commitment as to commitment to school.

Table 20. The Elementary School Teachers' Sense of Professional Identity in the New Normal in terms of Organizational Commitment as to Commitment to School

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
1. I work hard for the school.	122	35	3	0	0	4.74	SA
2. I am proud of my school.	131	28	1	0	0	4.81	SA
3. I prefer working at this school even though I have choices for working at another school.	115	40	5	0	0	4.69	SA
4. I deal with other teachers for the future of the school.	119	36	5	0	0	4.71	SA
5. I try hard to make the school as the best school in the area.	123	33	4	0	0	4.74	SA
Overall Mean						4.74	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Job satisfaction and organizational commitment are crucial for teachers during the pandemic. The teaching-learning process is challenging, requiring patience and extra effort. Without these factors, teachers may neglect their duties, neglecting their responsibilities, and not contributing to the school's vision and goals. Having job satisfaction and organizational commitment ensures productivity, accountability, and reliability.

Teacher's Continuance Commitment

The teachers' continuance commitment refers to the five-item statements showing teachers' commitment in

continuing their existence in the organization because they think that they cannot bear these costs by considering the costs of leaving an organization. The elementary school teachers' sense of professional identity in the new normal in terms of organizational commitment as to commitment to teaching work (teacher's continuance commitment).

Table 19 presents the elementary school teachers' sense of professional identity in the new normal in terms of organizational commitment as to commitment to teaching work (teacher's continuance commitment) with an overall weighted mean of 4.40 indicating that teachers have strong level of continuance commitment.

Among the given indicators, it shows that item "It would be very hard for me to leave my profession right now, even if I wanted to" having the highest weighted mean of 4.54 with a verbal description of "strongly agree" while item "If I had not already put so much of myself into this profession, I might have considered working elsewhere" has the lowest weighted mean of 4.27 corresponding to "strongly agree" verbal description.

This finding implies that teachers' sense of professional identity is closely related to their commitment to continue serving their respective schools because of their commitment to the teaching and learning. This shows that teachers carrying such passion of commitment will always seek for more in teaching and learning because they are fond of the profession they are holding (Yildiz et al, 2017).

Self-Efficacy

Self-efficacy refers to two indicators: efficacy in pupil engagement and efficacy in instructional strategies. The elementary school teachers' sense of professional identity in the new normal in terms of organizational commitment as to self-efficacy (efficacy in pupil engagement).

Efficacy in Pupil Engagement

Efficacy in pupil engagement is manifested through five indicators, namely: (1) I can get through to the most difficult pupils; (2) I help my pupils think critically; (3) I can motivate pupils who show low interest in school work; (4) I can motivate pupils to believe they can do well in school work; and (5) I can help pupils value learning. The elementary school teachers' sense of professional identity in the new normal in terms of organizational commitment as to self-efficacy (efficacy in pupil engagement).

Table 21. The Elementary School Teachers' Sense of Professional Identity in the New Normal in terms of Organizational Commitment as to Self-Efficacy (Efficacy in Pupil Engagement)

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
1. I can get through to the most difficult pupils.	92	63	5	0	0	4.54	SA
2. I help my pupils think critically.	114	41	5	0	0	4.68	SA
3. I can motivate pupils who show low interest in school work	111	44	5	0	0	4.66	SA
4. I can motivate pupils to believe they can do well in school work.	114	43	3	0	0	4.69	SA
5. I can help pupils value learning.	121	37	2	0	0	4.74	SA
Overall Mean						4.67	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Table 21 presents the elementary school teachers' sense of professional identity in the new normal in terms of organizational commitment as to self-efficacy (efficacy in pupil engagement) wherein it shows that the overall mean of 4.67 corresponds to "strongly agree" verbal description.

Scrutiny of the table exhibits the item "I can motivate pupils to believe they can do well in school work," having the highest mean of 4.69 with corresponding verbal description of "strongly agree" while the item "I can get through to the most difficult pupils" acquired the lowest mean of 4.54 with verbal description of "strongly agree".

This finding implies that teachers do their utmost best in reaching out to their pupils during pandemic though they encounter challenges in the different modes of teaching in the new normal.

Conversely, this is in accordance with the study by Hosseingholizadeh (2020) which states that teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs.

