



\*\*\*\*\*  
**BEST PRACTICES OF OUTSTANDING PUBLIC SCHOOL PRINCIPALS  
IN REMOTE LEARNING**

**RUSSELL N. GORRE**  
**NESTOR A. AMISOLA**  
**CHERYLL D. BENEDICTO**  
Negros Occidental High School

**ABSTRACT**

This qualitative study primarily aimed to determine the best practices of outstanding public school principals in remote learning during the COVID-19 pandemic for the School Year 2020–2021. A phenomenological research design was utilized through virtual or face-to-face interviews with eight outstanding public school principals in the Division of Negros Occidental. Transcripts of the interview were processed using the thematic analysis approach. Results of the study revealed three emergent themes, which are reskilling teacher competencies, leveraging parent involvement and community partnerships, and employing effective innovations as leaders. Accordingly, reinforcing teacher competence was done through technical support, constructive feedback, motivation, webinars, and virtual training for their professional growth and development. Parental involvement was strengthened through orientation to determine their role and responsibilities as study-buddy of the learners in the new normal teaching. To overcome the challenges in the school operation, best practices of the principals also emerged, such as the establishment of focal areas/persons, online *kamustahan (communication)*, mobile library, home visitation, ICT room for online teachers, reward system, contextualization of the module, integrative performance task, parent-initiated *gulayan sa paaralan* (school vegetable garden) and shifting schemes in answering the modules. Therefore, the exemplary performance of these principals in remote learning is worth emulating despite the challenges that they go through while

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
ensuring the safety of the teachers, parents, and learners amidst the global pandemic. Learning about their experiences, challenges, and, most importantly, best practices can be used in benchmarking and eventually implemented by other principals in their respective stations.



\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*

## INTRODUCTION

The COVID-19 pandemic epidemic has had a historically enormous impact on the educational system, affecting approximately 1.6 billion students in more than 190 nations throughout the world (United Nations Sustainable Group, 2020). As the pandemic crisis spreads across the nations, school leaders are grappling with unprecedented decision-making about closings and equitable continuity of learning (Reimers and Schleicher, 2020). This unforeseen event demonstrates the need to recalibrate the educational system to meet learners' individual needs in times of crisis. Thus, most governments are forced to adopt the remote learning scheme to ensure educational continuity.

In the local setting, the Department of Education (DepEd) has implemented the Learning Continuity Plan (LCP) for Academic Year 2020-2021 in response to remote learning through alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) to provide quality education while taking into consideration the protection, health, safety, and well-being of learners, teachers, and personnel (D.O. Nos. 12 and 13, 2020). The Learning Continuity Plan (LCP) is rather a new strategy in the educational context; thus, school principals have the fullest responsibility to achieve its goal with the invaluable support of the core planning team which serves the interests of the whole school community and the community partners (De Vos and Brogan, 2020). However, many challenges may hinder the success of its implementation especially when instructional leadership, learning environment,

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
human resource management and development, parental involvement and community partnerships, and school leadership, management, and operations (DO Memo No. 110, S. 2021) are taken into consideration. For example, school principals need to address the problems in the lack of school funding for the production and delivery of modules, parents' lack of knowledge to academically guide their child/children (Dangle and Sumaoang, 2020), loss of students' hands-on learning, teacher training on distance learning, emergency preparedness, (Hamilton, Kaufman & Diliberti, 2020; (Kaul VanGronigen & Simon, 2020), curriculum quality, marketing of the program (Gustafson & Haque, 2020), student engagement and mental health (Saavedra, 2020) and lack of parental support (Ferri, Grifoni & Guzzo, 2020). These challenges require the school principals to exhibit leadership qualities in dealing with an emergency. Therefore, they must be open to new ideas, take positive risks, stay flexible, empower staff, communicate effectively, and serve the stakeholders for them to adapt quickly to a rapidly unprecedented situation (Gustafson and Haque, 2020).

Overcoming the challenges in dealing with the crisis may also display the remarkable educational leadership practices of the school principals. These educational leadership practices may be manifested in navigating the crisis with adaptive leadership, cultivating practices in crisis management, managing through the machine, freezing the standards and patterns, promoting inclusivity in the new normal, and caring first for what is essential (Cahapay, 2021).

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Interestingly, in the Division of Negros Occidental, some public school principals indeed show invaluable and outstanding performance in the conduct of remote learning; thus, learning about their best practices including their experiences, challenges, and qualities motivated the researchers to do so. Identifying the best practices of the outstanding public school principals may be used as a benchmark for others to improve on and eventually applied in their respective stations.

