



DISTRIBUTED LEADERSHIP, READINESS FOR CHANGE, AND RESILIENCY OF ELEMENTARY SCHOOL HEADS IN A DIVISION: BASIS FOR CAPACITY ENHANCEMENT PLAN

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Abstract: For educational quality and equity to rise, effective school leadership is necessary. This research assessed and analyzed the distributed leadership, readiness for change, and resiliency of Elementary School Heads in the Division of Zambales. A quantitative descriptive survey research design was employed with 57 Elementary School Heads as participants. The 7 Public Schools District Supervisors assessed their school heads to verify and validate the survey results. Based on the findings generated, the responses of the school heads and the ratings given to them by the PSDS are equal. Significant variations exist in the distributed leadership, readiness for change, and leadership resilience of elementary school heads when grouped according to age, position, highest educational attainment, and number of relevant training attended. There is a significantly high positive correlation between the elementary school heads' readiness for change and leadership resilience and a significantly moderate correlation between distributed leadership and readiness for change and between distributed leadership and leadership resilience. The Capacity Enhancement Plan is anchored on providing sufficient resources to make meaningful contributions to the school, and expanding the capacity of schools to provide professional learning and development programs to teachers relevant to leadership roles.

Keywords: Distributed Leadership, Readiness for Change, Resilience, School Heads, Zambales, Philippines

INTRODUCTION

Currently, school leaders worldwide are faced with shockingly high degrees of difficulties, especially in the field of learning recovery. Most people feel troubled, and they are agitated by the uncertainties of the period (WHO, 2020). For educational quality and equity to rise, effective school leadership is necessary. The significance of the pandemic is still unclear as a "new normal" emerges and begins to replace the practices and beliefs that people had earlier (Ancho, 2020, p.20). School administrators must adopt a transformational leadership style or strategy that brings about change (Francisco, 2019). According to Donnelly (2012), relational trust and principal leadership behaviors are defined as transformative and contribute to high student accomplishment in the school under study. He added that effective faculty collaboration and well-run professional learning communities create channels for open, reciprocal dialogue between school administrators and pupils. Successful leaders have tight relationships with those they supervise. Through this cooperation, they can persuade others to pursue shared objectives and successes to have high standards for institutional goals. Influential leaders successfully convince others to follow and pursue a shared mission and vision by establishing trustworthy relationships (Fleming & Millar, 2019). According to Bouchamma et al. (2014), principals prioritized administration, human resources, the educational environment, and education services management. Schools must provide for the growth, education, and success of the children and young people under their supervision (Asio & Jimenez, 2020; Francisco Barcelona, 2020). Hignasari (2020) claims that not all Japanese children, particularly those in elementary school, can adjust to this new standard mode of instruction.

In the 21st-century school environment, the competence of school heads is being challenged by many factors as the educational context now becomes more complex and diverse, and these are potentially overwhelming for school administrators (Barnett & McCormick, 2012). Among the



difficulties facing school administrators in the twenty-first century are bureaucratic leadership contexts, personal conflicts, a lack of guidance and support from upper-class mentors, cultural shock, a lack of confidence in one's abilities, an inability to manage the pressures of a demanding profession; a lack of cultural awareness; and sources of stress and lack of support (Slater et al.). According to Oracion (2014), teacher leadership is one strategy for distributing leadership in schools. A potential solution to the tendency of leadership thinking to be divided into two opposing camps—those who present it as the result of role structures and systems design (Jaques, 1989) and those who consider it largely the consequence of individual agency (Bass, 1985)—is the concept of distributed leadership (DL), as described in an article titled *Distributed Properties: A New Architecture for Leadership*, Peter Gronn (2000). The essays in this Special Issue attest to how the concept of DL has become stronger over the past ten years and has significantly influenced certain branches of theory and practice. A famous "post-heroic" (Badaracco, 2001) representation of leadership, DL has sparked a move away from the traditional trait, situational, style, and transformational theories of leadership, which emphasize the qualities and behaviors of individual leaders, and toward a more systemic view in which leadership is understood as a collective social process arising from the interactions of multiple actors (Uhl-Bien, 2006). Using this viewpoint, it is contended:

