



MANAGEMENT INNOVATION IN VOLATILE, UNCERTAIN, COMPLEX AND AMBIGUOUS (VUCA) WORLD OF THE 21ST CENTURY SECONDARY SCHOOL HEADS

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ABSTRACT

This study qualitatively explored the management innovation in volatile, uncertain, complex, and ambiguous (VUCA) world of the 21st century secondary school heads. The participants of the study comprised of nine (9) high school principals from secondary schools in San Juan West Sub- Office, Division of Batangas. Purposive sampling was used to determine the participants. The study was conducted during the school year 2022-2023 with the goal of determining the management innovation of 21st century secondary school principals in the context of obtaining leadership skills in a VUCA world. For the purpose of this investigation, a phenomenological qualitative research design was utilized. The participants were interviewed using a semi-structured interview guide. Colaizzi's was used to qualitatively analyze the data transcripts. The results were: school heads use democratic leadership strategies and practices teachers' collaboration emerged from school heads' use of leadership strategies and practices in a VUCA environment; school principals manage innovative strategies using technology in improving teachers' performance and communication manifested from school heads use of management innovation to achieve the necessary leadership competencies; school heads adopt transformational leadership and use trend and technology to achieve global

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competitiveness developed from school heads use of innovative strategies to achieve leadership competencies; and school heads implement AuRA (authority, responsibility, and accountability) and share vision with stakeholders in VUCA world materialized from how 21st secondary school principals implement management innovation. The researcher proposed a VUCA leadership framework that will provide school heads with VUCA leadership tool to navigate VUCA world with ease.

Keywords: *VUCA, phenomenological qualitative research, management innovation, Colaizzi, stakeholders*

INTRODUCTION

Our environment is constantly changing. In these times, we must confront several obstacles. The school is one of the institutions hardest hit by this crisis. To adapt to the new educational system, numerous adjustments must be made, especially by school principals.

Every facet of human activity, including education, is impacted by VUCA. Information quantity and quality, which increase unstable changes in a globalized and digitalized society, can also be used to characterize VUCA. To prepare the coming generations of learners for living and working in a VUCA-driven world, it is important to investigate many areas of their intellectual development. It is also important to investigate various VUCA responses and choose the one that is most appropriate for a VUCA-driven informational environment, (Panthalookaran,2022).

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Leadership abilities are crucial in their respective schools. Moreover, as per DepEd no. 2 s. 2015, leadership competencies such as leading people, people management performance and people development are the most crucial workplace requirements. They must have a growth mindset and cultivate resilience and personal well-being, just as we all do when faced with adversity. To lead change in a new environment, one must be able to communicate and develop a vision for a robust and efficient method of managing all aspects of the school.

The management style of team leaders is essential to the success of teamwork, according to Al-Malki & Wang Juan (2018), wherein "the process of managing teams and ensuring their effectiveness requires the presence of a leader who can motivate and provide a vision for their subordinates." Leaders are believed to set intelligent goals for colleagues and give them the authority they need to achieve organizational objectives.

Living in a volatile, uncertain, complex, and ambiguous world, educators and school administrators will continue to face obstacles and difficulties in their work. The schools that are going to be the most successful are going to embrace the disruption and search for innovative ways to provide students with a quality education.

When it comes to leadership, the ability to anticipate the environment and respond appropriately to any potential problems is of the utmost importance. To adapt to a world that is constantly changing, management innovation skills and experiences are in high demand. Being eager to learn new things is an excellent trait for leaders to possess, as it allows them to enhance their organizational management skills. This will aid in the development of a new set of skills to help overcome future obstacles. The level of creativity and skill development is

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directly proportional to their management ability. For leaders to acquire strategic insights that are beneficial to their organizations, they must be able to adapt successfully to the changing environment. Leaders in the VUCA world of the twenty-first century must be able to acquire the necessary leadership competencies. If a leader possesses the required management innovation skills, he or she will be able to thrive in this volatile, uncertain, complex, and ambiguous environment.

MATERIALS AND METHODS

Research Design

To be more precise, the topic of this study will be investigated using a qualitative descriptive technique. Phenomenology is a research approach that seeks to capture the essence of a phenomenon by examining it through the eyes of people who have experienced it firsthand. The goal of phenomenology is to explain the significance of this experience in terms of both what happened and how it happened. Phenomenology comes in a variety of forms, each of which is predicated on a distinct understanding of what and how of everyday life. To put it another way, each phenomenological method is founded on a specific logical system. The researcher must first take their views into account before choosing a phenomenological research methodology, (Teherani et al., 2016, as cited by Engelszen & Klausen, 2021). It was necessary to describe and investigate the causes of a specific phenomenon to gather information about a real-life scenario.

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In addition, a descriptive phenomenology investigation describes people's actual experiences. The researcher discussed the characteristics that the respondents share while they go through a phenomenon. From the information provided by those who had the experiences, a synthesis of the essence of the same experiences was created.

In phenomenology, experience is studied from the perspective of the individual, "bracketing" expectations and common modes of perception. Phenomenological techniques highlight the value of a person's unique perspective and interpretation and are founded on an epistemological framework of personal knowledge and subjectivity.

The phenomenological approach aims to shed light on the particular by identifying phenomena based on how the actors in a scenario perceive them. In the human domain, this typically entails obtaining "deep" data and perspectives using inductive, qualitative techniques like participant observation, conversations, and interviews, and portraying it from the viewpoint of the research participants. Phenomenological study starts from a position free of beliefs or predispositions and primarily tries to describe rather than to explain (Husserl, 1970, as cited by Mayer 2019). To challenge structural or normative presumptions, phenomenological methods are particularly successful at highlighting the experiences and perceptions of individuals from their own perspectives. Phenomenological research can inform, support, or challenge policy and action by being given an interpretive component that makes it suitable for use as the foundation for practical theory.

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Participants of the Study

All the secondary 21st century school heads in public schools in San Juan West Sub-office will be deemed significant in the completion of the result. The participants sharing similar characteristics will be the focus using a well-defined criterion to meet the standards and requirements set by the researcher. There will be nine (9) school secondary principals who will answer the interview guide questions.

Data Gathering Procedures

The focus of this research will be to investigate and explore management innovation of secondary school heads in a VUCA world. Nine (9) secondary school heads will be the main respondents of this paper who will be deemed to be the primary sources of information needed in the completion of the paper.

To conduct the study, the researcher will seek approval from the Division of Batangas' Schools District Superintendent. After the approval from the SDS, the researcher will then send a letter to conduct study to the nine (9) school heads who will participate in the interview.