According to Cahapay (2021), accounting for the lived experience of the school principals amid the current crisis is a significant scholarly task in completely understanding the essence of educational leadership practices in these disruptive moments. Furthermore, it will offer theoretical and practical insights for possible attention in the expansion of the field of educational leadership in times of crisis. Considering these circumstances, this paper is designed as phenomenological research that aims to uncover the essence of educational leadership practices of school principals in the context of the present COVID-19 situation. This study intends to explore the qualities, best practices, experiences, and challenges of the outstanding public school principals in remote learning in the Division of Negros Occidental.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*

## METHODOLOGY

### Research Design/Approach

This study aimed to explore the qualities, best practices, experiences, and challenges of the outstanding school principals in modular distance learning in the Division of Negros Occidental. The descriptive research design was utilized in this qualitative research. According to Ortega, Carneiro, and Flyvholm (2010); as cited by Lynn and Lynn (2019), a descriptive research design is used to obtain information concerning the current status of the phenomenon to describe ‘what exists’ concerning variables or conditions in a situation. In this design, the subject is being observed in a completely natural and unchanged natural environment. This study is descriptive because it tried to gather qualitative information on the qualities, best practices, experiences, and challenges of the outstanding public school principals in the Division Negros Occidental High School who conducted the remote learning.

Specifically, a phenomenological research approach was suitable for this study. Phenomenology is founded on the concept that through inquiry, one may move past awareness of things, experiences, or understandings to arrive at the very essence of the thing itself or the phenomenon (Creswell and Poth, 2018). According to Francisco and Nuqui (2020), this approach allows the researchers to dig into the relevant perceptions, substantial perspectives, understandings, and unexpressed feelings of those people who have experienced or lived the phenomenon or situation of interest, or the so-called, “lived experiences”. Moreover, this

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*  
qualitative study obtains phenomenological inquiry through casual and informal conversation to obtain the best practices of the outstanding public school principals in the Division of Negros Occidental in remote learning.

## Participants of the Study

According to Saldaña (2011), a group of three to six people provides a broader spectrum of data for analysis. Moreover, as to how many participants are enough can depend on many factors, but as long as the researchers have sufficient interview data, whether from one person to twenty, an adequate corpus for analysis can be attained (Saldaña, 2011). Thus, the researchers utilized eight (8) participants in this study and they were chosen through purposive sampling. Beins and McCarthy (2012) stated that purposive sampling involves the researchers deliberately selecting participants who have experienced a particular phenomenon and are thought to be the available people to provide the data. This means that the researchers selected individuals and sites for study because they can purposefully inform an understanding of the research problem and the central phenomenon under study (Creswell and Poth, 2018). Specifically, critical case sampling was used in this study which chooses one case for investigation because the researchers believed that by investigating it, insights into other similar cases are revealed (Glen, 2015), for instance, the best practices of the outstanding principals in remote learning.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Only participants who acquired the following criteria were included in the study: active in service as a public elementary or high school principal in the Division of Negros Occidental regardless of position title (Principal I, II, III, or IV), marital status, religion, age, sex, and type (urban or rural), and size (small or large) of school being managed; have obtained an Office Performance and Commitment Review Form (OPCRF) for Academic Year 2020-2021; have served the school for at least one year from the time of the study, and have implemented modular distance learning for Academic Year 2020-2021. Principals who are in the private school, have only obtained the Very Satisfactory or Satisfactory rating in the OPCRf, serving as public school assistant principal, and those who are designated as Teacher-In-Charge or Officer-In-Charge were not included in the study.

In the process of selecting the participants, the help of gatekeepers was needed. These gatekeepers are persons responsible for providing the researchers with the needed data about the conversation partners. In this study, the first gatekeeper was the Schools Division Superintendent who referred the researchers to the District Supervisor. The second gatekeeper was the District Supervisor who referred the researchers to the participants. Then, the identified participants were asked for their consent to participate in the study.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*

## Research Instrument

This study utilized a semi-structured interview guide wherein the outstanding public school principals answered an interview guide made by the researchers. The interview guide contains an introductory question, main question, and concluding question. Although a prepared set of open-ended questions was available, the researchers themselves were the ones to ask the questions and were not solely rely on the pre-prepared questionnaire to gather information. The data gathering was largely dependent on their skill in asking the right questions, probing for depth, and eliciting the necessary responses from the participants.

## Data Gathering Procedure

The researchers sent a letter to the Schools Division Superintendent of the Division of Negros Occidental to conduct the study to the participants and to retrieve the necessary documents from their office.