In the Philippines, administrators needed help switching from the previous system of overseeing schools to the new system. To help them prepare for this unique educational norm, most school leaders have developed a variety of leadership philosophies. School administrators in the Philippines and other parts of the world are today dealing with levels of adversity that are unexpected and inescapable. They deal with several difficulties and issues that have long plagued most, if not all, school groups. It could be brought on by deteriorating school infrastructure, low teacher morale, difficulties with hiring and vetting new employees, natural calamities, and the COVID-19 pandemic. It has been observed that school leaders may have let adversity win them over. Onn et al. (2018) state that some leaders fail to save organizations and jobs despite the traits mentioned above, the duties of school heads, and the collection of best practices that researchers have refined over time and that leaders need to adhere to these new regular times. The Governance of Basic Education Act of 2001, also known as Republic Act (RA) 9155, establishes the general foundation for principal empowerment by fortifying local school-based administration with openness, local accountability, and principal and leadership goals. Although the importance of the principal's leadership position is widely acknowledged, distributed leadership was born out of worries about restricting school leadership to the principal alone. There has been a long-standing crisis faced by primary education in the Philippines, which is why significant reforms were implemented, including the K to 12 reforms, which started last school year, 2012-2013, or the Enhanced Basic Education Act of 2013 (RA 10533). One crucial reality that the nation's leaders in education and policymakers must remember is one of the lessons to be learned from the repeating cycle of unsuccessful changes. Leadership plays a critical role in the implementation of educational reforms. Mentini emphasizes the importance of contextual factors, particularly the mediating role of school leadership in translating policy into practice (Mentini, 2023). Wenner & Campbell (2016) identify teacher collaboration as a primary factor in school development processes, integrating the concept of shared leadership to contend that when teachers take on leadership roles, they contribute creatively to school improvement initiatives. Sara Duterte, the secretary of education and vice president of the Philippines, verified and highlighted the concerning decline in the country's educational standards in a February 22, 2023, piece that appeared in *The Diplomat*.



FRAMEWORK

According to Smylie et al. (2002), organizational structures that do not promote "action-in-common" inhibit teachers from collaborating effectively. Instructors have the specialized knowledge required to guide and direct efforts for school development. Pantić & Florian (2015) discuss how teachers can effect change not only through their individual actions but also by working collectively to influence their school environments. Mo et al. (2023) highlight that inclusive leadership positively impacts teacher innovative behavior through the development of psychological safety, emphasizing the importance of allowing teachers to actively explore their ideas. Teachers are the largest group on any school's personnel roster and are the ones closest to the kids despite being the lowest-ranking authorities in the education bureaucracy.

Distributed leadership can bring about constructive change and improvement in schools. Claudet (2014) argues that nurturing distributed leadership environments can significantly enhance community engagement and support school turnaround efforts. It does not suggest a distribution of ineptitude; rather, it may imply less effective leadership. Distributed leadership does not mean the elimination or redundancy of traditional organizational leadership structures, as Harris (2009) reassures people in positions of responsibility. Conversely, distributed leadership forges a strong bond between lateral and vertical leadership processes, with formal leaders coordinating, facilitating, and endorsing leadership from various sources. The concept of distributed leadership is pivotal in understanding how principals can enhance their authority while simultaneously empowering teachers Rutherford (2006). Principals completed more, children performed better, community criticism of the school decreased, and teacher satisfaction increased. Similarly, Gronn (2002) noted that the principal was put under more pressure because of teacher leadership as they had to arrange who oversaw what, develop others' leadership potential, keep an eye on other people's work, and give constructive criticism to others for their efforts.