As part of this work, interview questions will be developed and will be utilized to capture or gather the necessary information regarding the experiences of the participants. Face to face interviews will be done through their preferred schedule.

Two months will be spent examining and reviewing current research articles and literature, as well as an enormous number of questions for the interview to come up with the best feasible design. In the wake of a conversation with mentor, the researcher put together the first draft of the interview questions that will be delivered to the study participants.

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Participants will be contacted by the researcher through a request letter, and they will be invited to participate in the study. In addition, a letter of consent from the appropriate authorities will be requested. The researcher will communicate with each participant on an individual basis. Those who will be selected will be notified through any medium available to gather the information from them and at the same time does not violate the health protocol set by the IATF. The interview process will be carried out by the researcher when she has obtained an agreement from the subjects. Furthermore, a request from the participants to record the interview will be obtained to have the means to go over the answers provided.

Data Analysis

There are numerous techniques to analyze qualitative data in order to draw conclusions; nevertheless, some analysis plans are exclusive to specific qualitative research methodologies. Colaizzi's method would be the principal data analysis plan for phenomenology.

Colaizzi's unique seven-step method of careful analysis offers a brief and comprehensive thought of the phenomenon under research, which is supported by the participants who really experienced it. Colaizzi's method for analyzing phenomenological data is summarized in the steps below (modified from Colaizzi, 1. 1. Transcribing & Familiarizing: To get a general comprehension of the facts, each transcript should be read numerous times. 2. Extract Significant Statements: It is important to recognize and categorize significant statements that are relevant to the phenomenon being studied. 3. Formulate Meanings: Interpretations of the relevant statements should be formulated.

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4. The meanings found throughout the data should be grouped and organized into common themes, or "cluster themes."
5. Write an Exhaustive Description: The study's findings should be included in a detailed account of the phenomena being investigated.
6. Create a statement that captures the fundamental structure of the phenomena.
7. Present the essential framework to the participants and use their experiences to validate the findings.

RESULTS AND DISCUSSION

Statement of Problem 1. What leadership strategies and practices do school heads use?

Table 1

Qualitative data analysis on the leadership strategies and practices do school heads use

Significant statements	Formulated meanings	Cluster themes	of Emergent theme
<i>Openness is also proven as an effective leadership strategy which can encourage the active involvement of the concerned individuals. Kailangan open ka sa lahat, like sa lahat ng teachers, wala kang tinatago, transparent. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 10)</i>	It has also been shown that being open is a good way to lead because it makes people more	transparency and openness	School heads use democratic leadership strategies and

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	likely to get	practices
	involved.	collaborative

syempre lahat naman ng bagay nangangailangan yan Things need Planning
ng planning, proper planning, strategic planning. proper, strategic
(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 15) planning.

We have to see; we have to anticipate what will be happening in the future so yun talaga ang prerequisite para sa akin bilang school head (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 15)

I always consult them what to do. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 27) consultation, participation, decision making
so I always consult them and always asks them, discuss with them the pros and the cons of the certain matter that were talking about. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 27)

I practice and utilize democratic leadership in which group members take more participation role in decision-making. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 40)

It is characterized by consultation with the subordinates and their participation in the formulation of plans and policies. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 45)

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Nag iiba- iba kasi ang leadership style depende sa mga kasama kaya lalagyan mo pa rin ng autocratic pero more on democratic ako. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 21)

SH use
democratic
style of
leadership

As a school head, as a new school head appointed here at Libato NHS, I always used the democratic style leadership. I always consult them what to do. We always brainstorm in all the decisions. For example, in a thing were going to do, I call up for a meeting and do brainstorming and then in the end we come up with the best decision in the group, so I always consult them and always asks them, discuss with them the pros and the cons of the certain matter that were talking about. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 27)

As a school head, leadership strategies that I utilize is democratic because in terms of different activities that the teachers must do so democratic, they are the right to express their thoughts or their opinions or they are free to express their ideas on how to improve their strategies in teaching, strategies in handling learners in terms of classroom management, then aside from that democratic because they are free to choose their time to have their COT or the classroom observations and also they are free to choose their coordinatorship and schedule in terms of the activities that we have to

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do for the school year. (TRANSCRIBE-AUDIO-

INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 32)

As the officer in charge of this school, Palahanan Integrative National High School, and being Araling Panlipunan teacher, I practice and utilize democratic leadership in which group members take more participation role in decision-making. All members of the faculty meet to decide and resolve issues by giving everyone the opportunity to contribute to decision.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 40)

As a school head, I utilized democratic leadership because I do believe participative or democratic leaders decentralized authority. It is characterized by consultation with the subordinates and their participation in the formulation of plans and policies.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 45)

As a school head, usually I focus on democracy, democratic style of leadership. Why is it so? Because I believe that every teacher has their individual capabilities and capacities. Yung hindi ko alam, mas alam nila. Yung alam nila at alam ko rin, pwede namin pagtugmain. May mga instances kasi na syempre sila umaattend ng mga seminar trainings, yung nakakalap nilang info at yung halimbawa, Since hindi ako

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umattend, magbabasa lang ako sa memo, yung mga prior knowledge ko din, based dun sa napag-anuhan nila, let's say na- attendan nila, pwede namin pagtugmain para mas maganda yung outcome. It is not based on one person only, because I believe two heads are better than one. If more heads are better than one, kung san kami magkakasundo, doon kami lagi. That is my style of leadership strategy.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-

ARANAS (1), Pos. 50)

So most of the time, I am implementing a democratic kind of leadership. As a new school head, I believe that getting the voice of my fellow teachers, getting the voice of the customer is one of the essential factors for effective leadership strategy. I believe that knowing what they wish, what they want, and then filtering depends on the availability, depending on the achievability. From there, I can decide better. So that's how I strategize in terms of leadership. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 56)

Nag iiba- iba kasi ang leadership style depende sa mga kasama kaya lalagyan mo pa rin ng autocratic pero more on democratic ako. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 21)

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As a school leader, I often utilize collaboration among my colleagues. I have proven that it can positively create commendable outputs in all the undertakings. School heads collaboration promoted collaboration mong teachers.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-

ARANAS (1), Pos. 10)

I utilize is democratic because in terms of different activities that the teachers must do so democratic, they are the right to express their thoughts or their opinions or they are free to express their ideas on how to improve their strategies in teaching, strategies in handling learners in terms of classroom management, then aside from that democratic because they are free to choose their time to have their COT or the classroom observations (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 32)

