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Post Covid-19 educational changes: An organizational development paper

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Abstract

The COVID-19 pandemic triggered an abrupt shift to distance learning, exposing critical challenges in connectivity, access to resources, pedagogy, leadership practices, and overall school management. These disruptions underscored the need for a restructured and context-responsive educational framework to guide schools in the post-pandemic era. This study employed a qualitative case study design using purposive sampling. Data were collected through in-depth interviews, focus group discussions, and document review. Thematic analysis with triangulation was utilized to examine leadership dimensions, assess areas for improvement in School-Based Management (SBM), and generate stakeholder-informed school management functions. Ethical research standards were strictly observed throughout the process. Findings revealed three contextualized dimensions of an excellent post-COVID-19 school leader: *Developing Self and Others*, *Collaborating with Colleagues*, and *Building External Networks*. These dimensions encompassed themes emphasizing 21st-century skills, shared governance, empowerment, partnership-building, adaptability, and strong parent-teacher collaboration. The school's SBM was assessed at Maturity Level II (Maturing), demonstrating strengths in Curriculum and Instruction but requiring significant improvements in leadership and governance, accountability and continuous improvement, resource transparency, stakeholder engagement, and community collaboration. Additionally, five stakeholder-generated school management functions were identified: *Achieving Academic Standards*, *Streamlining Social Structure for School Operations*, *Developing High-Quality Teaching*, *Upgrading Physical Environment and Technology*, and *Involving Stakeholders*. These functions outline strategic actions to enhance instructional delivery, organizational clarity, teacher capacity, infrastructure and technology, and collaborative governance. The study concludes that achieving higher school effectiveness in the post-pandemic era requires integrated leadership development, strengthened SBM structures, and sustained stakeholder collaboration. A context-responsive framework grounded in shared governance and continuous improvement is essential to ensure transparent, adaptive, and quality-driven educational practices.

Keywords: Post Covid-19; Educational Changes; Organizational Development Paper

1 Introduction

The world appeared to be flipped upside down in March 2020 [26] due to the plague of Coronavirus Disease 2019 (COVID-19). COVID-19 is a worldwide health disaster that has impacted educational systems throughout the world. Guidelines were issued in the Philippines for establishing online and modular distance learning instruction delivery [21]. However, the introduction of remote learning modalities to supplement students' education has created challenges for both students and educational institutions [1,3,27].

The lack of genuine face-to-face traditional classes resulted in pedagogical losses and hindered the nurturing aspect of education [16]. Modular distance learning has also influenced students' capacity to find and test their learning talents [12]. With online education as a sudden option to continue education, it is more difficult to generate the emotional connection that is typically present in the mediation between teachers, learners, and a body of information [16].

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Online learning limits teachers' ability to provide nurturing or pastoral assistance. Students are unable to experience the school environment fully, including social interaction, humor, and other informal learning moments that are difficult to replicate online [16].

In a Mindanao educational institution, students faced several challenges, including insufficient learning resources, difficulty understanding module contents and assessment instructions, overburdened remote learning activities, a poor learning environment, and mental health issues. Internet connectivity issues had the greatest impact [3,27].

Educational institutions rely heavily on internet platforms, making it difficult for computer-illiterate students to participate fully. Learners may struggle with using online platforms due to a lack of technical skills or poor internet access. Financially disadvantaged students may also lack devices or high-speed internet. Access to online support services may be limited for underprivileged students, while learner motivation remains essential to benefit from these services [11].

Teachers also face multiple challenges when delivering modular distance learning, including time management, adapting to new educational trends, and providing alternative learning plans. These challenges include organizing and preparing modules, presenting content, monitoring student performance, assessing outputs, and offering feedback [4].

Calls have been made to reopen schools to revive the economy, but reopening face-to-face learning must be carefully organized to ensure the safety of students, teachers, and staff. Effective planning requires accurate data from multiple sources [21].

COVID-19 has brought significant changes to the education system, creating both obstacles and opportunities. Reopened schools face challenges including social isolation, intense cleaning, and careful management of movement across campuses [10]. Post-pandemic adaptations in education have often focused on immediate needs rather than long-term reform [29].

School leaders face relentless pressure in these situations, with limited alternatives and disrupted daily routines, reducing opportunities for informal leadership interactions and social bonding [10]. Challenges include implementing online distance learning, limited resources for self-learning modules, and insufficient preparedness among students, parents, and teachers. These issues impact school principals and the broader school-based management system.

Rethinking educational aims and pedagogies in changing circumstances presents both challenges and opportunities. Pre-existing face-to-face learning environments, social connections, and identities influence the potential and limitations of online education [25]. Post-COVID-19 educational reforms should focus on developmental, personalized, and evolving curricula; student-centered, inquiry-based, authentic pedagogy; and instruction delivery that combines synchronous and asynchronous learning effectively [29].

Educational leaders must consider how to restructure face-to-face pedagogies to maximize the benefits of in-person learning while integrating lessons learned from online modalities [25].

2 Theoretical Framework

Distance learning is viewed from the Transactional Distance Theory, which is divided into two parts: two-way communication between geographically separated parties and how responsive the program is to the learner's unique needs [24]. Distance education emphasizes two key principles: distance teaching and learner autonomy [9], influenced by three elements: (a) dialogue between teacher and learner, (b) structure of the educational program, and (c) learner autonomy [28].

In this framework, the separation between teacher and student is referred to as transactional distance [9]. This does not relate to physical distance, but to the formation (or lack) of a transaction, meaning the emergence of interaction between teacher and learner due to geographical separation.

Perraton's Theory of Distance Education defines it as an educational procedure in which a major portion of instruction is delivered by someone physically or chronologically distant from the student [22]. It incorporates elements from communication, diffusion theories, and educational philosophies [22]. Instruction may be delivered through various media such as video, audio, print, radio, and internet, and the tutor's role may shift from communicator to facilitator. Multimodal programs are more effective than single-medium approaches, and students should engage in activities beyond reading, viewing, or listening [23].

Keegan's Distance Education Theory categorizes distance education theories into three groups: theories of independence and autonomy, theories of instructional industrialization, and theories of interaction and communication [24]. The theory emphasizes teacher-student separation, use of technical media, two-way communication, and occasional face-to-face encounters [19].

Teaching via computer is a type of distance education in which teacher and student are separated throughout the learning process. It involves both development and provision of learning materials and student support services. Instruction is mostly individual, with occasional group gatherings for educational or social purposes [8].

Regarding organizational and operational changes in schools, this study applies Lewin's Change Management Theory, which involves a three-stage process: unfreeze, change, and refreeze [5]. Preparation for change involves developing the desire to change and promoting communication to encourage adoption of new methods. The change stage involves implementing organizational interventions, while refreezing consolidates new practices to achieve a stable, standard level of operation.

According to Lewin, human behavior is maintained by a quasi-stationary equilibrium, which must be destabilized before old behavior can be discarded and new behavior implemented [2,20]. The unfreezing stage prepares the organization for change and acknowledges the necessity of change. Transition occurs during the change stage, while refreezing restores a new equilibrium, ensuring new behaviors are integrated into the organizational environment [5,20,6]. Changes may include modifications to community, norms, strategies, and activities [5].

In the school context, principals drive change as managers or leaders authorized to implement Department of Education mandates under the Basic Education Learning Continuity Plan (BE-LCP). They execute the unfreezing stage by preparing the organization for change, apply management strategies during the change phase, and consolidate new practices in the refreezing stage, aiming to achieve educational standards within the school community [5].