Upon the approval by the Schools Division Superintendent of the Division of Negros Occidental, the researchers retrieved the result of the OPCRf for the Academic Year 2020-2021. Then, the researchers identified the principals who obtained the outstanding rating for Academic Year 2020-2021 and those who were qualified based on the inclusion criteria. After which, a letter was sent to the Schools District Superintendent of the Division of Negros Occidental for their referral to the participants. The appropriate technique for data collection in this study was the in-

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
depth interview. The researchers chose the in-depth interview due to their interest in the meaning of the phenomenon by other subjects. Rubin and Rubin (2005) described an in-depth interview as an extended conversation with key qualities. They recommended that interviewers are aware of the way they affect interview reflexivity.

True to the above statements, the participants were contacted through cell phone or messenger to confirm their willingness and availability. The interview was conducted in their most preferred venue, time, and date, either face-to-face or online. The primary strength of this study is the authenticity of the outstanding principals' voices as they share and tell their respective stories. The participant's facial expressions, gestures, annotations, emphasis, pauses, and silence were also documented. Digital audio recorder (face-to-face interview) and Zoo/Google Meet recording (virtual interview) were used as materials for recording the responses of the participants with their permission to ensure accurate transcription of data. Field notes were also utilized starting from contacting the participants until the last interview was conducted. The individual interview was used as the primary source of data. Follow-up questions also took place during the interview to saturate the information needed.

Meanwhile, a letter of consent was signed by the participants to ensure that they agreed to the voluntariness of the interview. It also provides that any information they will share was dealt with the utmost confidentiality and was used for research purposes only. Furthermore, the same document also assures them that the things that consider "off the record" was struck out

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*  
from the manuscript. The interview proper started by asking the overarching question of the study. The questions that follow focused on the participant's responses during the first interview that the researchers deemed unclear or ambiguous. Essential tools that were utilized in the qualitative study are as follows: being sensitive, good insight, consciousness, and gut feeling to direct the development of trustworthiness and credibility.

### Data Analysis Procedure

The data obtained in this study were analyzed using an inductive approach of thematic analysis described by Braun and Clarke (2006) as cited by Caulfield (2019). The inductive approach involves allowing the data to determine the themes. Braun and Clarke (2006) developed six basic steps on how to conduct thematic analysis. The following steps are as follows:

First is the familiarization of data. This step involves transcribing audio, reading through the text and taking initial notes, and generally looking through the data to get familiar with it. Second is the coding of recorded data. Coding means highlighting sections of the text – usually phrases or sentences – and coming up with shorthand labels or “codes” to describe their content. Moreover, new codes can be developed as one goes through the text. Codes serve as key terms that correspond to the needed data of the study. Third is generating themes. In this step, among the list of codes, patterns were observed, to which themes were drawn. Themes are generally broader than codes and similar codes can be categorized under one single theme. Furthermore,

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
several codes were discarded if and only if they did not often appear in the text. Then, the identified potential themes must provide data that coincide with the research purpose. Fourth, themes were reviewed to ensure accuracy. Themes might be separated, combined, rejected, or created as long as it guarantees precise and valuable results. Fifth is the finalization of themes which requires definition. Defining themes involve formulating exactly what each theme proposes and how this process understands the data. In addition, naming themes can be included in this stage were coming up with a concise and clearer name for each theme. The final step is solely about writing up. The results section usually addresses each theme in turn and the description of how often the themes occur and their meaning while examples are extracted from the data as evidence. On the other hand, the conclusion explains the main takeaways and shows how the analysis has answered the research question.

In other words, the researchers conducted face-to-face or online interviews with qualified participants. The whole interview with consent was recorded and later on, was transcribed. Codes were extracted out of the interview transcript and these were categorized. The themes that arose among the responses were defined and explained using appropriate theories and applicable literature.

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*

## Ethical Considerations

Codes of ethics were formulated to regulate the relations of the researchers to the people and fields they intend to study. Principles of research ethics require that the researchers avoided harming participants involved in the process by respecting and taking into account their needs and interests. These codes of ethics require that research should be based on informed consent (i.e., the study participants have agreed to partake on the basis of information given by the researchers). They also require that the research should avoid harming the participants; this requirement includes the need to avoid invading their privacy or deceiving them about the research's aims (Stuckey, H.L., 2014). Ethical issues are indeed of special concern in qualitative studies because of the more intimate nature of the relationship that typically develops between the researchers and study participants (Kemperaj & Chavan, 2013). Ethical approval and official permissions were taken from the Schools Division Superintendent, and Schools Division Superintendent who acted as the gatekeepers or the persons in authority to access the research participants prior to the commencement of this research. The information gathered was treated with utmost confidentiality. To protect and ensure confidentiality, the participants were assigned pseudonyms. These were the names to be consistently used throughout the paper when there is a need for the researchers to refer to the participants.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*

## Results and Discussion

After the interview sessions, the researchers encoded the responses. Three themes arose from the results of the processing of the encoded responses. These emergent themes are categorized from the best practices of outstanding public school principals in remote learning. These themes are as follows: upskilling and reskilling teacher competencies, leveraging parent involvement and community partnerships, and employing effective innovations as leaders.