During the interview, participants expressed enthusiasm for facilitating online classes and modular activities during the coronavirus pandemic. Despite challenges like additional paperwork, rush reports, and distance learning, they managed to guide students towards learning. They expressed satisfaction with their ability to engage students and improve their teaching methods.

Efficacy in Instructional Strategies

Table 22 shows elementary school teachers' professional identity in the new normal, focusing on organizational commitment to self-efficacy in instructional strategies.

Item Statement	Responses = 160					Mean	VD
	5	4	3	2	1		
1. I can respond to difficult questions from my pupils.	104	55	1	0	0	4.64	SA
2. I can craft good questions for my pupils.	106	52	2	0	0	4.65	SA
3. I can adjust my lessons to the proper level for individual pupils.	117	42	1	0	0	4.73	SA
4. I can you use a variety of teaching strategies in online teaching.	102	57	1	0	0	4.63	SA
5. I can provide an alternative explanation or example when pupils are confused.	113	46	1	0	0	4.70	SA
Overall Mean						4.67	SA

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree – (SA)
3.41 – 4.20	Agree – (A)
2.61 – 3.40	Moderately Agree – (MA)
1.81 – 2.60	Disagree – (D)
1.00 – 1.80	Strongly Disagree – (SD)

Table 22 reveals that the item with the highest mean of 4.73 states that "I can adjust my lessons to the proper level for individual pupils" with a verbal description of "strongly agree" while the item "I can respond to difficult questions from my pupils" obtained the lowest mean of 4.64 whereas the overall weighted mean of 4.67 corresponds to "strongly agree" verbal description.

These results imply that the teachers' organizational commitment as to self-efficacy in terms of efficacy in instructional strategies is strong showing that the teachers are skilled, well-adjusted, efficient and resilient even in times of crises brought about by pandemic.

In this connection, Khanshan & Yousefi, (2020) found out in their research, The study explores the relationship between teachers' self-efficacy perceptions and their instructional practices. It reveals that teachers have two dimensions: internal efficacy (personal teaching) and external efficacy (general teaching). Internal efficacy refers to teachers' belief in their skills to overcome difficulties in learning, while external efficacy suggests that their abilities are less powerful than external factors like socio-economic status, family background, and parental influence. High self-efficacy enables teachers to do everything for their pupils, regardless of challenging situations (Khanshan & Yousefi, 2020).

Statements from conducted interview relevant to the current body of text include: "This health crisis, we are not equally equipped in terms of technological innovation but we're trying to cope up in our workplace to provide quality education to our pupils. We have a supportive community, a very responsible school principal and teachers who work as a team that a school needs in these times of pandemic".

The Difference between the Perceptions of the Teachers and the Principals themselves as regards their Change Facilitator Styles and Leadership Competencies

Table 23 shows t-test analyses comparing teachers' and principals' perceptions of change facilitator styles and leadership competencies, revealing significant differences.

It can be noted from the table that the school principals rated themselves higher than the teachers in all the variables presented above (except from item “day-to-day school management”). However, based on the result of the analyses, it shows that the mean difference on their perception in terms of social/informal (0.452), trust in others (0.285), day-to-day school management (0.688) and institutionalizing (0.126) is not significant as reflected by the indicated p-value which is greater than $\alpha = 0.01$. This means that the teachers are affirmative on the ratings that the principals gave themselves on these aspects.

Item	Mean		Mean Diff.	t-value	p-value
	Principal	Teacher			
Social/Informal	4.70	4.65	0.05	0.773ns	0.452
Formal/Meaningful	4.81	4.65	0.16	2.065*	0.050
Trust in Others	4.73	4.67	0.06	1.111ns	0.285
Administration Efficiency	4.82	4.70	0.12	3.778**	0.002
Day-to-Day School Management	4.65	4.68	-0.03	-0.410ns	0.688
Vision and Planning	4.81	4.70	0.11	3.137**	0.007
Goal Framing	4.78	4.72	0.06	1.985*	0.048
Capacity Building	4.82	4.73	0.09	3.116**	0.008
Defusing Resistance and Conflict	4.77	4.64	0.13	3.813**	0.002
Institutionalizing	4.77	4.73	0.04	1.629ns	0.126

Legend: ** = highly significant ($p \leq 0.01$) * = significant ($p \leq 0.05$) ns = not significant ($p > 0.05$)

On the other hand, it shows that there exists a highly significant difference on their perception on the principals' change facilitator styles and change leadership competencies in terms of formal/meaningful (0.050), administration efficiency (0.002), vision planning (0.007), goal framing (0.04) and capacity building (0.008), and defusing resistance and conflict (0.002) as reflected by the indicated p-values which are less than $\alpha = 0.01$. This means that the teachers do not have the same perceptions with that of the principals in these variables.