Because I believe that every teacher has their individual capabilities and capacities. Yung hindi ko alam, mas alam nila. Yung alam nila at alam ko rin, pwede namin pagtugmain. May mga instances kasi na syempre sila umaattend ng mga seminar trainings, yung nakakalap nilang info at yung halimbawa, Since hindi ako umattend, magbabasa lang ako sa memo, yung mga prior knowledge ko din, based dun sa napag-anuhan nila, let's say na- attendan nila, pwede namin pagtugmain para mas maganda yung outcome. It is not based on one person only, because I believe

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As a new school head, I believe that getting the voice of my fellow teachers, getting the voice of the customer is one of the essential factors for effective leadership strategy. I believe that knowing what they wish, what they want, and then filtering depends on the availability, depending on the achievability. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 56)

Openness is also proven as an effective leadership strategy which can encourage the active involvement of the concerned individuals. Kailangan open ka sa lahat, like sa lahat ng teachers, wala kang tinatago, transparent. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 10)

transparency
and openness

Openness is also proven as an effective leadership strategy which can encourage the active involvement of the concerned individuals. Kailangan open ka sa lahat, like sa lahat ng teachers, wala kang tinatago, transparent. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 10)

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I'm also a transparent leader. I do believe that honesty

is transparency. (TRANSCRIBE-AUDIO-INTERVIEW-

ELLA-MAE-ARANAS (1), Pos. 40)

hello good afternoon as principal as a school head, ito School heads Proactive

ung lagi kong sinasabi whenever we have our anticipate future

sharing, whenever we have focus group discussions events

with my co principals ano, ah this is actually my proactively.

guiding principles ako na rin ang gumawa nito from

the word PRINCIPAL I make it as an acronym. From

*the word principal, ah P stands for **PROACTIVE***

syempre lahat naman ng bagay nangangailangan yan

ng planning, proper planning, strategic planning. We

have to see; we have to anticipate what will be

happening in the future so yun talaga ang prerequisite

para sa akin bilang school head (TRANSCRIBE-AUDIO-

INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 15)

and also they are free to choose their coordinatorship

and schedule in terms of the activities that we have to

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ELLA-MAE-ARANAS (1), Pos. 56)

then I is innovative, yan so pag sinabi nating Teachers Innovative,

innovative, andun na yung we have to adapt, what is develop adaptation

new, what is something new in our environment, to innovations in

our curriculum , what is the trend, so kailangan natin their teaching

yun, kumbaga yung adaptation, natin kung ano yung strategies. They

bago so dapat nating ma implement (TRANSCRIBE- were able to

AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 15) adapt to

I believe that knowing what they wish, what they

want, and then filtering depends on the availability,

depending on the achievability. From there, I can

decide better. (TRANSCRIBE-AUDIO-INTERVIEW-

ELLA-MAE-ARANAS (1), Pos. 56) t

they are the right to express their thoughts or their

opinions or they are free to express their ideas on how

to improve their strategies in teaching, strategies in

handling learners in terms of classroom management,

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-

ARANAS (1), Pos. 32)

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Theme 1: School heads use democratic leadership strategies and practices teachers' collaboration.

The theme, school heads use democratic leadership strategies and practices teachers' collaboration emerged from Colaizzi's qualitative data and thematic analysis of interview transcripts.

A "skills approach" was used by Kucukozyigit (2020), which emphasizes the capabilities of the leaders (skills, knowledge, and capacities that can be learned, taught, and developed). Since studies pertaining to this context have gathered data on leadership traits, the VUCA scenario has been selected as the research's main topic.

According to Naeem and Khanzada (2018), managers that practice democratic leadership are dedicated to giving their staff members the confidence and accountability they need to perform well at work.

As a school head, as a new school head appointed here at Libato NHS, I always used the democratic style leadership. I always consult them what to do. We always brainstorm in all the decisions. For example, in a thing were going to do, I call up for a meeting and do brainstorming and then in the end we come up with the best decision in the group, so I always consult them and always asks them, discuss with them the pros and the cons of the certain matter that were talking about. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 27)

Mahr and Hendricks (2022) VUCA leadership is a style of leadership that is adaptable,

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then I is innovative, yan so pag sinabi nating innovative, andun na yung we have to adapt, what is new, what is something new in our environment, to our curriculum, what is the trend, so kailangan natin yun, kumbaga yung adaptation, natin kung ano yung bago so dapat nating ma implement (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 15)

... and flexible, and able to think beyond the box. VUCA leaders must be mindful of the difficulties that these environments present and employ a variety of techniques, such as sharing decisions.

As a school leader, I often utilize collaboration among my colleagues. I have proven that it can positively create commendable outputs in all the undertakings. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 10)

I practice and utilize democratic leadership in which group members take more participation role in decision-making. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 40)

...awareness of oneself, open communication, and transparency, and hiring flexible employees, to overcome them.

Openness is also proven as an effective leadership strategy which can encourage the active involvement of the concerned individuals. Kailangan open ka sa lahat, like sa lahat ng teachers, wala kang tinatago, transparent. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 10)

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In this situation characterized by increasing ambiguity, complexity, and uncertainty, leaders need to be adaptable and quick to act positive and successful leadership helps us navigate crisis, develops ahead in turbulent times, and helps communities recover again. In a VUCA world, relationships are essential. Leaders must appreciate collaboration, accept complexity as an opportunity, and develop a network attitude (Ramachandran, 2021).

A VUCA environment is distinguished by its inherent volatility and inherent unpredictability. In a volatile, uncertain, complex, and ambiguous environment, certainty is elusive and constant change is prevalent. Navigating through this might provide challenges and cause confusion. In a volatile, uncertain, complex, and ambiguous environment, it is essential for leaders to possess the capability to swiftly adjust to dynamic circumstances and exercise sound judgment even in the absence of comprehensive facts.

Navigating the volatile, uncertain, complex, and ambiguous world poses challenges, although leaders may adopt ways to effectively exercise leadership within this context. In the context of a VUCA workplace, it is imperative for leaders to possess a comprehensive understanding of their surroundings, foster robust interpersonal connections with their team members, and engage in effective communication. Numerous leaders have recognized the advantages of acquiring a comprehensive understanding of the VUCA environment and developing effective leadership strategies to navigate and thrive within this context.

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Statement of Problem 2: What management innovation do 21st-century secondary school principals use to achieve the necessary leadership competencies?