2.1 Objectives

This organizational development paper aims to provide an organizational development framework for the post COVID-19 educational changes. Specifically, it sought to:

- Create contextualized dimensions of an excellent post COVID-19 leader;
- Identify areas for improvement in the School-Based Management; and
- Propose a stakeholder-generated school management functions.

3 Methods

3.1 Research Design

This study employed a qualitative case study design to explore the contextualized dimensions of an excellent post-COVID-19 school leader, identify areas for improvement in School-Based Management (SBM), and propose stakeholder-generated school management functions. The case study approach allowed the researchers to gather in-depth, contextualized insights from participants directly involved in the school's operations and management, providing a holistic understanding of leadership and SBM practices in a real-world educational setting.

3.2 Participants

The participants were purposefully selected to provide comprehensive insights based on their roles and experience within the school. The sample consisted of two master teachers, chosen for their extensive experience and expertise in school leadership and teacher development; five classroom teachers, included to share perspectives on leadership effectiveness, collaboration, and the overall management of school operations; and two students, who provided feedback on instructional delivery and academic standards. This purposive sampling approach ensured that all participants could contribute rich, relevant, and meaningful data aligned with the study's objectives.

3.3 Data Collection

Data were collected using multiple qualitative methods to ensure triangulation and a comprehensive understanding of the study's focus. Informal and semi-structured interviews were conducted with teachers, master teachers, and students to capture their personal experiences and perceptions regarding school leadership, School-Based Management (SBM) implementation, and management functions, with questions emphasizing leadership qualities, collaboration, resource

management, accountability, and stakeholder engagement. In addition, document review and school records—including SBM self-evaluation results, school policies, instructional reports, and program documents—were examined to validate participants' insights and identify areas needing improvement. Finally, focus group discussions (FGDs) with teachers, master teachers, and student representatives were conducted to discuss preliminary findings and achieve consensus on key themes related to leadership, SBM, and school management functions.

3.4 Data Analysis

Data were analyzed using thematic analysis complemented by document review. The process began with familiarization, involving repeated reading of interview transcripts and FGD notes to gain an in-depth understanding of the data. Coding was then conducted by identifying meaningful units and categorizing them into themes related to leadership qualities, collaboration, resource management, curriculum delivery, and stakeholder engagement. Triangulation was applied to enhance credibility and validity by cross-verifying findings from interviews, FGDs, and document reviews. The results were subsequently presented using figures and tables to visually illustrate the identified constructs, themes, and areas for improvement.

3.5 Ethical Considerations

Participation in the study was entirely voluntary, with all participants providing informed consent prior to involvement. Anonymity and confidentiality were rigorously maintained to protect the identities and personal information of all participants. Moreover, the study emphasized constructive improvement, ensuring that no individual was identified or singled out for criticism, thereby fostering an ethical and respectful research environment.

4 Results and Discussion

4.1 Creating Contextualized Dimensions of an Excellent Post COVID-19 Leader

According to the European Union, a school leader directs a school and is responsible for its administration or management, either individually or with a team such as a school council. Leaders may have organizational, pedagogical, and instructional responsibilities. Depending on the context, school administrators are tasked with organizing schedules, implementing curriculum, managing extracurricular activities, overseeing testing, and assessing teacher performance. Leaders also have financial duties [6,7]. School leadership may be distributed across a team, comprising one or more deputy heads, an administrative assistant, or an accountant [7].

School leadership has evolved over time, shifting from an administrative and bureaucratic function to one that involves collaboration with teachers and staff to enhance school outcomes [17]. Primary teachers, or *primus inter pares*, served as school leaders in the mid-twentieth century, focusing largely on administration. By the 1990s, leaders functioned primarily as managers concerned with school outcomes. Between 2000 and 2015, leadership shifted toward collaboration and shared accountability [18].

More specifically, school leaders' roles are evolving from guiding the learning program to facilitating the collective work of professionals within and around the school. Creating collaborative cultures is central to this role, referred to as collaborative professionalism [18,14]. Schools are also viewed as learning organizations, where leadership plays a key role in implementing educational reforms and public management agendas. Leaders both guide professionals in schools and are central to executing educational changes [14,18].

Considering these definitions and characteristics, this study explored what constitutes an excellent school leader at the grassroots level. Informal interviews were conducted with five teachers and two master teachers to highlight school-based perceptions of exceptional leadership. Findings were triangulated with other teachers and master teachers to ensure validity.

4.1.1 Contextualized Dimensions of An Excellent School Leader

After conducting interviews with my colleagues in the school about what qualities make for an effective and excellent leader, I employed a thematic analysis on their experiences and insights to create a unified framework of what its constructs are, which ultimately upholds the Department of Education's mission and vision. Presented in Figure 1 are the constructs of an excellent school leader which are *Developing Self and Others*, *Collaborating with Colleagues*, and *Building External Networks*.

The sphere reflects the variety of an outstanding school leader. A leader possesses these dimensions, which are interconnected. According to the construct, Developing Self and Others, teacher development as school leaders is centered on ensuring that they are able to support learning and consistently foster every learning. It has the following elements, namely: *Possessing 21st Century Skills*, *Producing Skillful Learners*, and *Investing on Personal and Professional Growth*.

Under the realm of *Collaborating with Colleagues*, it emphasizes the need of realizing that an organization is about playing as a team. Furthermore, team members must work together to attain common goals. As a result, it is critical that school leaders acknowledge the value of collaborative decision making and embrace new paradigms. This construct has the following themes: *Capitalizing on Shared Governance*, *Empowering and Supporting Colleagues*, and *Synergizing the Performance of Compound Functions*.

With respect to *Building External Networks*, A school leader cannot be excellent if this domain is not met. School administrators must constantly be able to interact with people, form partnerships, invite stakeholders, make agreements, conceptualize strategies for the school, and initiate activities with the local community. A great school leader must possess all of these qualities in order to carry out his or her duties. This has the following themes: *Forging Partnerships*, *Adapting to Global and Local Community*, and *Establishing Parent-Teacher Symbiosis*.

Dimension 1: Developing Self and Others. For effective school leaders, this construct came out as teachers need to develop and be able to develop others. As leadership is geared towards improving people through training and not-rehiring, self-development is vital for school leaders. Likewise, school leaders need also to highlight the need to develop the learners as the center of the educational process. This construct has the following themes: *Possessing 21st Century Skills*, *Producing Skillful Learners*, and *Investing on Personal and Professional Growth*. The development of school leaders as well as the learners respond to the aim in facilitating learning and constantly nurture every learner.



Figure 1 Contextualized Dimensions of An Excellent School Leader

Possessing 21st Century Skills. Teachers or school leaders must be proficient in 21st century skills since they are curriculum implementers, which are critical for optimal learning. These abilities are required to design, arrange, and deliver courses that are sensitive to the particular needs of learners. Indeed, it demands expertise in teaching and learning. Further, as leaders are not only inside the premises of the classroom, they shall be ready to face leadership opportunities in order to run the school smoothly where decisions are based on sound judgement.

Teacher 2 said that excellent leaders possess 21st century skills that are necessary to exercise its functions in the classroom and in the entire organization.

An excellent school leader possesses desirable 21st century characteristics or qualities and skills because she/ he has to grasp and adapt to adversities in life and the present global environment. -Teacher 2

Master Teacher 1 added that some of the skills necessary for school leaders are communicating, empathizing with people, and thinking ability.

To deal with the organization, a school leader has to be ready to face the challenges. He shall have the skills to communicate with people. He has to have a heart for others when deciding. Of course, he should be intellectually good. -Master Teacher 1

Additionally, Master Teacher 2 stressed that leaders should know how to value excellence. Quality and efficiency should be part of his system.