These results imply that school principals should work on the change facilitation and change leadership competencies which are at odds with the way their respective teachers perceived them to be. This could be done through having constant opportunities for dialogue and having an open-door policy wherein the school heads would be able to encourage their teachers to air their suggestions and concerns.

These insights are parallel to the study conducted by Kotter (2019) who said that school leaders, who have identified change leadership as a developmental area for their practice based on evaluation feedback or the challenges they have diagnosed at their school, should practice the important

concepts and frameworks in change leadership such as adaptive leadership, because it is the school principal's role to ensure that there is coherence among all the initiatives within the school; and motivating a team to champion change by focusing on communicating the “why,” or the vision, of the change.

Cognizant to this, one of the participants in this study emphasized this: “The pandemic has provided me with an opportunity to modify my leadership style. I have demonstrated even more my competencies on managing change; have taken risks and implemented innovative ways, and showed adaptability in any changes at my school level.”

The Relationship between Elementary School Principals' Change Facilitator Style and Teachers' Sense of Professional Identity

Table 24 shows correlation analyses examining the relationship between elementary school principals' change facilitator style and teachers' sense of professional identity, identifying the effect of these variables.

Based on the data presented in Table 24, under the respondents' computations revealed with a $p < 0.01$ the indicators under the teachers sense of professional identity and school principals' change in facilitator styles, which would mean the correlational analyses resulted that the indicators are highly significant from each other. This would mean that there is stronger evidence that the p value rejects the null hypothesis.

Therefore, if the null hypothesis rejected, there is a significant relationship between the school principal's change facilitator styles and the teachers' sense of professional identity in the new normal.

In addition, the highest r value indicated to 0.972 with a p-value of 0.000 that there is a strong positive correlation in teachers' work relationships to that of school principals' day-to-day school management.

These results imply that as the school principals' level of day-to-day school management increases, the level of teachers' work relationships also increases.

However, there is only a moderate positive correlation in terms of the efficacy in instructional strategies with an r value of 0.303 and p value of 0.007 in administrative efficiency.

School principals' change facilitator styles significantly impact teachers' professional identity. It is crucial for principals to maintain these styles to improve day-to-day school management and work relationships. Considering teachers' normative commitment is essential, as there is a gap between their professional identity and day-to-day management.

Table 24. Results of the Correlation Analyses on the Relationship between Elementary School Principals' Change Facilitator Style and Teachers' Sense of Professional Identity

Teachers' Sense of Professional Identity	Principals' Change Facilitator Style					
	Social/ Informal	Formal/ Meaningful	Trust in Others	Admin. Efficiency	Day-to-Day School Management	Vision and Planning
General Working Conditions	0.584** (0.000)	0.576** (0.000)	0.812** (0.000)	0.788** (0.000)	0.501** (0.000)	0.487** (0.000)
Skills and Abilities	0.841** (0.000)	0.799** (0.000)	0.537** (0.000)	0.609** (0.000)	0.637** (0.000)	0.633** (0.000)
Work Activities	0.489** (0.000)	0.508** (0.000)	0.587** (0.000)	0.705** (0.000)	0.500** (0.000)	0.533** (0.000)
Work Relationships	0.622** (0.000)	0.533** (0.000)	0.561** (0.000)	0.534** (0.000)	0.972** (0.000)	0.631** (0.000)
Teacher Professionalism	0.633** (0.000)	0.647** (0.000)	0.565** (0.000)	0.604** (0.000)	0.577** (0.000)	0.619** (0.000)
Teacher's Affective Commitment	0.742** (0.000)	0.643** (0.000)	0.654** (0.000)	0.632** (0.000)	0.478** (0.000)	0.563** (0.000)
Teacher's Normative Commitment	0.654** (0.000)	0.518** (0.000)	0.801** (0.000)	0.749** (0.000)	0.376** (0.006)	0.429** (0.000)
Teacher's Continuance Commitment	0.648** (0.000)	0.680** (0.000)	0.642** (0.000)	0.644** (0.000)	0.584** (0.000)	0.576** (0.000)
Commitment To School	0.704** (0.000)	0.499** (0.000)	0.668** (0.000)	0.708** (0.000)	0.418** (0.006)	0.539** (0.000)
Efficacy In Student Engagement	0.522** (0.006)	0.637** (0.000)	0.505** (0.000)	0.542** (0.000)	0.578** (0.000)	0.619** (0.000)
Efficacy In Instructional Strategies	0.581** (0.000)	0.492** (0.000)	0.560** (0.000)	0.303** (0.007)	0.608** (0.000)	0.579** (0.000)