Table 2

Thematic analysis on management innovation 21st-century secondary school principals use to achieve the necessary leadership competencies

Significant statements	Formulated meanings	Cluster themes	of	Emergent theme
<i>Speaking of innovative strategy, I think the most important is accountability, pano natin nagagawang innovative ito? So ibig sabihin sa lahat ng bagay since lahat tayo ay accountable yung paggamit natin ng ibat ibang strategy kung papano natin sagutin yung mga bagay bagay na dapat na tayo ang magdedesisyon at makikialam. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 16-17)</i>	Secondary principals promote innovation in accountability to achieve leadership competencies.	Innovative strategies used in technology platforms for communication.	were like as for technology in	School principals manage innovative strategies using technology in communication.
<i>For me, that is one way innovation and same thing with the principles of open channel of communication because communication is always best thing para magkaroon ng understanding, one way or two way, among others parents, teachers, students. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 17)</i>	SH considers that one-way innovation and open communication channels since communication is			
<i>Sa akin yung innovation in communication lalo na ngayon na meron na tayong platforms kung papano</i>	the greatest approach to			

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tayo makakapag communicate so yun sa akin ang improve
pinakmahalagang competencies pagdating sa understanding
innovative management. (TRANSCRIBE-AUDIO- among parents,
INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 17) teachers, and
students.

To effectively acquire leadership competencies, I School heads motivating and
made it a habit to maximize their cooperation level by made it a routine inspiring
motivating and inspiring them. (TRANSCRIBE-AUDIO- to get them to
INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 11) work together as
much as possible
by motivating
and inspiring
them.

Speaking of innovative strategy, I think the most SH utilized an Accountability
important is accountability, pano natin nagagawang inclusive and transparency
innovative ito? So ibig sabihin sa lahat ng bagay since management
lahat tayo ay accountable yung paggamit natin ng ibat model that
ibang strategy kung papano natin sagutin yung mga emphasized
bagay bagay na dapat na tayo ang magdedesisyon at openness,
makikialam. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA- accountability,
MAE-ARANAS (1), Pos. 16-17) and responsibility
In order to acquire the required leadership in order to gain
competencies, I used transparency and inclusive the necessary
management strategy. (TRANSCRIBE-AUDIO- leadership
INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 46) abilities.

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and same thing with the principles of open channel of communication because communication is always best thing para magkaroon ng understanding, one way or two way, among others parents, teachers, students. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 17)

principles of open
channel of
communication

Sa akin yung innovation in communication lalo na ngayon na meron na tayong platforms kung papano tayo makakapag communicate so yun sa akin ang pinakmahalagang competencies pagdating sa innovative management. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 17)

I listen to what they say. Kung ano yung sa palagay namin ay pagtugmain namin pareho, dun kami sa mas makakabuti sa nakakarami. Hindi lang yung kung ano yung gusto ko siyang masusunod. Dapat kung ano ang gusto ko, dapat gusto din nila at kung ano ang gusto nila, ay pagtutugmain namin sa gusto (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 51)

Ako ay apat na buwan pa lang dito sa paaralan at hindi talaga mawawala ang problema kaya ang ginagawa ko dito, ang management strategy ko ginagawa dito ay nag pproduce ako ng stakeholders na mga bago para tutulong sa aming pangangailangang pisikal. Nung una kala ko okay ang gym nung kamiy may

Stakeholders

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formation dyan, kita ko na kulang ang gym kaya ang ginawa ko ay yung magkaroon kami ng maraming stakeholders. Number 1 kasi ang stakeholders' para sa akin. Need natin sila ma tap para matulungan tayo para magamit para sa school. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 22)

Ako ay apat na buwan pa lang dito sa paaralan at hindi talaga mawawala ang problema kaya ang ginagawa ko dito, ang management strategy ko ginagawa dito ay nag pproduce ako ng stakeholders na mga bago para tutulong sa aming pangangailangang pisikal. Nung una kala ko okay ang gym nung kamiy may formation dyan, kita ko na kulang ang gym kaya ang ginawa ko ay yung magkaroon kami ng maraming stakeholders. Number 1 kasi ang stakeholders' para sa akin. Need natin sila ma tap para matulungan tayo para magamit para sa school. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 22)

Magpapagaling
sa pagtuturo

tapos ang mga Instructional Materials ay provided sila. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 23)

Instructional
material

Mahalaga din sa aking ang feedbacking ng aking mga kasama. Ano ang dapat pang I improve at ano dapat ang gawin pa. Sa curriculum, ang priority natin ay mga bata hindi teachers, kapag naglilipat ng teaching dapat ay ma improve kaya mayron ako mga guro na

Feedbacking

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ini- aaply sa pagiging Master Teacher at kapag na

approve yun, laguslos na matutulongan nila ako sa

pag improve ng quality ng education. Kaya marami

akong makakatulong sa pag improve ng instructions.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-

ARANAS (1), Pos. 23)

I also follow the management strategies that other

school heads that utilized other schools on how to

improve the teaching of the teachers (TRANSCRIBE-

AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 33

improve the

teaching of the

teachers

Theme 2: School principals manage innovative strategies using technology in improving teachers' performance and communication.

According to Aquino et al. (2021), school administrators must address the school environment by encouraging teachers to participate in climate-related initiatives and by personally taking responsibility for these duties. The primary responsibility of school administrators is to provide guidance to teachers and the means to address issues related to security and academic standards.

Speaking of innovative strategy, I think the most important is accountability, pano natin nagagawang innovative ito? So ibig sabihin sa lahat ng bagay since lahat tayo ay accountable yung paggamit natin ng ibat ibang strategy kung papano natin sagutin yung mga bagay bagay na dapat na tayo ang magdedesisyon at makikialam.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 16-17)

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According to Leithwood et al. (2020), effective governance is demonstrated by the school leaders in partnerships with important stakeholders.