The leader should know what quality is. He should know how to establish efficiency in the tasks of the subordinates or the members of the school. But it cannot happen if it is not in his system. -Master Teacher 2

Similarly, Teacher 5 said that teachers have to have necessary skills for leading the team.

An excellent school leader is someone who is equipped with skills and competencies in terms of leadership for the organization. -Teacher 5

A school leader must be open to new ideas and willing to adapt to change. A school leader must build a clear vision for the school's future via the common objective of attaining quality education. These can only be accomplished if the school leader has 21st century competencies.

Producing Skillful Learners. Learners are at the core of curricular implementation, as stated in the DepEd's VMG. How students are developed is determined by how school administrators lead their teachers and staff. This means that, in order for excellent learning to occur, school leaders must focus their attention on teacher abilities and enhance their techniques to successfully accomplish learning outcomes. Traditional procedures may not be applicable to the current generation. As a result, teaching should be elevated to a higher level, with a focus on enabling and inventing for learning. According to the teachers, just giving classes is not enough to generate skilled learners; they must also be able to leave an impact on the lives of the students.

Teacher 1 said that a teacher should be able to possess skills in order to impart it to the learners.

An excellent teacher is someone who plans and organizes lessons that aims to produce well-equipped and skillful learners. -Teacher 1

Master Teacher 2 added that an excellent school leader should value the need of quality and efficiency as it will help in the achievement of goals of the organization.

The leader should be willing to achieve excellence in his/ her actions. Thus, it allows the learners to be the main priority of education. The school leader shall not only teach what is on the book but also leave significant imprints in the lives of many students. -Master Teacher 2

Teacher 3 also said that an excellent leader has to contextualize the knowledge gained in different lectures and seminars.

An excellent leader learns from his experience and applies them to pedagogy. He has to apply the lessons learned in different venues to change the impact of his/ her teaching. Also, these are necessary to the learners. -Teacher 3

As teachers, school leaders must remember that a school exists to improve the overall system. Its primary goal is to increase teaching quality. As a result of these behaviors, skilled learners are generated.

Investing in Personal and Professional Growth. Teachers emphasize how quickly skills and talents change. Some teachings may become obsolete as time goes on. This demonstrates the need of establishing personal as well as professional abilities. It is also part of the Results-Based Performance Management System that teachers must commit significant time in order to achieve personal and institutional goals. Learning is an ongoing process. As a result, teachers must upgrade from time to time in order to effectively assist learning.

Teacher 1 noted that being able to address deficiencies is important in the educational setup. As leaders, they should be willing to improve and enhance their competencies.

As school leaders, they should be willing to change. They should be ready to embrace personal changes. Because leadership is not anymore about your personal goals, it must focus on attaining shared vision of the organization. -Teacher 1

Master Teacher 1 discussed that leaders have to be constantly studying with the basics of leadership and governance of the department.

School leaders have to study. It is a continuous process which may allow them to improve their decision making. Also, it will make them informed of the new things in the department. -Master Teacher 1

Teacher 5 mentioned that school leaders must be willing to undergo continuous improvement

An excellent school leader is always willing to learn for his continuous growth in order to advance his knowledge in leading the group. -Teacher 5

Dimension 2: Collaborating with Others. Teachers feel the desire to communicate with others and share their experiences and best practices. They believe it is critical to be able to provide an enabling and supportive atmosphere for successful learning to occur. As the saying goes, knowing your team is half the battle. Certainly, this concept must be instilled in all school leaders. Having this idea of working with others, the following themes emerged: *Capitalizing on Shared Governance, Empowering and Supporting Others, and Synergizing the Performance of Compound Functions.*

Capitalizing on Shared Governance. Headship will be tough in any organization if people/members are not involved in the full decision-making process. Programs and projects would have less responsibility and ownership. Teachers recognize the need of including everyone in the school community in the development, execution, monitoring, and assessment of curricular programs. Shared governance offers more advantages than authoritarian leadership since it allows all teachers to participate in school government.

Teacher 4 explained that leaders have to be anchoring on shared governance. Leaders need to value the presence of the team in decision- making.

An effective leader for me is the one who can put/ execute plans in action. The one who can practice shared governance. That person who sits down and listens to the voice of every member. The one who assumes responsibility, influences members and shows everyone equal treatment regardless of status. -Teacher 4

Teacher 1 also noted the value of shared governance through highlighting the benefits of practicing it in the organization.

Leaders should be willing to sacrifice personal issues and biases for the organization to reap more benefits than personal gains. A leader has to have a heart that is willing to show to others that he is open for suggestions and feedback. -Teacher 1

Similarly, Teacher 5 highlighted that school leaders should be willing to change based on the opinions of others.

Most importantly, an excellent school leader is open to the suggestions of others and is willing to adapt to changes. -Teacher 5

School leaders must truly implement shared governance. Leaders no longer have a monopoly on decision-making in the department. They are shared with other stakeholders who represent teachers, parents, and other interested parties.

Empowering and Supporting Others. For teachers, a helpful environment is what allows an organization to effortlessly complete duties. Teachers in schools must work with others by giving help in all forms. Similarly, this strategy is used reciprocally. Enabling people to lead the group in areas where they shine is also a useful kind of support. It boosts their self-esteem and motivates them to do better.

Master Teacher 1 emphasized that school leaders need to support its members to improve and develop. It is important because leaders are drivers in an organization.

I think school leaders have to support other teachers. Being able to provide them an opportunity to learn and enhance will eventually make the job easier. A supportive leader makes an organization better. -Master Teacher 1

Teacher 4 said that school leaders have to empower others as it will be helpful for the attainment of school goals.

If I will be the leader, I can show support by empowering others. I can give my full support to my colleagues especially with the many activities of the school. -Teacher 4

Master Teacher 2 added the importance of integrating empowerment into the dimensions of an excellent school leader.

An excellent school leader empowers teachers with better plans for the good of the school. Being able to empower means extending support and trust that he can finish the job. -Master Teacher 2

Synergizing the Performance of Compound Functions. Collaboration with others as a teacher entails completing compound activities. Doing this alone may be tough and time-consuming. As a result, in order to satisfy this area, instructors must collaborate amicably with others. Though teachers are primarily responsible for curriculum implementation, they are also required to perform other important tasks in governance, management, and administration. Being able to cooperate entails being able to learn from peers and broadening one's learning horizons from classroom teachers to leaders/managers.

Teacher 4 explained that when leaders work, they collaborate. In collaborating, it only works when everyone in the team knows the objectives and the functions of their actions.

As a teacher and at the same time school leader, it is part of your roles to perform other tasks. In performing tasks, you have to know your team, be acquainted with them and identify your goals to achieve the goal effectively. That is why it is difficult to work with others when you are not in agreement. -Teacher 4

Master Teacher 1 also expressed the necessity for school leaders to collaborate with others in performing other tasks. As teachers who are performing many tasks, it is always a necessity to highlight the need for collaboration with other teachers too.