Wenner & Campbell (2016) reinforce the notion that teacher leadership is crucial for informed policymaking at various levels of education. The ability and aptitude for leadership to be expanded rather than fixed is a crucial component of teacher leadership. Setting clear parameters for power-sharing and decision-making seemed essential considering the principal's new responsibilities. While the notion of distributed leadership (DL) has become widely recognized by scholars and professionals after 2000, its origins are older. According to Ho et al. (2016), much of the research on distributed leadership has primarily occurred within Western contexts.

Regarding its theoretical background, Harris (2009) suggests that this notion dates to the mid-1900s, if not earlier. When Gronn (2000) suggests that leadership is probably best understood as a group characteristic, as a series of tasks that the group must perform, she quotes Gibb (1954) as the first author to specifically mention DL (Gibb, 1954, quoted in Gronn, 2000). Gibb distinguished between two types of distribution, which Gronn used to distinguish between numerical and coordinated action: the total number of acts each group member contributes and the variety or pattern of group functions that are carried out (Gronn, 2000). Additionally, this distinction provides the framework for additional theoretical advancement. Gronn (2000) suggests that despite this early interest in the concept, the idea of DL lay dormant until it was revived by Brown and Hosking (1986) and is only mentioned in a scattering of articles during the 1980s and 90s (Beck & Peters, 1981; Barry, 1991; Senge, 1993; Gregory, 1996; Leithwood et al., 1997), most likely because of the period's preponderance of scholarly and practitioner literature that described new leadership that was based on



the charismatic and transformational leadership of senior executives. Even though there were not many specific references to DL before and throughout this period, several critical conceptual developments were made that, in many ways, paved the path for subsequent research.

OBJECTIVES OF THE STUDY

This research was conducted to assess and analyze the distributed leadership, readiness for change, and resiliency of elementary School Heads in the Division of Zambales. The findings shall be used to craft a Capacity Enhancement Plan and to formulate a Framework of New Normal School Leadership Qualities for the division.

Specifically, the study sought to answer the following questions:

1. What is the profile of the School Heads in terms of:
 - 1.1 Age,
 - 1.2 Sex,
 - 1.3 Position,
 - 1.4 Highest Educational Attainment, and
 - 1.5 Training attended?
2. How may the practices of school heads be described by their PSDS and themselves in terms of the following?
 - 2.1 distributed leadership practices,
 - 2.2 readiness for change,
 - 2.3 Leadership Resilience?
3. Are there significant variations that exist on the following, when grouped according to profile variables?
 - 3.1 distributed leadership practices.
 - 3.2 readiness for change; and
 - 3.3 Leadership Resilience?
4. Are there significant correlations among distributed leadership, readiness for change, and resiliency of elementary school heads?
5. How can the findings be used to craft a Capacity Enhancement Plan?

METHODOLOGY

Research Design

A quantitative descriptive survey research design was employed in the study. According to the methodology, there are various forms of descriptive research. Descriptive A. Surveys gather data on a specific topic. B. Unlike descriptive surveys, descriptive-normative surveys collect data and compare the results to the norm. C. Correlative surveys explore the relationship between two variables and conclude if it is positive, neutral, or negative (Survey et al., 2023). Although there are some legitimate questions regarding statistical validity, this study is a valuable scientific tool if the researcher knows its limits. Mitchell (2017) summarizes the characteristics of descriptive research to answer the following question: What is the current situation? Numerical information obtained through tests, surveys, observations, and interviews will be used to provide an answer to this fundamental topic. Subgroups may be compared on some measure, but the study variables are not altered; they are measured as they occur. As a result, quantitative research is more interested in questions of how much, how well, or to whom a specific issue relates. Descriptive research describes and interprets what it is. Its concerns include existing situations or relationships, everyday habits, prevalent attitudes and



practices, already apparent repercussions, or emerging trends. This design has been used because of its objectivity in measurement, its generalizability and replicability of results, efficiency in data collection, and breadth of coverage.