Legend: ** = highly significant ($p \leq 0.01$)
 Numbers in the upper entry are correlation values (r- values)
 Numbers enclosed in parentheses are probability values (p-values)

However, the indicator with the lowest correlation is found between school principals' administrative efficiency and teachers' efficacy in instructional strategies; meaning that among the variables or indicators of teachers' sense of professional identity, it is where both the school principals and teachers should work on. Other than this result, all the rest show highly significant relationships between the elementary school principals' change facilitator styles and teachers' sense of professional identity in the new normal.

In conjunction to the present findings, Macasa et al, (2019) found evidence that school principals play a significant role in managing and leading the school, not only to excel in its entire academic program but equally important is its growth and sustainability through their change facilitator styles composed of concern for people, social/informal and formal/meaningful), organizational efficiency, (trust in others and administration efficiency), strategic sense (day -to -day school management, and vision and planning). There are five items in the item pool, each of which has two bipolar dimensions: concern for people—social/informal and formal/meaningful; organizational efficiency—trust in others and administrative efficiency; and strategic sense – day-to-day school management and vision and planning.

Similarly, to continuously assist and help their respective teachers' adjustment to the new normal, school principals should be self-reflective of their daily school management and try to develop and implement clear measures

to promote and help teachers to adapt to the new normal of education through the latter's learning and development plan so as to include the teachers' well-being on their topmost priority (Santiago et al, 2021).

During the COVID-19 pandemic, school principals' role as change facilitators is crucial. They emphasize the importance of work relationships and leadership competencies in maximizing leadership qualities and impacting the educational sector. Addressing various factors and addressing leadership styles are essential for success.

Parallel to this, in the conducted interview with the teachers, they were asked about the importance of their school principals' support on their sense of attaining self-efficacy in instructional strategies and student engagement, most of them replied that they were satisfied and fully confident in school principals' efficient running of the school during the pandemic.

The Relationship between Elementary School Principals' Change Leadership Competencies and Teachers' Sense of Professional Identity

School principals plays a key role in supporting the school by communicating a purpose that distributed leadership is developed within a school that built upon certain change leadership competencies. Being a responsive change leader is a foundational part of a principal's role so that the structured, process-oriented action steps of their roles as change managers can move forward smoothly and have the intended impact (Kotter 2019).

As shown in Table 25, the calculated Pearson's correlation tests the relationship between the elementary school principals' change leadership competencies and teachers' sense of professional identity. The correlation coefficient values of the following in terms of teachers' sense of professional identity such as general working conditions, skills and abilities, work activities, work relationships, teacher professionalism, teachers' affective commitment, teachers' normative commitment, teachers' continuance commitment, commitment to school, efficacy in student engagement, and efficacy in instructional strategies with corresponding probability values less than 0.05 and 0.01 indicate that there is a highly significant relationship between school principals' change leadership competencies in terms of goal framing, capacity building, defusing resistance and conflict and institutionalizing and teachers' sense of professional identity in the new normal.

In accordance, the relationship between teachers' normative commitment and goal framing displays the highest level of relationship ($r = 0.914$) and interpreted as "strong positive correlation" while the relationship between skills and abilities to the capacity building exhibits the lowest correlation value ($r = 0.359$) and interpreted as "weak positive correlation". Thus, the null hypothesis was all rejected and the direction for all correlations were positive.