In school, there are many tasks given to teachers. Sometimes, teachers become leaders who are focused so much on the administrative functions. I think leaders need to value the presence of teammates. Performing functions collaboratively will help a lot. -Master Teacher 1

Dimension 3: Building External Networks. Because the educational community is varied, it must be able to comprehend that educating a kid may be accomplished with the help of the entire village whose common purpose is to obtain education. Teachers see the value in developing external networks with other stakeholders like parents, local government officials, alumni, the commercial sector, and other government agencies. Connections are difficult to make, and only exceptional teachers, leaders, and managers could do so in the goal of sharing responsibility for generating lifelong learners. In this construct, the following themes emerged: *Forging Partnerships, Adapting to Global and Local Environments, and Establishing Parent-Teacher Symbiosis.*

Forging Partnerships. School leaders are critical to the formation of relationships among members of the educational community, particularly those who are not directly involved in curricular procedures. Partnerships are thought vital to form since instructors cannot handle the duty of teaching the kid alone; it must be done by the entire community. Teachers must learn this component in order to produce lifelong learners via shared responsibility. Similarly, there are activities and initiatives that cannot be supported by the school; being able to connect with others would result in a greater educational experience for the students.

Master Teacher 2 exemplified how partnerships with other people helps the school. This has to be part of an excellent school leader according to her.

An excellent school leader for me is someone who knows the importance of his relationship with his teachers, community, stakeholders and so on. He has to show concern to all. -Master Teacher 2

Teacher 3 added that an excellent leader knows who the members of the community are. Thus, establishing a good relationship among them is necessary for the school's development.

An excellent school leader maintains a good relationship with stakeholders, and stays as a good team player in his organization. -Teacher 3

Master Teacher 1 highlighted that for schools to improve, the role of other stakeholders is key especially that its resources are scarce.

For a school to progress, the school leader has to be able to source out funds. Forge partnerships with the community leaders and the LGU. He has to be on good terms with the PTA to lay his plans for the school. -Master Teacher 1

Adapting to Global and Local Environments. In the sphere of building connections, teachers' skill to adapt with the community is highly valuable. It is a game-changer that the school community is responsive to the local demands but not disparaging the quality that needs to be addressed. And so, teachers should not only be so focused on what had been conducted in the past because they might not be relevant in today's time.

Teacher 5 mentioned that because of COVID-19, things have changed the landscape of leadership. This means that teachers have to adapt with the changing environment.

Due to Covid-19, excellent leaders need to be really good in adjusting to the needs of the environment. Also, he has to adjust to what community he belongs to. -Teacher 5

Also, Teacher 1 expressed that the school leader has to adjust with the community. Being foreign in your school community becomes hard for school leaders.

For many school leaders, knowing the community will help you solve some problems. It is always a necessity to be knowledgeable of where the school is and what people are part of it. Eventually, progress will follow. -Teacher 1

Establishing Parent-Teacher Symbiosis. This theme is related to the ability to create learning outcomes between teachers and parents. Coordination with parents through feedback and assessment is also related with shared accountability for the development of learners. Teachers' tasks may be centered on teaching and learning, but the ability to build a synergy with parents is a benefit for simply informing programs, providing educational aid, and motivating students to study better.

Master Teacher 2 noted how important parents are in the school. As leaders, parents are partners of the students' progress. By ensuring this relationship, the school is able to respond to concerns arising from the educational process.

I really value the connection between parents and teachers. They are valuable in the educational system. If parents are not cooperative, things will be difficult for the institution. So, an excellent leader has to have this skill in ensuring that there is a good relationship with parents for the benefit of students. -Master Teacher 2

Teacher 1 expressed her idea that educating the child is also the responsibility of parents. That is why parents and teachers need to discuss things suitably.

If I have to consider the role of parents, they are very important in the school. I believe they are the partners of teachers in educating the child. They monitor and support the child especially on its needs. -Teacher 1

4.2 Identifying Areas for Improvement in the School-Based Management

4.2.1 School-Based Management System

School-Based Management (SBM) is an approach for improving education that involves moving major decision-making authority from state and district offices to public schools. SBM gives administrators, teachers, students, and parents more influence over the educational process by giving them responsibility for finance, staff, and curricular choices. Moreover, SBM allows and empowers school stakeholders to manage their own affairs in order to improve and maintain educational service delivery.

As such, this component focuses on enhancing support structures for SBM, such as governance, advisory, and partnership mechanisms, via actual experience in implementation activities in the three areas. A variety of capability development activities will be used to improve the application experience. Figure 2 presents the SBM system implemented by almost all schools which focuses on the principles of *Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management of Resources.*

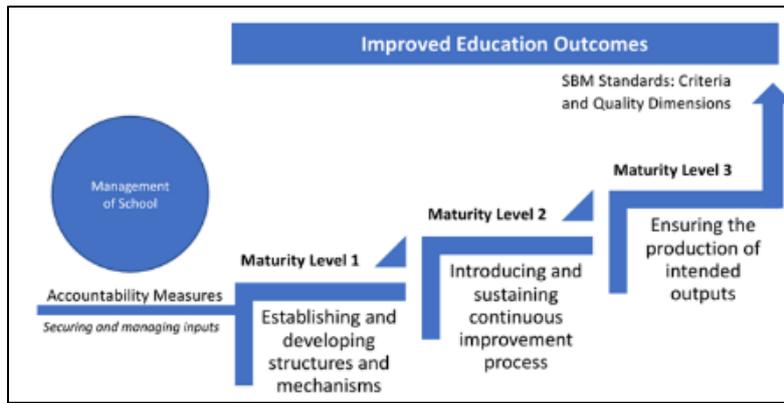


Figure 2 School-Based Management System

Administration of SBM Assessment. With this system, the SGOD ensures that all operations of all schools are within the standards that the department set. This is the reason why SBM validation has been implemented year-round.

Specifically, it follows the following three stages:

- *STAGE 1: Orientation of the School Head by the DO*
- *STAGE 2: School Stakeholders Respond to the Instrument*
- Phase 1: School Orientation - Stakeholders as Respondents
- Phase 2: Actual Evidence Inventory
- Phase 3: Response Summarization
- *STAGE 3: Intensive Group Discussion (FGD)*

SBM Self-Evaluation Result. Based on the self-evaluation of the school as presented in Table 1, it falls short for around 4.84 to reach the Maturity Level III. Among the four principles of the SBM, *Curriculum and Instruction* has gained the highest proportion of the score while the lowest were in *Leadership and Governance* and *Accountability and Continuous Improvement*. Overall, the SBM practices of the school has achieved the Maturity Level II.

Table 1 SBM Self-Evaluation of Tagum National Trade School

Principles	Indicators										TOTAL	Average Rating	%	Weighted Average Rating (WAR)	
I - VALIDATED SBM PRACTICE															
1. Leadership & Governance															
	1.1	1.2	1.3	1.4	1.5										
Rating															
<i>(Indicate 0,1,2, or 3)</i>	2	2	2	2	3	11	2.2	.30	0.66						
2. Curriculum and Instruction															
	2.1	2.2	2.3	2.4.a	2.4.b	2.5	2.6.a	2.6.b	2.7.a	2.7.b					
Rating															
<i>(Indicate 0,1,2, or 3)</i>	3	3	3	2	2	2	3	2	3	3	26	2.6	.30	0.78	

3. Accountability and Continuous Improvement									
	3.1	3.2	3.3	3.4	3.5	11	2.2	.2 5	0.55
Rating									
(Indicate 0,1,2, or 3)	2	3	2	2	2				
4. Management of Resources									
	4.1	4.2	4.3	4.4	4.5	12	2.4	.1 5	0.36
Rating									
(Indicate 0,1,2, or 3)	3	2	3	2	2				
TOTAL OF W.A.R									
Validated SBM Practice									2.35
Sub-TOTAL (DOD) 40% Tool								31.33	
Level III	75% and Up	Advanced							
Level II	50% to 74%	Maturing		Sub-TOTAL (PIs) 60% Tool				38.82	
Level I	below 50%	Developing							
						Grand TOTAL		70.16	
						SBM Level of Practice		Level II	
						Description		Maturing	

4.2.2 Areas Needing Improvement in the Implementation of the SBM

Given the result of the self-evaluation which became the basis for the SGOD team, two of the areas needing improvement in the implementation of the School-Based Management are *Leadership and Governance* and *Accountability and Continuous Improvement*. However, we also have to look into the things that we can improve on the areas of *Management of Resources* and *Curriculum and Instruction*.