Ako ay apat na buwan pa lang dito sa paaralan at hindi talaga mawawala ang problema kaya ang ginagawa ko dito, ang management strategy ko ginagawa dito ay nag produce ako ng stakeholders na mga bago para tutulong sa aming pangangailangang pisikal. Nung una kala ko okay ang gym nung kamiy may formation dyan, kita ko na kulang ang gym kaya ang ginawa ko ay yung magkaroon kami ng maraming stakeholders. Number 1 kasi ang stakeholders' para sa akin. Need natin sila ma tap para matulungan tayo para magamit para sa school. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 22)

The extent, speed, and pace of communication have reached a new height in the twenty-first century. The information from all around the world in almost real time because of technology and digitization. However, this information exchange is not one-way. We may actively participate in and influence conversations thanks to new web-based communication tools and social networking sites. To remain competitive in the 21st century, one of the most important requirements is to have the tools necessary to navigate and even influence this new environment (Tiefenbacher, 2019).

and same thing with the principles of open channel of communication because communication is always best thing para magkaroon ng understanding, one way or two way, among others parents, teachers, students. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 17)

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Sa akin yung innovation in communication lalo na ngayon na meron na tayong platforms kung papano tayo makakapag communicate so yun sa akin ang pinakmahalagang competencies pagdating sa innovative management. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 17)

In this century, globalization, technology, and market demands are evolving at an unprecedented rate. These transformations require new methods of thinking, leading, and fostering innovation in the workplace. This presents a challenge to the tight and limited worldview that, from a leadership viewpoint, has shaped the entire organizational structure, processes, and work practices. Leadership entails creating a state of dynamic awareness within the organization (Palsule, 2018).

Speaking of innovative strategy, I think the most important is accountability, pano natin nagagawang innovative ito? So ibig sabihin sa ahat ng bagay since lahat tayo ay accountable yung paggamit natin ng ibat ibang strategy kung papano natin sagutin yung mga bagay bagay na dapat na tayo ang magdedesisyon at makikialam. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 16-17)

Statement of Problem 3. What innovative strategies are used in VUCA World to achieve leadership competencies?

Table 3

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Thematic analysis on the innovative strategies used in VUCA world to achieve leadership competencies

Significant Statements	Formulated Meanings	Clusters of themes	Emergent Theme
<i>Likewise, I consider it novel to listen to advice of those who are ahead of me, of those who are in the field for so long. And another thing is seeking advice when I need to. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 58)</i>	SH seek for advice from experts.	advice	SH adopts transformational leadership, trend, and technology to achieve global competitiveness
<i>So, in terms of technology, of course, I believe that is also another novel approach wherein I cannot say that I am that technologically advanced school head. However, I try my very best to say that this advancement in technology is also something that I should know. I am not that type of school head who simply depends on those best teachers, but I see to it that I, myself know it very well. So, I want to learn through hands-on activities, and I don't feel shy to ask from the teachers if I really do not know such kind of thing, especially in terms of technology. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 58)</i>		technology	
<i>So, it's very important that being open to new things, accepting the trend, but of course accepting</i>		trend, modern strategies	

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*the trend does not only mean accepting it per se,
but accepting and studying how this new thing can
help me as a leader. (TRANSCRIBE-AUDIO-
INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 58)*

*In this world characterized by VUCA, we adapt the
modern strategies depending on the cases that we
wanted to remedy and solve. We also make sure
that fairness will prevail, and everyone will benefit.
(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-
ARANAS (1), Pos. 12)*

*First, I have to empower myself. As a young leader,
as a young school head, I have to know a lot of
things, not merely from the books, not merely from
the memo, but of course from experiences.
(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-
ARANAS (1), Pos. 58)*

*In a world characterized by volatility, uncertainty,
complexity, and ambiguity, be flexible and
adaptable. Learn how to be comfortable with
change and do not resist it. I am always aware of
the people around me and of my surroundings. In
order to achieve leadership competencies in the
21st century. (TRANSCRIBE-AUDIO-INTERVIEW-
ELLA-MAE-ARANAS (1), Pos. 42)*

*During the pandemic, ang isa naming naging
problema is the form of communication. Hindi lahat*

empower
myself, flexible
and adaptable.

communicatio
n.

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mayroong magandang signal, hindi lahat may maayos na pagkukuhanan ng signal. Nung doon nag-arise yung napakaraming problema, such as volatility, uncertainty, complexity, and ambiguity, pag meron kaming mga halimbawa, hindi mapagkasunduan ng halimbawa ay online meeting ang ginagawa namin, we see to it that pupunta kami sa school para pag-usapan namin face to face. Kasi hindi naman lahat, though hindi lahat nasusolusyonan agad-agad, but still kung maayos ang napag-uusapan with proper communication, magagawa natin ng paraan lahat. Wala naman hindi napapag-usapan. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 53)

The noble approaches to leadership development are to use resonant leadership strategy and transformational leadership approaches to effectively address the work environment. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 47)

transformation
al leadership,
resonant
leadership
strategy

During the pandemic, ang isa naming naging problema is the form of communication. Hindi lahat mayroong magandang signal, hindi lahat may maayos na pagkukuhanan ng signal. Nung doon nag-arise yung napakaraming problema, such as volatility, uncertainty, complexity, and ambiguity,

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I think the best approaches of leadership that I am going to use or to apply is to have some approaches, some strategies or some information that helps me to achieve some improvements in terms of school operations as well as the improvement of teachers and the students in the teaching learning process. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 34)

improvement
of teachers
and the
students,
improvements
in terms of
school
operations

So, I think it is better for me as a school head to have globally competitiveness in terms of the improvement of the school, the teachers, and students. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 34)

globally
competitiveness
s resiliency

For volatility, I see to it that the everything I jot down things, we do brainstorm and then in jotting down I always see the pros and cons of certain

Benchmarking,
brainstorm

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thingsLagi po ang ginagawa ko dito is I ask questions and I do brainstorm with my colleagues and deep thinking within myself which is right, and which is wrong and what are the best thing to do so I could come up with the best decision specifically when it come to school leadership.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 29)

For uncertainty, I ask school leaders and experts of what to do in a certain thing. I also do benchmarking. Sabi nga hindi masama magtanong kung hindi masyado kang eksperto sa bagay na yun Ganon din po sa complexity and ambiguity.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 29)

I always refer to DepEd Orders. Kapag di ako sigurado sa mga bagay na ginagawa ko lagi ako nag rerefer sa mga by laws ng DepEd order, Republic Act, para ay ito pala ang tama kong gawin, kasi para pag di ka sigurado tas ibabanat mo sya ako ang magkakasala, maraming problem ang aking ma eencounter, samantalang kapag ini align ko sya sat ama, at least sigurado ako dahil amy pinagbasehan ako, na ito dapat ang aking gagawin

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 24)

DepEd orders

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Theme 3: SH adopts transformational leadership, trend and technology to achieve global competitiveness

Table 3 shows the thematic analysis on the innovative strategies school heads used in VUCA world to achieve leadership competencies. Together with the school heads responses to the open-ended interview question, the transcripts of the interviews were evaluated thematically.