Further examination of the tabulated results reveals that direct relationship (as implied by the positive sign of the correlation values that ranged from 0.359 to 0.914) existed

between the aforementioned variables. This indicates that as the level of school principals' change leadership competencies in terms of goal framing, capacity building, defusing resistance and conflict, and institutionalizing increases, the level of their teachers' sense of professional identity in terms of general working conditions, skills and abilities, work activities, work relationships, teacher professionalism, teachers' affective, normative and continuance commitment, commitment to school, and efficacy in student engagement and instructional strategies also increases.

School principals must consistently demonstrate change leadership competencies, particularly in Goal Framing, to develop attainable, rational, and realistic goals for change. This ensures shared understanding and alignment of policies, programs, projects, and activities prioritizes work tasks and schedules to achieve goals demonstrates an ability to form goals outside the box to accomplish organizational goals and objectives.

Table 25. Results of the Correlation Analyses on the Relationship between Elementary School Principals' Change Leadership Competencies and Teachers' Sense of Professional Identity

Teachers' Sense of Professional Identity	Principals' Change Leadership Competencies			
	Goal Framing	Capacity Building	Defusing Resistance and Conflict	Institutionalizing
General Working Conditions	0.547** (0.000)	0.650** (0.000)	0.653** (0.000)	0.645** (0.000)
Skills and Abilities	0.721** (0.000)	0.359** (0.009)	0.792** (0.000)	0.622** (0.000)
Work Activities	0.641** (0.000)	0.388** (0.008)	0.799** (0.000)	0.393** (0.000)
Work Relationships	0.522** (0.000)	0.697** (0.000)	0.824** (0.000)	0.899** (0.000)
Teacher Professionalism	0.478** (0.000)	0.599** (0.000)	0.741** (0.000)	0.680** (0.000)
Teacher's Affective Commitment	0.620** (0.000)	0.692** (0.000)	0.697** (0.000)	0.586** (0.000)
Teacher's Normative Commitment	0.914** (0.000)	0.521** (0.000)	0.547** (0.000)	0.530** (0.000)
Teacher's Continuance Commitment	0.539** (0.000)	0.541** (0.000)	0.502** (0.000)	0.469** (0.000)
Commitment to School	0.741** (0.000)	0.639** (0.000)	0.431** (0.000)	0.613** (0.000)
Efficacy in Student Engagement	0.624** (0.000)	0.714** (0.000)	0.545** (0.000)	0.553** (0.000)
Efficacy in Instructional Strategies	0.412** (0.007)	0.543** (0.000)	0.422** (0.000)	0.600** (0.000)

Legend: ** = highly significant (p≤0.01)

Numbers in the upper entry are correlation values (r- values)

Numbers enclosed in parentheses are probability values (p-values)

Parallel to these findings, Agaloos et al (2020) in their study, *Preparedness of Teachers to the New Normal Learning*, stated that educators, teachers and school principals, should positively embrace the new normal and wholeheartedly cope with significant changes in the educational system with regard to instruction and communication for the purpose of providing quality education amidst the pandemic.

In conformity with the present findings, John Kotter (2019) in his research added that, A clear vision is crucial for a successful transformation, as it prevents confusion and wasteful projects. School principals should possess Goal Framing and other change leadership competencies to define a sensible and appealing change vision.

Statements worth revealing in relation to this finding include: School principals' change facilitator styles and leadership competencies significantly impact teachers' professional identity. Commitment is crucial for building a committed network, and the school head projects the school's image and inspires fellow educators. Proper mindset and goal framing are essential for success.

Program of Activities or Intervention/s Derived from the Findings of the Study

The study reveals low correlations between school principals' facilitation styles and leadership competencies and teachers' professional identity in the new normal. Addressing these gaps is crucial for strengthening professional and interpersonal relationships and improving response to the COVID-19 pandemic.