Leadership and Governance. The school has to maximize its efforts in order to achieve the *Maturity Level 3*. It has to have in place the conduct of performance pledge/ pledge of commitment among stakeholders with the School Project Team (ScPT) members; execute a rapid appraisal of the district and division SBM task force; prepare an approved organizational structure of stakeholders with defined roles and responsibilities; provision of a school manual or handbook of operations; and publication of the school paper.

If we look into the development of the plan closely, it definitely lacked the inclusion of how committed the stakeholders are in their support for the school. Sometimes, these stakeholders are overlooked in the planning phase. If we could exhaust all means just to make them involved in the process, the school could really improve its processes.

Further, a school manual should also be present in order for the school to systematize its operations and that decisions are based on pre-agreed arrangements. Likewise, it is quite a long time also that the school failed to showcase its successes, operations, and other activities that could communicate to other stakeholders through the production of a school paper. It is high time to come to think of it as it is a good tool for communication and creating networks. Figure 3 shows these needs that should be addressed by the school to achieve the highest maturity level.

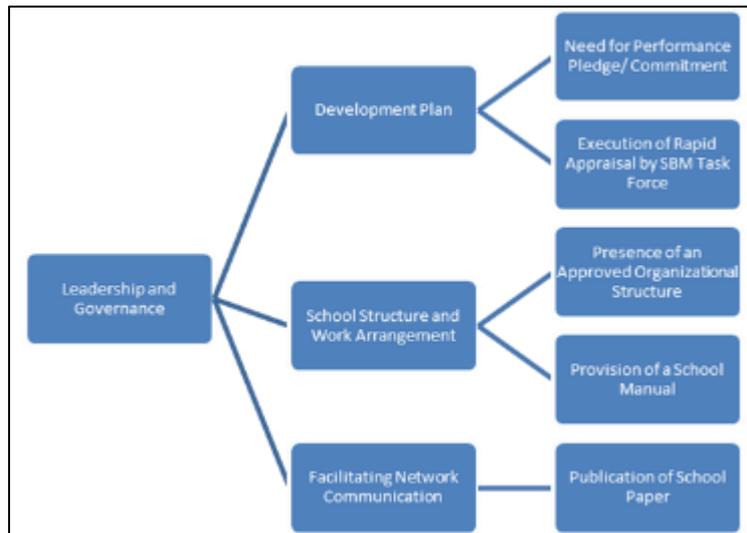


Figure 3 Areas Needing Improvement under Leadership and Governance

Accountability and Continuous Improvement. The school has to maximize its efforts to reach the highest rating on the following areas such as: establishing agreements with other community members and stakeholders; improving implementation of school programs and activities for community-based recognition; improvement of feedback mechanisms; and ensuring that feedback of the community is done on a regular basis (Fig. 4).

There are some activities of the school that need to be documented in the form of a Memorandum of Agreement or Understanding as it will bind both parties on the terms for such partnership. In any organization, MOA becomes the sole basis of the ways on how to effectively deliver and achieve its goals. With respect to achievement of goals, there is a need to improve how the school implements its Programs, Projects, and Activities (PPAs) to be able to establish best practices. These best practices would eventually be the reasons for receiving community-based recognition. Moreover, it is highly needed for an organization to improve its operations when proper feedback mechanisms are in place and that it is participatory in nature.

Management of Resources. For this principle, the school performs well but could still improve its operations in the area of resource inventory, allocation and mobilization. When it comes to how resources are managed and expended, that school has to have a transparency mechanism where all the utilized funds are reported in proper forums. Thus, there shall be regular monitoring, evaluation, and reporting of the resources of the school. Through this, stakeholders will be able to know how the school progresses when it comes to budget and will understand the needs and concerns of the school. Figure 5 depicts the areas needing improvement under management of resources.

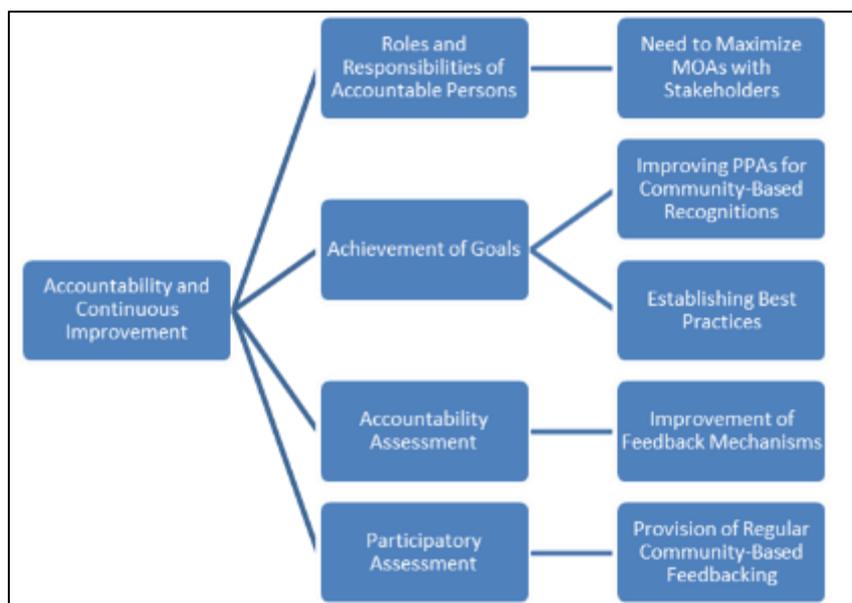


Figure 4 Areas Needing Improvement under Accountability and Continuous Improvement

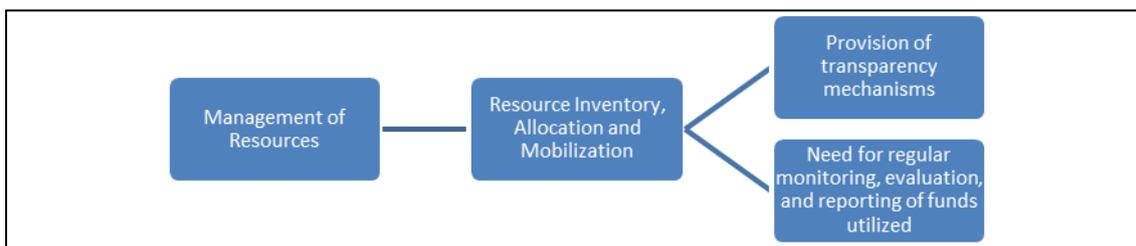


Figure 5 Areas Needing Improvement under Management of Resources

Curriculum and Instruction. Most of the efforts and resources are focused on this principle (Fig. 6). That is why the school has garnered the highest rating on this principle. As the main focus why a school is present, curriculum and instructional delivery is its main thrust in order to achieve the quality education everyone desires. However, the school could still improve its mandate in this area by improving on the localization and indigenization of the curriculum; development of instructional materials that addresses critical and creative thinking; and enhancement of the delivery of the distance learning modalities.