Research Site

The Department of Education Division of Zambales is a medium-sized division in the Central Luzon Region. It is a provincial division with thirteen (13) districts in thirteen (13) municipalities in the Province of Zambales. It caters to 313 public elementary, junior, and senior high schools, 81 private elementary and high schools, and three (3) state universities and colleges. During the school year 2020-2021, the total kindergarten enrollment is 13,098, 86,975 for elementary, 42,484 in JHS, and 11,144 in SHS with 5,639 teachers. The Department of Education Division of Zambales is a medium-sized division in Central Luzon Region. It is a provincial division with thirteen (13) districts in thirteen (13) municipalities in the Province of Zambales. It caters to 313 public elementary, junior, and senior high schools, 81 private elementary and high schools, and three (3) state universities and colleges. During the school year 2020-2021, the total kindergarten enrollment is 13,098, 86,975 for elementary, 42,484 in JHS, and 11,144 in SHS with 5,639 teachers.

Participants

The participants were the fifty-seven (57) public elementary school heads in Zone 3 and Zone 4, Division of Zambales. The seven (7) Public Schools District Supervisors participated in data triangulation. According to Fraenkel's explanation of research ethics, participant anonymity was maintained by withholding the participants' names (2003).

Instrumentation

Questionnaires are the simplest and fastest method of information gathering. According to Calderon and Gonzales (1993), a questionnaire is a list of questions that, when correctly answered by the requisite number of respondents who have been carefully chosen and who would provide the required information, would finish a research project. The researcher constructed the questionnaire. The instrument was composed of four (4) major parts. Part I dealt with the profile of the school heads as to 1) age, 2) sex, 3) position, 4) highest educational attainment, and 5) training attended. Part II assessed the distributed leadership practices of School Heads. Part III assessed the readiness of the school heads for change. Part IV described the resilience practices of the school heads. To ensure the reliability and validity of the instrument, validation was conducted with the help of the following experts: the Division SBM Coordinator, the Curriculum Implementation Division (CID) Chief, the Learning Resources Management and Development (LRMD) Supervisor, and the research adviser. A review was conducted with the experts to establish face and content validity, which ensured the instrument's dependability. After the expert review, the questionnaire was pilot-tested to a sample of participants issues with question wording, response options, and survey flow. The internal consistency was measured using Cronbach's alpha. The revisions and final review of the questionnaire were done before administering the validated survey questionnaire.

Data Collection

After the dissertation proposal had been approved, a letter request was sent to the Superintendent of the Schools Division asking for permission to carry out the data-gathering process. The procedure for gathering data was outlined in the permission so that the researcher would not have



to worry about issues with the research. The participants also received a consent statement confirming that participating in the study was voluntary. All utilized were Google Forms, face-to-face data generation, FB Messenger, and emails. The participants, schools, and the Department of Education received the results and findings.

RESULTS AND DISCUSSION

This presents the analysis and interpretation of the gathered data which were used to answer the questions posed in the statement of the problem.

1. Profile of the elementary school heads

Table 1 shows the frequency, percentage, and mean distribution of the elementary school heads' profile variables of age, sex, position, highest educational attainment, and number of relevant seminars/trainings attended.

1.1. Age.

Most of the participants thirty-one (31) or 54.39% are from the age group 50-59 years old; 15, or 26.32%, are from the age group 40-49; 6 or 10.53% are from the age group 30-39; 5 or 8.77% are from age group 60 & above. The data implies that most of the participants were from the age group 50-59 years old.

1.2 Sex.

Most participants, with 37 or 64.91%, are females, while 20 or 35.09% are males. Findings conform with Villosio (2014), where females dominate teaching.

1.3 Position.

Mostly, 19, or 33.33%, are Head Teacher or Teacher In-Charge; 14, or 24.56%, are Principal I; 12, or 21.05%, are Principal II; 7, or 12.28%, are Principal III; and 5, or 8.77% are Principal IV.