In a volatile, uncertain, complex, and ambiguous (VUCA) environment, school heads employ a variety of creative strategies to develop their leadership skills. Leaders must be adaptable, resilient, and innovative in a VUCA world. They should cultivate a culture of continuous learning, encourage teamwork, and promote risk-taking. Emotional intelligence and the ability to inspire and motivate teams during times of change and uncertainty are crucial. Successful leaders in a VUCA world have agility, resilience, and adaptability.

In a world characterized by volatility, uncertainty, complexity, and ambiguity, be flexible and adaptable. Learn how to be comfortable with change and do not resist it.

I am always aware of the people around me and of my surroundings. In order to achieve leadership competencies in the 21st century. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 42)

Adaptability is essential in VUCA leadership. The ability to quickly learn new abilities and actions in response to modification situations is vital for managing volatile, unpredictable, complicated, or ambiguous challenges. VUCA leaders must operate without limits and be open

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to new ideas to solve issues. Effective leaders thrive in changing situations and welcome new challenges.

According to Noureen et al. (2020), school leaders must gain as much knowledge as they can on effective leadership through professional development to routinely demonstrate their transformational leadership skills to manage organizational change. School administrators must also support a positive learning environment to create and strengthen teachers' motivation and commitment to change in challenging circumstances.

The noble approaches to leadership development are to use resonant leadership strategy and transformational leadership approaches to effectively address the work environment. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 47)

It is essential to address the VUCA environment with a VUCA response framework (vision, understanding, capabilities, and agility) if you want to instill trust, belief, and commitment in your workforce. Leaders must adopt a transformational style of leadership to accomplish this and develop individuals with the vision, understanding, competence, and agility necessary to thrive in a world that is constantly changing, (Primeeast, 2021).

In a world that is shifting quickly, transformational leaders support innovation and adopt innovative technology to help their organizations stay ahead. They encourage an atmosphere of ongoing learning and development, allowing staff members to develop the skills required to meet changing technological demands.

So, in terms of technology, of course, I believe that is also another novel approach wherein I cannot say that I am that technologically advanced school head. However,

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I try my very best to say that this advancement in technology is also something that I should know. I am not that type of school head who simply depends on those best teachers, but I see to it that I, myself know it very well. So, I want to learn through hands-on activities, and I don't feel shy to ask from the teachers if I really do not know such kind of thing, especially in terms of technology. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 58)

The technology sector can be credited with the most transformative impact on global integration. The advent and proliferation of computing, IT services outsourcing and offshoring, e-commerce and platforms, and now digital transformation and disruption across industries, have been transformative and profoundly changed the world (Gogineni, 2021).

Statement of Problem 4. How do 21st secondary school principals implement management innovation in VUCA world to achieve leadership competencies?

Table 4

Qualitative analysis on school principals implements management innovation in VUCA world to achieve leadership competencies

Verbatim extracts	Code	Categories	Theme
<i>Pwede maging, let's say, ito yung suggestion ni teacher, sig</i>		Authoritative	SH
<i>maganda ito, i- adopt natin pero kapag hindi siya nag match</i>			implement
<i>dun sa magiging gusto mong outcome, pwede naman na</i>			AuRA,
<i>haluan mo na siya ng authoritative na kung saan, alam mo</i>			authority,
<i>na at the end of the day, kasi ito yung order, ito yung memo,</i>			responsibility

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nasa batas ito, then we have to follow. (TRANSCRIBE-AUDIO- , and

INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 54) accountabilit

y in VUCA

world

And last, self-leadership agility that is used as my initiative as empowering

opportunities to develop into the kind of leader I want to be. oneself

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1),

Pos. 48)

So, as what I have mentioned earlier, empowering oneself,

embracing the new, applying the good things that technology

gives, listening to the voice of the people around, and of

course, strengthening camaraderie (TRANSCRIBE-AUDIO-

INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 59)

Next, stakeholder agility increases my ability to engage partnership with

stakeholders in ways that build support for my initiative. stakeholders

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1),

Pos. 48)

and partnership with stakeholders. So those are, I think, are

the important competencies that help me in my leadership.

So, some may not be such innovative, but putting something

different from what had been practiced before is for me

considered, is considered an innovation also. (TRANSCRIBE-

AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 59)

Hindi naman laging yung democratic approach ay nagiging laissez-faire style

positive. Mayroon minsan na kailangan mo na ikaw ay maging

authoritative. Pero at the end of the day, pwede naman na

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gawin natin siyang laissez-faire style. Lagyan natin ng konting

authoritative, pero pwede rin naman na hindi democratic, hahaluan mo ng konti. Pwede maging, let's say, ito yung suggestion ni teacher, sige maganda ito, i- adopt natin pero kapag hindi siya nag match dun sa magiging gusto mong outcome, pwede naman na haluan mo na siya ng authoritative na kung saan, alam mo na at the end of the day, kasi ito yung order, ito yung memo, nasa batas ito, then we have to follow. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 54)

Parang ayoko, bakasyon sayang. Pero at the end of the day, katulad niyan, nag-uusap kami kanina kung, Ma'am, kayo, sige, maganda yan kasi mayroon naman pa yung service credits, kaya kumbaga, yung proper communication nila. Kapag naipaliwanag mo ng maayos, okay din naman sa kanila. Wala naman naging nagiging ano. Ang mahirap lang kasi dito, kapag kayong hindi nyo napapagusapan ng ayos, tapos at the same time, yung resistance, yung uncertainty, yung mga problems that will arise, syempre dapat lagi tayo yung may Plan A and Plan B. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 54)

proper
communication

*Through applying the knowledge, skills, that I have learned from my masteral and doctoral degree. As a leader, kelangan meron kang **AuRA**, authority, responsibility, and accountability. Yun po ang aking madalas na tinitingnan. As a school leader, ako ay authorize to do things but higit dun*

AuRA, authority,
responsibility,
and
accountability

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ako ay responsible din to do things, ako ay accountable so

the success will be achieved. (TRANSCRIBE-AUDIO-

INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 30)

Halimbawa, katulad nito, implement management innovation.