### *Upskilling Teacher Competencies*

The sudden change in the educational system which shifts from the traditional face-to-face (f2f) interaction to distance learning due to the pandemic crisis, makes it difficult for the teachers to adopt the new teaching-learning environment as they use a particular alternative learning delivery system appropriate to the learners. This requires the school heads to upskill teacher competencies by providing frequent and timely positive feedback and appropriate technical assistance, especially in the utilization of information and communication technology. All of the participants capacitated their teachers by allowing them to participate in the webinars/virtual tutorials on the commonly used online platforms. Participant 5 said *"I encouraged my teachers to attend the webinars and virtual training so that they are equipped with skills in using online platforms such as Google classroom, Zoom, and Google meet, etc"* while Participant 6 uttered, *"I advise them to join seminars or webinars*

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
*intended for the development of learning modules, capacity building in terms of the use of ICT, accurate and efficient assessment of students and other training intended to address issues in the learning modality of the school because it is an essential part of the instructional leadership.* According to Papillion and Aaron (2017), teachers play a vital role in applying various learning activities in the context of virtual teaching. However, their limited computer training and expertise to solve technical problems create challenges for online teaching (Ateya *et al.*, 2015). Henceforth, teachers should be equipped with information technology and computer literacy skills (Kowalczyk, 2014). In one particular study, Yang (2020) reported that primary and secondary school teachers lack skills in the use of online learning prior to the COVID-19 outbreak. However, after the training, significant improvement was manifested in terms of the application of live streaming technologies and available platforms (48.70%), multimedia slide show techniques (44.30%), information search and resource integration skills (41.31%), online teaching strategies and methods (38.13%), as well as lecture recording and production techniques (32.80%) which made the teachers competent and confident in the delivery of online class. Zweig and Stafford (2016) stated that teachers are more confident when they acquire practice-based experiences during their training. Therefore, teaching online practice prior to virtual classroom observation may help the teachers feel more prepared to convey content and support their students within that environment. On the other hand, the participants employed monitoring and feedbacking of the teachers' instructional delivery to ensure the quality of

\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
education amidst the pandemic through classroom observation which is either done through LAC sessions, video lessons, and online classes. Technical assistance via coaching and feedbacking is also provided to the teachers based on their needs. Participant 2 emphasized *"Before doing the online learning, we did the seminar-workshop where teachers are allowed to explore and practice the different classroom applications such as Canva, Microsoft Teams, Filmora, etc. I am happy because the teachers are eager to learn so that they could apply it in their class, especially during observation."*

## *Leveraging Parent Involvement and Community Partnerships*

The school has been in continual partnership with the stakeholders especially in making the school's environment conducive for teaching and learning. They are responsible for the achievement of the learning outcome through their active participation in school activities, programs, and projects. However, in this time of the pandemic, leveraging stakeholders' involvement is necessary as they need to work hand in hand with the school heads to maintain learning continuity. Schools should be aware that because parents are the ones who know their children best, they can supply a wealth of knowledge about them. As a result, the school board should encourage parental participation. This motivated the participants to provide parent orientation regarding the conduct of distance learning modality. Participant 2 shared *"We went to barangay to orient the parents on what to expect on printed modular and online learning based*

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
*on their preference, how they are going to guide their children in answering the module and how they are going to protect the mental health of their children. We also introduced the basic online platforms and the etiquette during an online class.*" Participant 7 explained " *We provided a hard and soft copy of the orientation for those parents who cannot attend. We created parent ambassadors who would follow up the learners who are lagging behind in submitting the modules near their area.*" Participant 4 believed that " *active participation of parents as home partners as well as stakeholders, successfully reached out to those struggling learners in accomplishing modules.*" According to Ndhine (2020), parents can play a pivotal role in their child's education during COVID- 19 through the following strategies: maintain communication with the teachers via email, mobile phone, or through virtual meeting with the teacher to catch up with your child's progress; share their personal school experiences by creating time to interact with their children and share their experiences both positive and negative during their days as students; monitor children academic progress by going through their academic reports with them and prompt questions on their performance on areas they need assistance on; appreciate positive outcomes of their child's performance; listen to their needs and desires and support where necessary by having open communication to their children and must demonstrate the commitment to supporting them in whatever way possible, and normalizing failure to creates a safe space for learners to be innovative and risk-takers. Parents who encourage their children to constantly try

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*  
new things without fear of being reprimanded stand a better chance of raising children into adults who are creative and critically minded.