1.4 Highest Educational Attainment.

Most of the participants, 21 or 36.84%, are master's degree graduates; 18 or 31.58% have Master's Units; 10 or 17.54% have doctoral units; and 8 or 14.04% are Doctorate Degree Graduates. The data implies that the principals still need to take further studies for their professional development.

1.5 Number of Relevant Seminars/Training Attended.

Majority of the respondents, 15 or 26.32% attended more than ten pieces of training; 13 or 22.81% attended (1-2) training; 11 or 19.30% attended 5-6 training; 7 or 12.28% attended (3-4) training; 6 or 10.53% attended (7-8), and 2 or 3.51% attended (9-10) training.

2. Distributed leadership, readiness for change, and leadership resilience of elementary school heads

The survey results on distributed leadership, readiness for change, and leadership resilience of elementary school heads.

2.1 Distributed leadership

It can be deduced from Table 2 that only one out of the 22 items got a 'sometimes practiced' response. From the responses of the PSDS, only one item got a 'sometimes practiced' response,



"Teachers who assume leadership roles in the school have sufficient resources to be able to make meaningful contributions to the school." This calls for action from the school administrators and the DepEd to address the scarcity of resources so that teachers can make meaningful contributions to the school. Three responses from the PSDS got a perfect 4.0 response. These are: "There is mutual respect and trust among the staff," "All students, regardless of their racial or economic status, are expected to achieve at high levels," and "Teachers and administrators share accountability for students' academic performance." This implies that the PSDS advocates distributed leadership, believing that honing new leaders contributes to the organization's success. When asked, some PSDS said that distribution in schools promotes collaboration, innovation, and shared responsibility for student success.

The school heads' self-rate responses also show good, distributed leadership practices. Their weighted means show they have slightly better practices than the PSDS's responses. Combining their responses, the top three items are "There is mutual respect and trust among the staff," "Teachers and administrators share accountability for students' academic performance," and "There is mutual respect and trust between school administration and the staff" with the means 3.94, 2.92 and 3.80 respectively. The lowest two items are "Teachers who assume leadership roles in the school have sufficient school time to permit them to make meaningful contributions to school" and "Teachers who assume leadership roles in the school have sufficient resources to be able to make meaningful contributions to the school" with means 3.40 and 3.23 respectively. The overall mean of 3.66 implies that the distributed leadership practices of the Elementary School Heads involve the sharing of responsibilities and decision-making authority across multiple individuals or teams within an organization. There is no significant disparity between the responses of the school heads and the ratings given to them by the PSDS, with an increment of 0.09. This means that the self-rating of school heads is valid in terms of their perceived distributed leadership attributes. What is more worth noting is the three items from the PSD's perspectives, which generated 4.0 or perfect scores. This means that all the PSDS believe that the school heads have improved their decision-making, enhanced teacher empowerment, prioritized shared responsibility and collaboration, and given more attention to teacher leadership development. Further implications of desirable distributed leadership practices include significant contributions to a more inclusive and effective sustainable education development.

2.2 Readiness for change

It shows the responses of the PSDS and the elementary school heads' self-rating regarding their readiness for change. When asked whether they agree or disagree, both groups said they both 'highly agree' and are ready whenever they are confronted with sudden changes in the workplace. The PSDS's ratings of their school heads contain four items, which got a 4.0 mean. The items "My supervisors (e.g., PSDS and EPS) show a clear understanding of their roles and responsibilities to make these projects a success," "I feel listened to with regards to my views regarding the new projects in our district/division," "I will actively support any new project of the Department," and "My Supervisors encourage me to get involved" are all 'highly practiced' by elementary school heads as rated by the PSDS. Both groups have almost the same mean, with 3.75 and 3.72, respectively. Combining their overall responses, the three highest items are "I will actively support any new project of the Department," "My Supervisors encourage me to get involved," and "My supervisors (e.g., PSDS and EPS) show a clear understanding of their roles and responsibilities to make these projects a success" with means 3.94, 3.90 and 3.86, respectively. The overall mean of 3.74 or 'highly agree' implies that elementary school heads can adapt and thrive in a dynamic environment. They can explore new possibilities and find better ways of doing things, leading to increased efficiency, effectiveness, and competitiveness. Overall, readiness for change is essential because it enables personal and collective