Table 26. Program of Activities or Intervention/s Crafted from the Findings of the Study

OBJECTIVES	ACTIVITIES	TIMELINE	PERSONS INVOLVED	MODALITY	EXPECTED OUTCOME
To provide teachers with various school-based strategies in making themselves change-proof in the normal	Focus Group Discussion (FGD) on human resources training such as conducting Webinar-workshop on Values-based Teacher Leadership Training	4 th Quarter of SY 2021-2022	Researcher / Principal, Teachers	Online Learning	Teachers who are well-adjusted with the challenges of the new normal may forge stronger school principal-teacher working relationship.
To develop teachers' self-efficacy as regards with instructional strategies, and pupil-engagement by developing instructional materials that will enrich the learning interest of learners in the new normal	Conduct School-based Learning Action Cell (SLAC) or seminar-workshop on teaching-learning pedagogies	Once a month every Friday when Reduced Activities are observed	Researcher / Principals, Teachers	Hybrid modality (a combination of virtual and Face-to-Face modalities)	Instructional materials such as SLMs, Big book, educational games focusing on ICT development in developing teachers' instructions and pedagogical competencies may contribute to teachers' improved efficacy in teaching-learning strategies in the new normal
To strengthen the existing information-sharing mechanisms at the school	Increase teachers' awareness on/of school principals' goals and vision	First quarter of SY 2022-2023	Researcher, Teachers, Parents,	Blended and Hybrid Modalities	Sustained and enhanced positive working relationships between

CHAPTER IV

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of major findings; the conclusions arrived at based on the findings, and the recommendations given following the conclusions.

Findings

This study determined the influence and relationship of school principals' change facilitator styles and leadership competencies to the teachers' sense of professional identity in the new normal in selected elementary schools in EDDIS I and II during the School Year 2021-2022. Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that there was a highly significant difference on the teachers' perception of the school principals' change facilitator styles and change leadership competencies in terms of concern to people (formal/meaningful), administration efficiency, vision planning, goal framing, capacity building and defusing resistance and conflict. These means that school principals should work on these facilitation and leadership competencies. However, there was no significant difference between school principals' change facilitator styles and leadership competencies and teachers' sense of professional identity in terms of social/informal, trust in others, day-to-day school management and institutionalizing.

The teachers strongly agreed that their school principals practiced the indicators of change facilitator styles though it is noted that the former rated themselves higher in all of the aforementioned indicators except for day-to-day school management where the former rated them higher.

Highly significant relationship existed between school principals' change facilitator styles and teachers' sense of professional identity showing strong positive correlation between school principals' day-to-day management and teachers' sense of professional identity in terms of job satisfaction as to work relationships whereas the indicator efficacy in instructional strategies showing the lowest correlation between school principals' administration efficiency.

Elementary school teachers expressed high job satisfaction and commitment to their profession, with work relationships being the most satisfied. School principals' change leadership competencies significantly impacted teachers' professional identity, with goal framing competency having the highest relationship with teachers' commitment.

Conclusions

The study found a significant difference between school principals' change facilitator styles and leadership competencies and teachers' professional identities. As principals' competencies increased, teachers' professional identity also increased.

There is a significant relationship between the school principals' change facilitator styles and teachers' sense of professional identity in the new normal. As the level of school principals' change facilitator styles in terms of concern to people, social informal, formal/meaningful; organizational efficiency as to trust in others and administration efficiency, strategic sense as to day-to-day school management, vision and planning increases, the teachers' sense of professional identity in terms of general working conditions, skills and abilities, work activities, work relationships, teacher professionalism, teachers' affective, normative and continuance commitment, efficacy in student engagement and instructional strategies also increases.

School principals' change leadership competencies significantly impact teachers' professional identity in the new normal. As competencies increase, teachers' professional identity includes goal framing, capacity building, defusing resistance, institutionalizing, and improving overall working conditions, skills, and instructional strategies.

Recommendations

Considering the findings and conclusions of the study, the following recommendations are hereby presented:

1. School principals can enhance change facilitator styles and leadership competencies through training programs, focusing on formal, meaningful, administration efficiency, vision planning, goal framing, capacity building, and conflict resolution.

2. School principals can enhance change facilitator styles and leadership competencies to support teachers in transitioning to the new normal, focusing on strategic management and job satisfaction.

3. School heads should evaluate change facilitator styles, leadership competencies, and administration efficiency to improve teacher effectiveness and foster harmonious parent-teacher-school head relationships.

4. Future Researchers should study school principals' new normal leadership competencies and their change facilitator styles, affecting teachers' normative commitment. They may use other instruments and indicators to measure these competencies and teachers' professional identity in the new normal.

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