School leaders have an important perspective on the challenges faced by their communities, and their voices should be incorporated when defining their role during the crisis. Globally, our school leaders are most concerned with student well-being, online teaching, and finances, in that order. We believe that school leaders should be tasked with inspiring and coordinating their teams to have collective action to address these top three concerns. Government systems can take action to guide school leaders through this process.

### *Employing Effective Innovations as Leaders*

Most school leaders do not have adequate training and support for their role, and even few have been given clear guidelines on their expectations through disaster response and recovery. However, in spite of these daunting circumstances, there are school leaders who are able to overcome the challenges and able to rise above the ashes by employing effective innovations that would greatly help the school community embrace the new normal setting. These innovations emerged through the collective effort of the school leaders and the stakeholders. Some of the notable innovations or best practices shared by the participants in this study are the establishment of focal persons/areas, online *kamustahan*, mobile library, home visitation, ICT room for online teachers, teacher reward system, contextualization of the module, *gulayan sa*

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
*paaralan* for parents and shifting schemes in answering the module. The online *kamustahan* serves as a venue for teachers and students to reconnect, interact and update each other on their recent activities despite the pandemic. It is also a way to help the students understand the importance of mental health. For instance, participant 1 said, "*I conduct on-the-spot monitoring, evaluation and feedbacking on how teachers interact with their learners through online kamustahan.*" As far as the mobile library is concerned, the participants created a mobile library that provides free use of distance learning tools and books to learners who experience difficulties learning from home due to a lack of access to gadgets and the internet during the community quarantine. Participant 1 explained "*Some of the parents in our barangay are laborers who can hardly read and write. So, it is difficult for them to guide their students in answering the module. This situation makes us decide to put up a mobile library and put it in the accessible place where nearby students can go, read books and answer the modules with the teacher's supervision.*"

The participants also implement the home visitation program to engage learners in hands-on activities, to reach out to struggling learners, to assess the learner's home situation, to provide remediation, and to monitor the learner's progress. Participant 4 said "*I instruct my teachers to do home visitation to find out learners' concerns and guide them in answering their module. I am happy to learn that there are teachers who give the extra mile to accomplish their tasks.*" All of the participants also provide a focal person, either a teacher or a parent, who takes charge in the

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
distribution and retrieval of the self-learning modules in the designated focal area/barangay.

Participant 2 stated, *"the role of the focal person is to retrieve the module from the school, deliver to their locality and allow the parents to get the module from them or deliver it directly to the house of the impoverished family."*

In the distribution and retrieval of modules, one participant came up with a shifting scheme where in the modules intended for two weeks, were printed half of the total number of the learners in the school. Then, the modules were divided into two sets. Set A is composed of modules from English, Math, TLE, and Araling Panlipunan while Set B is composed of modules from Science, Values Education, MAPEH, and Filipino. One group of learners will answer the modules under Set A while the other group will answer the modules under Set B. They are not allowed to answer directly on the module but on a separate sheet of paper. In the next shifting schedule, after the modules have been retrieved and disinfected, the two groups of students will have the swapping of modules. Participant 2 uttered *"We were able to save 50% of the paper and even the time for printing. In case the module got lost, we have reserved modules for them."* Interestingly, some of the participants were able to provide tablets for their learners through the help of the local government unit (LGU). They were also able to administer a reward system for the exemplary performance of their teachers and create an additional ICT room where teachers can do their online class. Lastly, one participant continued the *gulayan sa paraalan* project but

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*



\*\*\*\*\*  
this time it is being managed by parent volunteers who were left jobless due to the pandemic, to help the them sustain their daily needs.

## Conclusion and Recommendation

Using Braun and Clarke.s thematic analysis of qualitative data processing and interpretation, the study was able to deduce that: (1) reskilling of teacher competence is important especially their information and communication technology (ICT) skills as they use a particular alternative learning delivery system appropriate to the learners, thus, school leaders play a great role in this endeavor by providing technical support, constructive feedback, compassion, motivation and more avenues for teachers' professional growth and development; (2) parental involvement is very essential in this time of crisis as they take the responsibilities of teachers at home. They shall be engaged in the distribution and retrieval of modules as focal person, acquire various materials and resources needed by the learner (i.e., modules or textbooks); regularly check the child's workweek plan, and make sure that the learner sticks to their schedule, prepare a conducive study space for learner, protect their mental health and give appropriate praises and encourage rewards to heighten their child's motivation to learn. Thus, school leaders shall conduct parent orientation to clearly substantiate parents' role and responsibilities as study-buddy in the new normal teaching; and the emergence of best practices to overcome the challenges brought about by the pandemic in the school operation.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

The outstanding performance of the principals in the implementation of the learning continuity plan is worth emulating despite the challenges that they go through in the effective management of the total operation of the school while ensuring the safety of the teachers, parents, and learners amidst the global pandemic. Learning about the experiences, challenges, and most especially the best practices of the outstanding public school principals will be used in the benchmarking and eventually applied by other principals in their respective stations. School leaders strongly feel responsible for ensuring the welfare of their students during this crisis. This sense of responsibility can be further utilized to support their communities.