growth, fosters innovation, enhances adaptability, and contributes to overall success and well-being. It is a mindset that encourages embracing new opportunities, learning from challenges, and navigating the complexities of a rapidly changing world. The assessment given by the PSDS is higher, with an increment of 0.03, compared to the elementary school heads' self-rating. This implies that elementary school heads have shown good practice in adapting to change and are proactive in dealing with issues and concerns confronting the uncertainties and volatility of the education system. Further implications of desirable readiness for change practices include significant contributions to a resilient, dynamic and forward-thinking school culture that is equipped to meet the challenges of modern education.

2.3 Leadership resilience

It shows the participants' responses regarding their leadership resilience. There is no significant disparity between the elementary school heads' self-rating and the assessment given by the PSDS, with a difference of 0.15. All the responses generated an 'always' response except "In a challenging situation, I cannot choose my response other than automatically reacting," with a mean of 4.04 or 'often.' This item generated responses from both groups. The items that generated the highest responses are "I look for the lessons learned from challenging circumstances," "I have positive and supportive people in my life," "I have at least one person I share my challenges and difficulties with," and "I consistently practice self-acceptance and self-compassion" with means 4.72, 4.65, 4.60 and 4.60 respectively, or 'agree.' The items that need interventions are "In a challenging situation, I am unable to choose my response than automatically reacting," "Difficult emotions such as disappointment, grief, insecurity, and sadness do not overwhelm me," and "I give myself a break, and I am not unduly hard on myself" with means 4.04, 4.21 and 4.23 respectively. The weighted mean of 4.44 or 'always' implies that elementary school heads possess sound leadership resilience, essential for leaders to thrive in a dynamic and uncertain environment. This enables them to effectively lead their teams to promote a culture of innovation, well-being, and adaptability throughout the organization. Further implications of leadership resilience among principals include stability in terms of crisis, sustained school performance, effective change management, and stronger community trust.

3. Significant variations in the distributed leadership, readiness for change, and leadership resilience of elementary school heads when grouped according to their profile variables

The results revealed significant variations in the readiness for change and leadership resilience of the elementary school heads when grouped according to age. The computed F-values of 5.902 and 7.273, respectively, are significant at 5% alpha. Thus, the null hypothesis is rejected.

When grouped by position, there are significant variations in the elementary school heads' distributed leadership and leadership resilience, with F-values of 3.848 and 8.912, respectively. The null hypothesis is also rejected at a 5% level of significance. When grouped by highest educational attainment, there is a significant variation in the readiness for change among elementary school heads, with an F-value of 6.232. The null hypothesis is rejected at 5% alpha.

The results also reflect significant variations in the readiness for change and leadership resilience of the elementary school heads when grouped according to the number of relevant training sessions attended. The computed F-values of 4.978 and 7.812, respectively, are significant at 5% alpha. Thus, the null hypothesis is also rejected.

4. Correlations among distributed leadership, readiness for change, and leadership resilience

Table 7 revealed a significantly high positive correlation between the elementary school heads' readiness for change and leadership resilience, with an R-value of +0.698. This is significant at 5% alpha; thus, the null hypothesis is rejected.

It also shows a significantly moderate correlation between distributed leadership and readiness for change ($r = +0.532$) and between distributed leadership and leadership resilience ($r = +0.436$). The null hypothesis is also rejected at 5% alpha.