When addressing different types of learners, the school has to always bank on localization and indigenization. These two concepts aim at addressing the need for learners to understand easily when they have innate ideas on the topics/ lessons. Likewise, it should be coupled with context-responsive modules. Some modules are content-based/ competency-based. These could be applicable especially if all learners are well-rounded. However, it should also address learners who are not performing well. When face-to-face classes return soon, it is highly encouraged that teachers become active change agents through the provision of interactive instructional materials for creative and critical thinking. Finally, it is encouraged that the present modalities of the school be evaluated as to effectiveness of its attainment of the goals and operations. Through that, the school could bank on what areas to hit on to improve its delivery in order to achieve its vision.

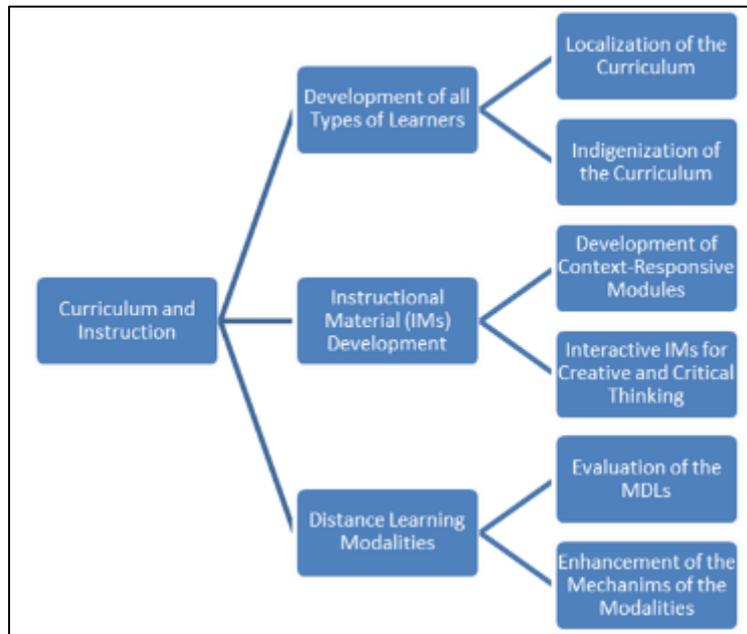


Figure 6 Areas Needing Improvement under Curriculum and Instruction

4.2.3 Critiquing of the School-Based Management Systems of Tagum National Trade School

Table 2 presents the critiquing of the School-Based Management Systems according to the areas of Governance, Leadership, and Management, Resources Mobilization and Management, Quality Instruction and Student Achievement, and Community Collaboration.

Table 2 Critiquing of the School-Based Management Systems of Tagum National Trade School

Area	Describe	Analyze	Interpret	Assess
Governance, Leadership and Management	The goal of school-based management of our school is to improve school systems, improve teaching and learning for better student achievement, empower and train school officials to be better leaders, promote accountability, and ensure the safety and welfare of all members of school communities while the pandemic is still active.	School management believes that failing schools should implement innovative techniques such as teaching for comprehension, leveraging technology, educating all students, and providing integrated services in order to improve school performance. The advantage of school-based management is that it provides local tools for changing and improving current circumstances. The critical issue is that, while most decentralized schools had ways to improve performance, power, knowledge, skills,	School-based management is a well-thought-out renewal of the entire process, rather than simply changing school administration concepts. An effective SBM should include structures, timetables, roles, knowledge and skills, and much more. Because of the variances in vision, principles, techniques, and management styles among successful school-based management structures, such activity is legal as long as the personnel participating keep the school's goals and the restructuring's goals in mind.	The use of best practices based on a clearly articulated vision and goals is essential for effective school-based management. A truly effective reorganization is unquestionably dependent on the degree of participation among participants and the willingness to enhance current performance.

		incentives, and information, only a few of them used them effectively, while others focused on competing for power and making win-lose decisions to impress the local community.		
Resources Mobilization and Management	Resource mobilization and management refer to the efficient and effective development of an organization's resources when they are required. Such resources may include financial resources, inventory, human skills, production resources, or information technology.	Resources are mobilized and managed jointly and judiciously, with openness, efficacy, and efficiency. As the foundation for resource allocation and mobilization, learning managers, learning facilitators, and community stakeholders collaborate on a regular resource inventory.	Collaboration is required at all levels of decision-making and execution in school-based administration. SBM's goal is undeniably achievable, but its implementation, like any other policy or program, necessitates a significant amount of administrative and leadership expertise on the part of school leaders. Each school's leader's ability and integrity, the school's resources, the level of awareness and participation of external stakeholders in education, the political situation in a given area, and the quality of relationships between the school's head and local officials are all factors that can influence the success or failure of SBM processes. Furthermore, the Central, Regional, and Division offices are critical in ensuring that the necessary support systems are in place to assist local stakeholders in operating their schools.	Resource management in education entails creating a strategic plan for managing and utilizing school resources. Resource management entails assessing and maximizing available resources.
Quality Instruction and Student Achievement	Our school's school-based management formally recognizes the expertise and competence to make decisions to improve learning; increases the input of teachers, other staff members,	Most people involved in the difficult process of education have wished for improved school performance for decades. A successful school-based management practice necessitates the active	School-based management grants principals' authority over curriculum and learning management, as well as the recruitment and management of educational employees	SBM contributes to achieve intermediate outcomes that have the "potential" to lead to higher student achievement: increased resource and staff efficiency; increased teacher

	and the community into decisions; boosts teacher morale; focuses accountability for decisions; aligns both financial and instructional resources with the instructional goals developed in each school; nurtures and stimulates new leaders at all levels; and increases both the quantity and quality of leaders at all levels.	participation of all school stakeholders, so it is more than just a supplement to current procedures.	and the school's finances.	professionalism; curriculum reform implementation; and increased community participation.
Community Collaboration	Teachers, students, school staff, and even parents are all actively involved in the organization of school activities and events. The school has a sense of unity.	Families take charge of their children's development and learning, and schools and other community organizations and agencies engage them in meaningful and culturally relevant ways.	School-community collaborations can help children today get a better education while also assisting schools in meeting the demands of federal and state education regulations. Partnerships can give both financial and non-financial assistance.	Individual partners can be strengthened, supported, and even transformed through partnerships, resulting in increased program quality, resource efficiency, and goal and curriculum alignment.

4.3 Proposing Stakeholder-Generated School Management Functions

School management functions are seen as fundamental roles and obligations of a school principal in an educational system. School leaders all over the world are always involved in numerous activities in order to successfully and efficiently manage or handle school functions and give students a better educational experience. There is no disagreement about the role the school serves because it is always designed to give great education to students. This is and will always be the primary reason why an educational institution exists.

The issue is how an institution responds to this. For a long time, the quality of education has been questioned. The country has been in the forefront of dealing with a variety of issues, including the competences learned by students, the quality of teaching instruction, the availability of physical infrastructure, and the efficacy of new and supplemental modalities, among others.

Furthermore, the school's primary function is to supervise the teaching and learning that define the quality of education. As a result, emphasis is directed to contemporary issues about developing educational leadership ability, such as in educational delivery, policy formulation and execution, and strategic policy development.

It is for this reason that this stakeholder-generated school management function is designed to investigate structures drawn from our school's setting. The two students, three teachers, and one master teacher were interviewed to provide the contextual results which make-up the school management functions. Figure 7 presents the stakeholder-generated school management functions which has the following constructs: *Achieving Academic Standards, Streamlining Social Structure for School Operations, Developing High-Quality Teaching, Upgrading Physical Environment & Technology, and Involving Stakeholders*. Each of these have themes which is explained below.