\*\*\*\*\*

## **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban  
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



## REFERENCES

Aspers P and Corte U. (2019). What is Qualitative in Qualitative Research. *Quali Socio*, 42(2): 139–160. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6494783/>

Australian Institute of Teaching and School Leadership (AITSL). (2020). The role of school leadership in challenging times. *Spotlight*. <https://www.aitsl.edu.au/research/spotlight/the-role-of-school-leadership-in-Challenging-Times>

Ayaz M, Atta MA, Sala-Ud-Din B and Khan M (2021). Situational Leadership Of School Heads Regarding Coaching Style: Comparative Analysis Of Public And Private School. *Ilkogretim Online - Elementary Education Online*, 20 (3), 2398-2404 <http://ilkogretim-online.org> DOI: 10.17051/ilkonline.2021.03.276

Bacham S (2015). What it means to be an outstanding school. *The Educator*. <https://www.theeducatoronline.com/k12/news/what-it-means-to-be-an-outstanding-school/208197>

Baporikar N (2020). Sustainability of Social Enterprises, Senior Entrepreneurship and Aging In Modern Times. DOI: 10.4018/978-1-7998-2019-2.ch009

Beins, BC & McCarthy M.A. (2012). *Research methods and statistics*. Upper Saddle River, New Jersey: Pearson Education.

Bernardo J (2020, July 30). Modular Learning most preferred parents: DepEd. ABS-CBN News. <https://news.abs-cbn.com/news/07/30/20/modular-learning-most-preferred-by-parentsdepd>

Billups F (2014). The Quest for Rigor in Qualitative Studies: Strategies for institutional Researchers. The NERA Research.

Baird K (2020, May 19). Caring for Educators is the First Step in Serving Students -. *THE Journal*. <https://thejournal.com/articles/2020/05/19/caring-for-educators-is-the-first-step-in-serving-students.asp>

Braun V and Clarke V (2006). Using thematic analysis in psychology. Qualitative

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Research in Psychology, 3, 77–101. doi:10.1191/1478088706qp063oa

Brock JD, Beach DM, Musselwhite M, & Holder I (2021). Instructional supervision and the COVID-19 pandemic: Perspectives from principals. *Journal of Educational Research and Practice*, 11(1), 168–180. <https://doi.org/10.5590/JERAP.2021.11.1.12>

Cahapay M (2021). The Phenomenon of Leading without Guidebook: Educational Leadership Practices of Philippine School Principals in Virulent COVID-19 Times. *International Journal of Educational Leadership and Management*, 10(1), 1-24. DOI:10.17583/ijelm.0.7666

Cahill H, Beadle S, Farrelly A, Forester R & Smith, K (2014). Building resilience in children and young people, Melbourne Graduate School of Education, Melbourne, <https://www.education.vic.gov.au/Documents/about/department/resiliencelitreview.pdf>

Carnazo, S J (2016), The 2 c's of leadership excellence - character and competence: the lived experience of the most outstanding principals.

Caulfield J (2019) How to Do Thematic Analysis. <https://www.scribbr.com/methodology/thematic-analysis/>

Creswell J and Poth C (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed). Sage.

Day C, Gu Q & Sammons P (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference', *Educational Administration Quarterly*, 52(2), 221–258. <http://doi.org/10.1177/0013161X15616863>

D'Auria G and De Smet A (2020). Leadership in a crisis: Responding to the coronavirus outbreak and future challenges. *McKinsey*. <https://www.mckinsey.com/business-functions/organization/our-insights/leadership-in-a-crisis-responding-to-the-coronavirus-outbreak-and-future-challenges>

Dangle and Sumaoang (2020). The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. *3<sup>rd</sup> International conference on Advance Research in Teaching and Education*. <https://www.dpublication.com/wp-content/uploads/2020/11/27-427.pdf>

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

De Vos B and Brogan F (2020). The Role of Districts in Developing HighQuality School Emergency Operations Plans A Companion to the School Guide. *U.S. Department of Education*. [https://rems.ed.gov/docs/District\\_Guide\\_508C.pdf](https://rems.ed.gov/docs/District_Guide_508C.pdf)