Table 7

Pearson r results on the correlations

Correlations between	Pearson r-Value	Description	p-Value	Decision at 5% alpha
Distributed leadership and Readiness for Change	+0.532	Moderate	0.000	Reject Ho (Significant)
Readiness for Change and Leadership Resilience	+0.698	Strong	0.000	Reject Ho (Significant)
Distributed leadership and Leadership Resilience	+0.436	Moderate	0.035	Reject Ho (Significant)

5. Crafting the Capacity Enhancement Plan and Formulating the Framework of New Normal School Leadership Qualities

CAPACITY ENHANCEMENT PLAN FOR SCHOOL HEADS School Year 2023-2024

Rationale:

For educational quality and equity to rise, effective school leadership is necessary. School administrators must adopt a transformational leadership style or strategy that brings about change. This Capacity Enhancement Plan for School Heads is aimed at:

1. providing sufficient resources to be able to make meaningful contributions to the school (sometimes practiced).
2. preparing and supporting teachers to participate in school leadership roles;
3. expanding the capacity of schools to provide professional learning and development programs to teachers relevant to leadership roles;
4. developing a culture of openness and agility in taking the lead on new projects;
5. communicating a clear vision regarding the new programs or projects like the Matatag agenda;
6. Lead developments with collaboration;
7. adopting future thinking and foresight;
8. Capacitate by developing adaptability, empathy, and compassion;
9. They are creating a positive mindset regarding the periodic developments of DepEd's projects, leading to their guaranteed success.

CONCLUSION



Based on the findings generated, the following conclusions were drawn: The participant belonged to the age group 50-59 years old, female, Head Teacher or Teacher Charge, Master's degree graduate, and had attended more than ten trainings. In distributed leadership, exploring new possibilities and finding better ways to do things can increase efficiency, effectiveness, and competitiveness. In terms of Readiness for change, elementary school heads can quickly adapt and thrive in a dynamic environment. Regarding leadership resilience, they still must execute more creativity in navigating uncertainty by employing and effecting long-term vision and enhanced decision-making by becoming more refined in reacting, not so unduly hard on themselves, and dealing with difficult emotions such as disappointment, grief, and sadness. Distributed leadership, Readiness for change, and leadership resilience vary and are unique in each leader. Distributed leadership, Readiness for change, and leadership resilience are interrelated. Educational leaders who employ distributed leadership and Readiness for change will become resilient leaders. The Capacity Enhancement Plan for School Heads is anchored on providing sufficient resources to be able to make meaningful contributions to the school, preparing and supporting teachers to participate in school leadership roles, expanding the capacity of schools to provide professional learning and development programs to teachers relevant to leadership roles, developing a culture of openness and agility in taking the lead on new projects, communicating a clear vision regarding the new programs or projects like the Matatag agenda, leading developments through collaboration, adopting futures thinking and foresight, developing adaptability, empathy, and compassion and creating a positive mindset regarding the periodic developments of the DepEd's projects leading to their guaranteed success. Recognizing that the findings must be translated to actionable insights to leverage the management of education, educational leaders may create an environment where leadership is a shared responsibility, leading to more effective and sustainable educational outcomes. This can be done by focusing on implementing distributed leadership in practice, providing ongoing learning and development and encouraging innovation.

TRANSLATIONAL RESEARCH

Expand the use of distributed leadership among school heads by conducting capacity-building programs. To increase efficiency, effectiveness, and competitiveness, expose the school heads to programs, projects, and activities that will strengthen them to become adaptable and ready to face changes. Establish leadership resilience by executing more creativity in capacity building and L & D programs such as learning collaboration, exchange programs, immersion, etc. Since the three variables correlate with each other and a school head can develop the three qualities at once, it is suggested that formal training and workshops be provided to school heads. The Capacity Enhancement Plan for School Heads must provide sufficient resources to prepare and support teachers to participate in school leadership roles. Adapting and implementing the Framework of New Normal School Leadership Qualities at the district and division levels is highly encouraged. Conduct further research to validate the results of this study.

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