We usually, ano, ano bang ginagawa namin, katulad niya,

nag-orientation kami ng NLCA, yung iba nag volunteer, iba

hindi. Majority hindi. Pero nagpunta pa rin sila. Nandun yung

yung sense of responsibility nila, pero at the same time

nandun pa rin yung sense ng resistance nila. Siyempre

nandun yung, kaya ko ba? (TRANSCRIBE-AUDIO-

INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 54)

it is better to have some techniques or some approach or

strategy to overcome all the consequences or the

discrepancies or circumstances that are usually encountered

in daily life situations. It is better for me as a school head to

be open-minded and to search for more information to do in

our school to become better or to improve all the aspects of

the teaching learning process. (TRANSCRIBE-AUDIO-

INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 36-37)

As a school head in order to address leadership competencies

in the 21st century, learners in addressing volatility,

uncertainty, complexity and ambiguity in education, we must

embrace change as a constant and don't resist it.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1),

Pos. 43)

Open-minded,

embrace change

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Siguro, from what I've mentioned about from resiliency, andun na rin yung FLEXIBILITY, so pano ba maging matatag, pano ba rin maging flexible sa lahat ng uri ng critical situations kasi minsan, unpredictable pero andyan yung critical situations na kailangan nating harapin. Pinakamatibay na yung resiliency o yung pagiging matatag not only in line of management kundi sa lahat ng management. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 19)

Agility, flexibility,
reciliency

it is better for me as a school head to be flexible in all aspects so that the school will be okay in terms of school operations, in terms of the teaching learning process (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 35)

And lastly, in order to achieve leadership competencies, I tried to implement the following one. Leadership abilities that are seen as critical to cope in a vocal world to context setting agility that improves my ability to scan my environment that frame the initiatives I need to take. Next, stakeholder agility increases my ability to engage stakeholders in ways that build support for my initiative. Next is creative agility that enables me to transform the problems that I encounter into the results I need. And last, self-leadership agility that is used as my initiative as opportunities to develop into the kind of leader I want to be. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 48)

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To successfully achieve management competencies in the 21st century, wise decision making is my weapon in this VUCA world. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 13)

Shared vision, goals and challenges, wise decision making

Develop a strong, compelling statement of team objectives and values and create a clear shared vision of the future. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 43)

To successfully achieve management competencies in the 21st century, wise decision making is my weapon in this VUCA world. Added to this are the PPAs that target the welfare of our clienteles in different aspects. Goals are set well, and everyone is properly oriented so that when challenges arise, we can intelligently decide. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 13)

Theme 4: SH implement AuRA (authority, responsibility, and accountability) in sharing vision with stakeholders in VUCA World

Table 4 reflects how do 21st secondary school principals implement management innovation in VUCA world to achieve leadership competencies. School heads practiced authoritative leadership style and laissez-faire.

According to Deod (2023), given the current situation in a VUCA world, governments should think about "leaving alone" their educational policies to ensure the success of special education. Governments should promote educational competitiveness and the efficacy of

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inclusive education by, for example, letting the 'economic invisible hand' take control of the arrangement and move forward freely.

Pwede maging, let's say, ito yung suggestion ni teacher, siges maganda ito, i- adopt natin pero kapag hindi siya nag match dun sa magiging gusto mong outcome, pwede naman na haluan mo na siya ng authoritative na kung saan, alam mo na at the end of the day, kasi ito yung order, ito yung memo, nasa batas ito, then we have to follow.

(TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 54)

Hindi naman laging yung democratic approach ay nagiging positive. Mayroon minsan na kailangan mo na ikaw ay maging authoritative. Pero at the end of the day, pwede naman na gawin natin siyang laissez-faire style. Lagyan natin ng konting authoritative, pero pwede rin naman na hindi democratic, hahaluan mo ng konti. Pwede maging, let's say, ito yung suggestion ni teacher, siges maganda ito, i- adopt natin pero kapag hindi siya nag match dun sa magiging gusto mong outcome, pwede naman na haluan mo na siya ng authoritative na kung saan, alam mo na at the end of the day, kasi ito yung order, ito yung memo, nasa batas ito, then we have to follow. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 54)

VUCA has continued to manifest in a wide range of forms around the world. In this volatile, uncertain, complex, and ambiguous environment, Millar et al. (2018) provided numerous ideas for leaders that could assist them in demonstrating resilience and innovating once more.

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Many of these would be useful to leaders of the new normal in terms of developing change capacity.

...it is better to have some techniques or some approach or strategy to overcome all the consequences or the discrepancies or circumstances that are usually encountered in daily life situations. It is better for me as a school head to be open-minded and to search for more information to do in our school to become better or to improve all the aspects of the teaching learning process. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 36-37)

As a school head in order to address leadership competencies in the 21st century, learners in addressing volatility, uncertainty, complexity and ambiguity in education, we must embrace change as a constant and don't resist it. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 43)

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Mutathi (2020) stated in an article that, due to a shift in the characteristics of the workforce, organization structures that restrict delegation and authority do not appeal to these individuals. Furthermore, the inflexible structures inhibit spirit and originality. As a result, organizations cannot maximize the return on intangible assets such as human capital. To maximize their return on human capital investment, organizations must change how they delegate authority, responsibility, and accountability to their workforce by implementing a new framework for working, making decisions, and collaborating.

Organizations can use the aforementioned significant changes in their workforce characteristics to redesign their organizational structures in order to meet the challenges of VUCA and achieve sustainability. Organizations can implement the most significant change by ingeniously delegating not only responsibilities but also accountabilities with a higher purpose. And this new structure should take the organization's value proposition to its stakeholders into consideration.

Through applying the knowledge, skills, that I have learned from my masteral and doctoral degree. As a leader, kelangan meron kang AuRA, authority, responsibility, and accountability. Yun po ang aking madalas na tinitingnan. As a school leader, ako ay authorize to do things but higit dun ako ay responsible din to do things, ako ay accountable so the success will be achieved. (TRANSCRIBE-AUDIO-INTERVIEW-ELLA-MAE-ARANAS (1), Pos. 30)