Drago-Severson E and Maslin-Ostrowski P (2018). In translation: School leaders learning in and from leadership practice while confronting pressing policy challenges, *Teachers College Record*, 120, 1 – 44. <https://eric.ed.gov/?id=EJ1162814>

Earp J (2020). Changing school leadership during COVID-19. *Teacher*. [https://www.teachermagazine.com/au\\_en/articles/changing-school-leadership-during-covid-19](https://www.teachermagazine.com/au_en/articles/changing-school-leadership-during-covid-19)

Fernandez AA and Shaw GP (2020). Academic Leadership in a Time of Crisis: The Coronavirus and COVID-19. *Journal of Leadership of Studies*. 14(1). 39-45. <https://onlinelibrary.wiley.com/doi/10.1002/jls.21684>

Ferri F, Grifoni P and Guzzo T (2020). Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations. *Societies*. 10(86), 1-18. doi:10.3390/soc10040086

Francisco C and Nuqui A (2020). Emergence of a Situational Leadership during COVID-19 Pandemic called New Normal Leadership. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 4(10), 15-19. ISSN: 2643-9670

Given L (2008). Live Experience. *The SAGE Encyclopedia of Qualitative Research Methods*. <https://methods.sagepub.com/reference/sage-encyc-qualitative-research-methods/n250.xml>

Glen S (2018). Critical Case Sampling. *Elementary Statistics for the rest of us!* <https://www.statisticshowto.com/critical-case-sampling/>

Gustafson D and Haque MD (2020). Uncovering the Challenges and Leadership Practices of Virtual School Principals. *Online Journal of Distance Learning Administration*, 13(4). [https://www.westga.edu/~distance/ojdla/winter234/gustafson\\_haque234.html](https://www.westga.edu/~distance/ojdla/winter234/gustafson_haque234.html)

Hamilton L, Kaufman J, and Diliberti MK. (2020). Teaching and Leading

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Through a Pandemic: Key Findings from the American Educator Panels COVID-19. Surveys. Santa Monica, CA: RAND Corporation. [https://www.rand.org/pubs/research\\_reports/RRA168-2.html](https://www.rand.org/pubs/research_reports/RRA168-2.html)

Harris and Spillane J (2008). Distributed leadership through the looking glass, *Management in Education*, 22(1), 31–34. <https://doi.org/10.1177/0892020607085623>

Hattie J (2020). Visible Learning effect sizes when schools are closed: What matters and what does not', Corwin Connect. <https://corwin-connect.com/2020/04/visible-learning-effect-sizes-when-schools-are-closed-what-matters-and-what-does-not>

Heffernan A, Longmuir F, Bright D & Kim M (2019). Perceptions of teachers and teaching in Australia. *Monash University*. <https://www.monash.edu/thank-your-teacher/docs/Perceptions-of-Teachers-and-Teaching-in-Australia-report-Nov-2019.pdf>

Jocson-Carnazo S (2018). Character and Competence: The 2C's of Leadership Excellence of the Most Outstanding School Principals. *Trident - Journal of Fisheries and Social Development (JOFSD)*, 10(1), 1-6. <http://tridentjournal.com/index.php/tridentjournal/article/view/22/24>

Kouzes JM and Barry ZP (2013). "The Five Practices of Exemplary Leadership: How Ordinary People Make Extraordinary Things Happen" in *Encyclopedia of Management Theory*, Kessler, E.H. (ed.). Los Angeles: Sage.

Kuchynková L (2016). Identification of factors associated with leadership-style efficiency of managers. *ACTA Univ Agric Et Silvica Mendel Brun* 64(6), 1971–1979. <https://acta.mendelu.cz/pdfs/acu/2016/06/14.pdf>

Lincoln YS & Guba EG (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Lynn E and Lynn C (2019). *EDU-706 Research Design and Analysis*. Lynn University Library. <https://lynn-library.libguides.com/c.php?g=203977&p=6845113>

McCallum F, Price D, Graham A & Morrison A (2017). *Teacher wellbeing: A review of the literature*, Association of Independent Schools of NSW, Sydney, N.S.W, <https://apo.org.au/node/201816>

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Kaul M, VanGronigen, BA & Simon, NS (2020). Calm during crisis: school principal approaches to crisis management during the COVID-19 pandemic. *CPRE Policy Briefs*. [https://repository.upenn.edu/cpre\\_policybriefs/89](https://repository.upenn.edu/cpre_policybriefs/89)

Kerrissey M & Edmondson A (2020). What good leadership looks like during this pandemic', *Harvard Business Review*, April 13, <https://hbr.org/2020/04/what-good-leadership-looks-like-during-this-pandemic>