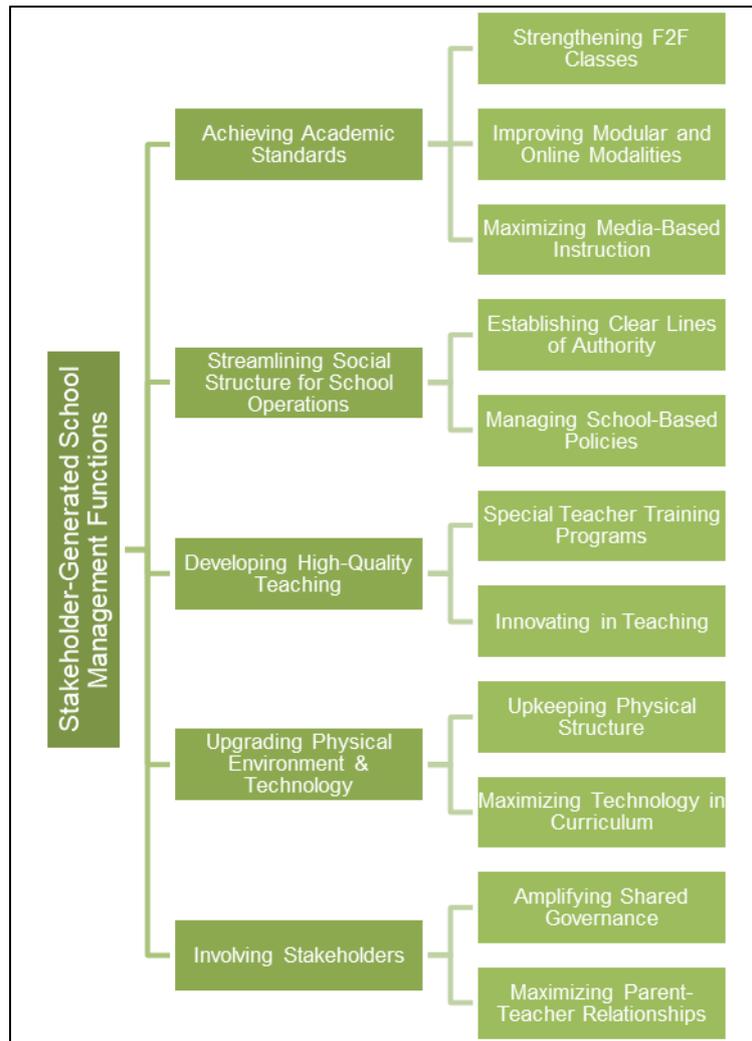


Figure 7 Stakeholder-Generated School Management Functions

4.3.1 School Management Function: Area 1

Achieving Academic Standards

For a long time, this has been the department's living prayer to truly increase educational quality. It has always been a top priority for schools to focus all of their efforts on achieving this aim. For this school management function, it can be achieved through *Strengthening F2F Classes*, *Improving Modular and Online Modalities*, and *Maximizing Media-Based Instruction*. This framework (Fig. 8) adheres to the vision of the department for education to continue despite the pandemic.



Figure 8 School Management Functions in Terms of Achieving Academic Standards

Strengthening F2F Classes. Based on the interviews, stakeholders believe it is time to focus DepEd's efforts on returning to traditional modes of learning for traditional forms of education, as they believe it is very beneficial for both learners and instructors.

Table 3 Core Ideas on Achieving Academic Standards through Strengthening F2F Classes

Stakeholder	Core Idea	School Management Function
Students	Going back to F2F classes for better learning (Student 1) F2F classes improve learning outcomes (Student 2)	Strengthening of Face-to-Face Classes to Achieve the Academic Standards
Teachers	Enhancing class schedule of F2F classes (Teacher 1) Creating more F2F engagements with learners (Teacher 2) Achieving higher proficiency level in F2F classes (Teacher 3)	
Master Teacher	Maximizing the opportunity for F2F classes (Master Teacher 1)	

Improving Modular and Online Modalities. Following the interview, it was discovered that there are several issues with the implementation of these two remote learning modes. In terms of modular implementation, it is obvious that student learning results have been challenged, particularly when learners are entrusted with autonomous study. With little or no instructor support, pupils fail to complete activities and even copy/paste answers from others or from the internet. Some typical problems with online classrooms include the lack of a sufficient structure for distribution and the readiness of students to engage in online lectures. One big worry is the use of technology, such as the availability of a laptop and an internet connection.

Table 4 Core Ideas on Achieving Academic Standards through Improving Modular and Online Classes

Stakeholder	Core Idea	School Management Function
Students	Need for improving the modality due to the difficulty in understanding lessons in the modular class (Student 1) Enhancement of learning to supplement less teacher support acquired in modular class (Student 2)	Evaluating and Improving the Implementation of Modular and Online Modalities to Achieve the Academic Standards
Teachers	Providing training for teachers in online class (Teacher 1) Responding to students copying the answers in the answer key; Submission of incorrect answers from the students (Teacher 2) Looking into the failure of parents to claim modules (Teacher 3)	
Master Teacher	Improving the mechanism of implementing distance learning modalities to maximize learning (Master Teacher 1)	

Maximizing Media-Based Instruction. According to the interview, the use of media-based education as a complement to learning has not been utilized or even communicated to students in modular or online classrooms. As a result, one of the school administration tasks is to increase its implementation in order to achieve its goal and ensure that the instructors' efforts are not wasted. Because these materials have been thoroughly examined, they should be used extensively.

Table 5 Core Ideas on Achieving Academic Standards through Maximizing Media-Based Instruction

Stakeholder	Core Idea	School Management Function
Students	Lacking access to the TV-based instruction episodes (Student 1) Non-utilization of TVBI in the class (Student 2)	Maximizing the Implementation of Media-Based Instruction as Supplementary Modality to Achieve the Academic Standards
Teachers	Lacking TVBI episodes to utilize in the class (Teacher 1) Less reach of TVBI episodes to the learners (Teacher 2) Focused on modular approach (Teacher 3)	
Master Teacher	Lacking mechanism for utilizing TVBI/ RBI episodes Teacher 1)	

4.3.2 School Management Function: Area 2

Streamlining Social Structure for School Operations

During the pandemic season, the school was difficult to choose which roles to undertake in light of the numerous jobs and shifting requirements. Some instructors said that there were moments when the school had to make many decisions and rely on previously announced remarks. A comprehensive management structure must be in place for any school's operations to be seamless, robust, and reputable. For this school management function, it can be achieved through *Establishing Clear Lines of Authority* and *Managing School-Based Policies*. This framework (Fig. 9) adheres to the vision of the department in facilitating students, teachers, and other personnel.



Figure 9 School Management Functions in Terms of Streamlining Social Structure for School Operations

Establishing Clear Lines of Authority. One of the stakeholders' concerns is the sort of management applied in the school, particularly with regard to the social structure. There is no clear authority deciding on issues that result in diverse versions of truth/fact. The issue arises because not everyone is aware of who is who in the school. Another issue is that the most prevalent complaints are not resolved immediately, which might often be too late.

Table 6 Core Ideas on Streamlining Social Structure for School Operations through Establishing Clear Lines of Authority

Stakeholder	Core Idea	School Management Function
Students	Late announcement of teachers on important concerns (Student 1) Unclear decisions on F2F guidelines of the school (Student 2)	Establishing Clear Lines of Authority in Order to Streamline the Social Structure in Managing School Operations
Teachers	Changing decisions on instructional and governance matters (Teacher 1) Lacking information dissemination (Teacher 2) Not clear on what are the roles of the heads (Teacher 3)	
Master Teacher	Unclarified roles and functions of some heads (Master Teacher 1)	

Managing School-Based Policies. In relation to the first topic, it is critical to understand that for school operations to run smoothly, school-based policies must be efficiently managed. Some students have reported that the school has many different policies, which they declare in the Messenger Group Chat and then modify after some adjustments. Once a policy is announced, managers must have a process in place to ensure that their choices are based on the finality of what the body has decided upon.