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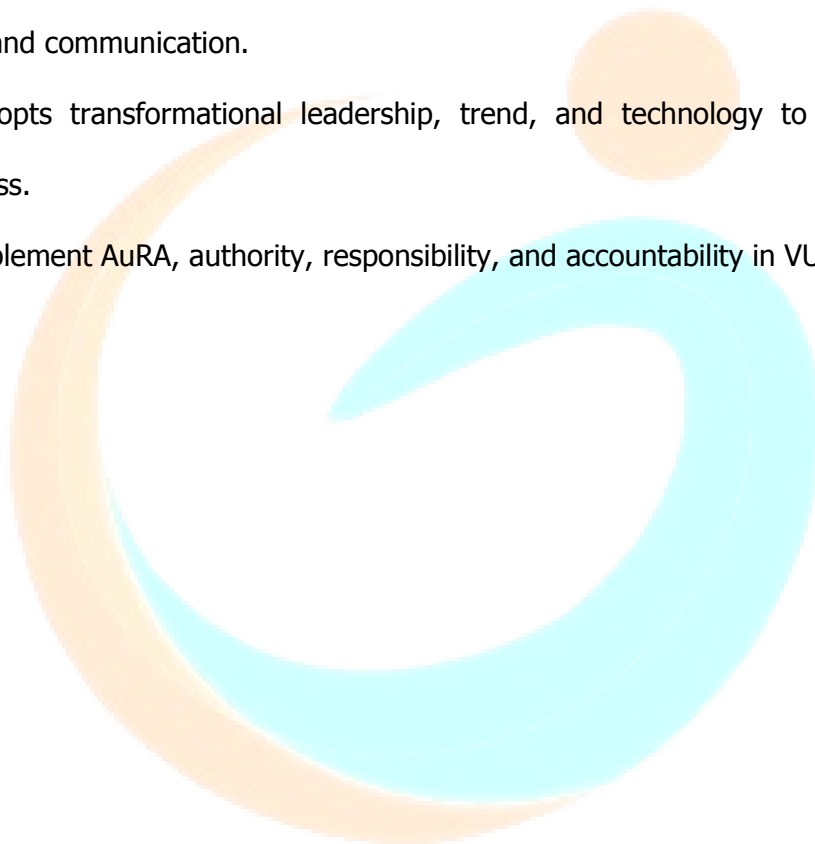
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Thematic mapping:

Themes:

1. School heads use democratic leadership strategies and practices teachers' collaboration.
2. School principals manage innovative strategies using technology in improving teachers' performance and communication.
3. SH adopts transformational leadership, trend, and technology to achieve global competitiveness.
4. SH implement AuRA, authority, responsibility, and accountability in VUCA world.



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Figure 2

THEMATIC MAPPING

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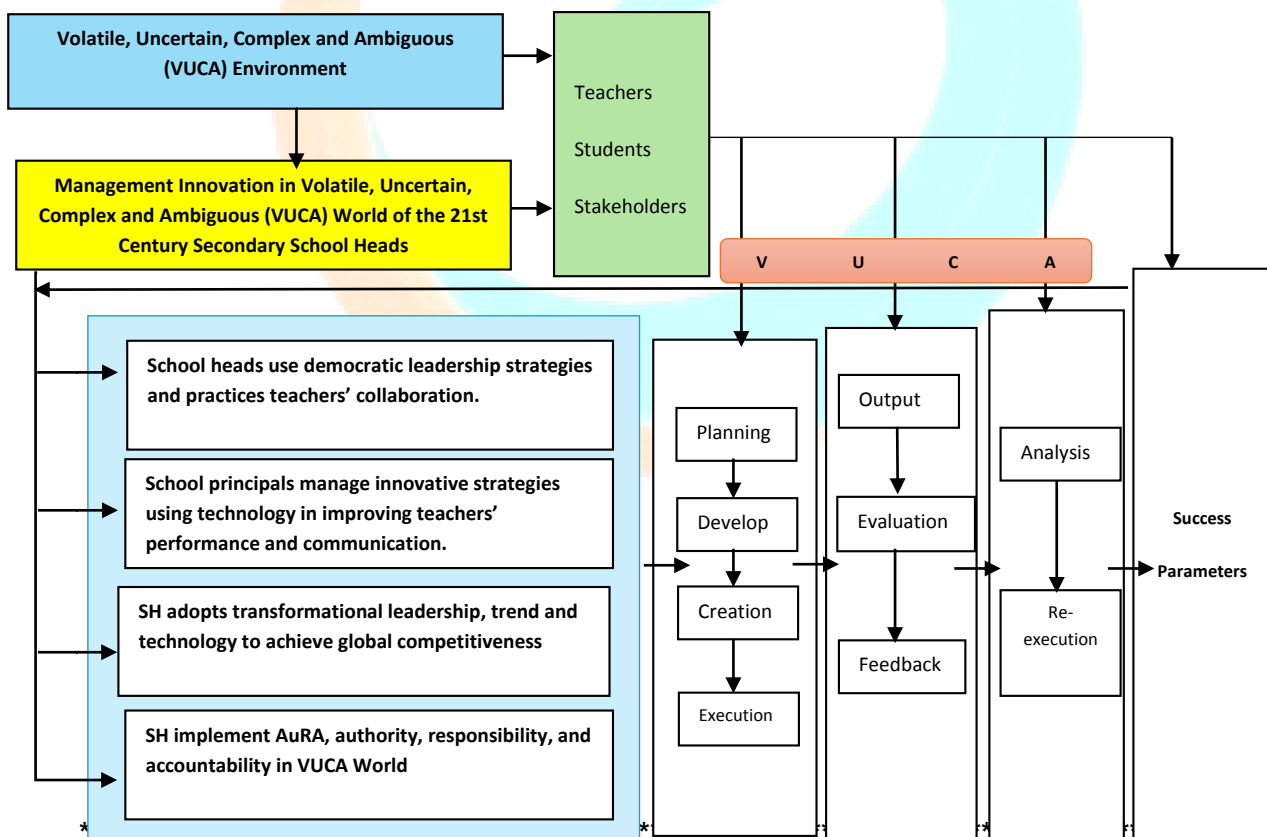


Statement of Problem 5. Based on the result of the study, what leadership framework may be proposed?

VUCA, which stands for volatile, uncertain, complex, and ambiguous. This framework was developed and used to examine how leadership functions in a fast-changing world. It was first used in 1987 to characterize the issues that resulted from the end of the cold war. The VUCA framework describes the talents needed for leadership through velocity, uncertainty, complexity, and ambiguity and acknowledges the changing nature of the organizations' landscape.

Figure 3

VUCA LEADERSHIP FRAMEWORK



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Conclusion:

Based on the summary of the findings, the following conclusions are offered:

1. The theme, school heads use democratic leadership strategies and practices teachers' collaboration emerged from school heads' use of leadership strategies and practices in a VUCA environment.
2. The theme, school principals manage innovative strategies using technology in improving teachers' performance and communication manifested from school heads use of management innovation to achieve the necessary leadership competencies in a VUCA environment.
3. The theme, school heads adopt transformational leadership and use trend and technology to achieve global competitiveness developed from school heads use of innovative strategies a in VUCA World to achieve leadership competencies.
4. The theme, school heads implement **AuRA** (authority, responsibility, and accountability) and share vision with stakeholders in VUCA world materialized from how 21st secondary school principals implement management innovation in VUCA world to achieve leadership competencies.
5. The researcher proposed a VUCA leadership framework.

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