Ortega A, Carneiro IG, & Flyvholm M (2010). A descriptive study on immigrant workers in the elderly care sector. *Journal of Immigrant and Minority Health*, 12(5), 699-706. doi:<http://dx.doi.org/10.1007/s10903-009-9257-4>

Qutoshi SB (2018). Phenomenology: A Philosophy and Method of Inquiry. *Journal of Education and Educational Development*, 5(1), 215-222. <https://files.eric.ed.gov/fulltext/EJ1180603.pdf>

Parveen S and Tariq A (2017). Leadership Style, Gender and Job Satisfaction: A Situational Leadership Approach. *International Journal of Science and Research (IJSR)*, 3(12), 1-6. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.673.5703&rep=rep1&type=pdf>

Pendleton (2021). One Principal's Creative and Strategic Approach to Distance Learning During COVID-19. *The Learning Counsel*. <https://thelearningcounsel.com/article/one-principal%E2%80%99s-creative-and-strategic-approach-distance-learning-during-covid-19>

Ray K (2020). The Just in time playbook for remote learning. *Techlearning*. [https://research.acer.edu.au/cgi/viewcontent.cgi?article=1027&context=learning\\_processes](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1027&context=learning_processes)

Reimers F and Schleicher A (2020). A framework to guide an education response to the COVID-19 Pandemic of 2020. Organisation for Economic Co-operation and Development. [https://read.oecd-ilibrary.org/view/?ref=126\\_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020](https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020)

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Ross-Hain L (2020). Transitions In Tumultuous Times: Teachers' Experiences With Distance Learning Amidst The COVID-19 Pandemic. Theses and Dissertations. 3387. <https://commons.und.edu/theses/3387>

Rubin H. and Rubin I (2014). Qualitative interviewing: the art of hearing data. <http://library.wur.nl/WebQuery/clc/1817515>

Saavedra J (2020) Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic. *World Bank*. <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic>

Saldana J. (2011). Fundamentals of qualitative research. New York, NY: Oxford University Press. <http://217.64.17.124:8080/xmlui/bitstream/handle/123456789/583/Fundamentals%20of%20Qualitative%20Research%20%28%20PDFDrive.com%20%29.pdf?sequence=1&isAllowed=y>

Schindler L., Puls-Elvidge S, Welzant H, & Crawford L (2015). Definitions of quality in higher education: A synthesis of the literature. *Higher Learning Research Communications*, 5(3), 3-13. <http://dx.doi.org/10.18870/hlrc.v5i3.244>

Schutt, RK (2006). Investigating the social world: The process and practice of research (5 ed). Thousand Oaks, CA: Pine Forge

Stone-Johnson C & Miles WJ (2020), "Principal professionalism in the time of COVID-19, *Journal of Professional Capital and Community*, 5(3/4), 367-374. <https://doi.org/10.1108/JPCC-05-2020-0020>

Suson R, Galigao R, Velasquez M, Barabate C and Mejica SPI (2019). Principals' Supervision and Practices. *International Journal of Current Research*. 11(6), 4706-4710. [https://www.researchgate.net/publication/334695998\\_school\\_heads\\_supervision\\_and\\_practices\\_a\\_literature\\_review](https://www.researchgate.net/publication/334695998_school_heads_supervision_and_practices_a_literature_review)

Tadalan C (2020). Coronavirus pandemic highlights failures of Philippine education. *Business World*. <https://www.bworldonline.com/coronavirus-pandemic-highlights-failures-of-philippine-education/>

The World Bank (2020). How countries are using edtech (including online learning,

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

radio, television, texting) to support access to remote learning during the COVID-19 pandemic. <https://www.worldbank.org/en/topic/edutech/brief/how-countries-are-using-edtech-to-support-remote-learning-during-the-covid-19-pandemic>

Whang C (2021). The role of principals and why they matter during the COVID pandemic. *OECD Education and Skills Today*. Retrieved from <https://oecdutoday.com/role-school-principals-heads-covid/>

United Nations Sustainable Group (2020). Policy Brief: Education during COVID-19 and beyond. [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf)

Vidal GG, Campdesuñer RP, Rodríguez AS, and Vivar RM. (2017). Contingency theory to study leadership styles of small businesses owner-managers at Santo Domingo, Ecuador. *International Journal of Engineering Business Management*. doi:10.1177/1847979017743172

World Health Organization (2020). Mental health: a state of well-being, *Geneva: World Health Organization*. [http://origin.who.int/features/factfiles/mental\\_health/en/](http://origin.who.int/features/factfiles/mental_health/en/)

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

\*\*\*\*\*