Table 7 Core Ideas on Streamlining Social Structure for School Operations through Managing School-Based Policies

Stakeholder	Core Idea	School Management Function
Students	Changing decisions for claiming of modules and other things (Student 1) Not definitive on actions (Student 2)	Managing School-Based Policies to Streamline the Social Structure in Managing School Operations
Teachers	Not included in meetings and conferences (Teacher 1) Lacking the opportunity to air out concerns (Teacher 2) Schedules of classes and other things are un-managed well (Teacher 3)	
Master Teacher	Finalizing policies for general consumption (Master Teacher 1)	

4.3.3 School Management Function: Area 3

Developing High-Quality Teaching

Teachers were confronted with significant changes in learning delivery as COVID-19 ceased typical face-to-face classrooms. As a result, several difficulties arose as a result. Indeed, teachers struggle to acclimatize to the many modalities, which has affected the quality of education among pupils. Developing high-quality instructors, as a significant aspect in enhancing education, necessitates programs that react to the unique demands of the course and time. For this school management function, it can be achieved through *Special Teacher Training Programs* and *Innovating and Teaching*. This framework adheres to the vision of the department in ensuring quality delivery of instruction to the learners through responsive and innovative teaching strategies.



Figure 10 School Management Functions in Terms of Developing High-Quality Teaching

Special Teacher Training Programs. One of the areas that must be controlled is the provision of specialized training programs for instructors working in the various modalities. Most of the department's trainings/seminars/workshops include a large number of teachers, which leads to ill-informed judgments and poor learning results.

Table 8 Core Ideas on Developing High-Quality Teaching through Special Teacher Training Programs

Stakeholder	Core Idea	School Management Function
Students	Applying of new approaches in teaching (Student 1) Exploring other opportunities to learn (Student 2)	Implementing Special Teacher Training Programs to Develop High-Quality Teaching
Teachers	Inclusion in the selected teachers for specialized trainings (Teacher 1) Less attention on PE teachers for training opportunities (Teacher 2) Lacking LAC sessions for re-echo seminars (Teacher 3)	
Master Teacher	Enhancing teachers' capacities in teaching (Master Teacher 1)	

Innovating in Teaching. In relation to the stakeholders' demand, it is also necessary to deal with enhancing the quality of education. To develop effective and relevant lessons, teaching innovation must be explored. They stated that they are restricted to a modular approach and have less touch with the kids. Students also acknowledged that they could hardly grasp classes with minimal instructor engagement.

Table 9 Core Ideas on Developing High-Quality Teaching through Innovating in Teaching

Stakeholder	Core Idea	School Management Function
Students	Less contact with teachers; no support in modular answering (Student 1) Less understanding in self-learning; difficulty to achieve higher scores (Student 2)	Innovating in Teaching Approaches and Strategies to Develop High-Quality Teaching
Teachers	Limitation of teaching to preparing the modules (Teacher 1) No opportunity to conduct online supplementary classes as learners lack internet connection and/or devices (Teacher 2) Low performance of students in modular approach (Teacher 3)	
Master Teacher	Enhancing teachers' capacities in teaching (Master Teacher 1)	

4.3.4 School Management Function: Area 4

Upgrading Physical Environment and Technology

Despite the absence of pupils in the classroom, stakeholders believe it is critical to preserve the physical environment. It acknowledges that the exterior appearance of the institution creates a first impression. As a result, despite the deployment of modular distance learning, they believe it is vital to retain and develop some aspects. For this school management function, it can be achieved through *Upkeeping Physical Structure* and *Maximizing Technology in Curriculum*. This framework (Fig. 11) adheres to the vision of the department in ensuring that the school provides a safe, secure, and motivating learning environment for effective learning to happen.

Upkeeping Physical Structure. Because physical structure is essential for learning, stakeholders believe it is critical to guarantee that the school's facilities and physical plant are well-maintained and managed. There are certain sections that need to be improved, as well as some decaying ancient structures. As a result, school buildings can only be kept in excellent working order through an effective preventative maintenance program.

Table 10 Core Ideas on Upgrading Physical Environment and Technology through Upkeeping Physical Structure

Stakeholder	Core Idea	School Management Function
Students	Humid workshop buildings (Student 1) Dilapidated structures in the old buildings (Student 2)	Upkeeping Physical Structure to Upgrade the Physical Environment and Technology
Teachers	Maintenance issues of old buildings with roof leakage (Teacher 1) Classrooms with plumbing concerns (Teacher 2) Lacking materials for improving the classroom (Teacher 3)	
Master Teacher	Lacking concrete preventive maintenance program (Master Teacher 1)	

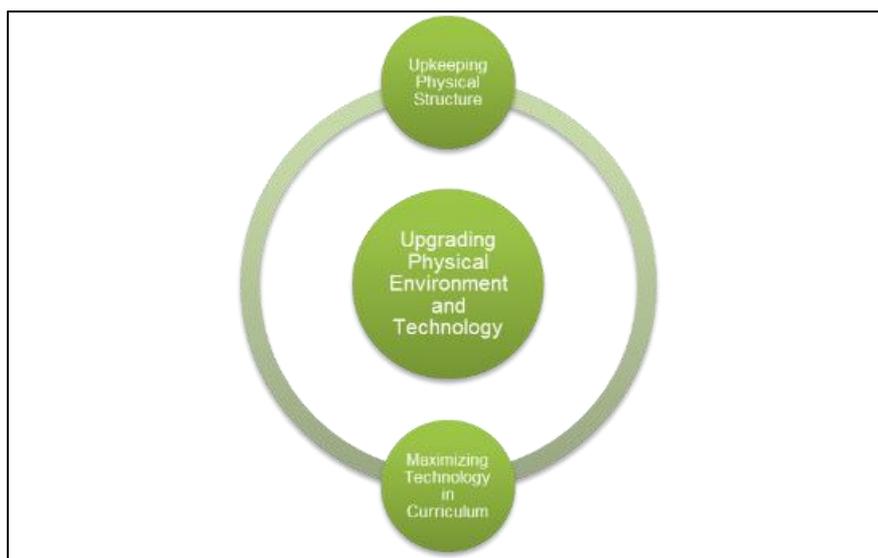


Figure 11 School Management Functions in Terms of Upgrading Physical Environment and Technology

Maximizing Technology in Curriculum. With the improvement and upkeep of the school's physical facilities, required technologies such as labs, workshop buildings, assessment centers, and the like that might potentially form part of the physical environment must be improved. According to the interview, there is an urgent need to use technology to promote learning and offer relevant learning places for learners.

Table 11 Core Ideas on Upgrading Physical Environment and Technology through Maximizing Technology in Curriculum

Stakeholder	Core Idea	School Management Function
Students	Lacking enough tools for workshop activities (Student 1) Need of machines/ devices for advance learning (Student 2)	Maximizing Advanced Technology for Curricular Activities to Upgrade the Physical Environment and Technology
Teachers	Improving classroom designs through utilization of technology (Teacher 1) Upgrading of teaching through advanced technology (Teacher 2) Investing in utilizing advanced technology for learning (Teacher 3)	
Master Teacher	Using advanced technology necessary for instruction (Master Teacher 1)	

4.3.5 School Management Function: Area 5

Involving Stakeholders

In the last category, stakeholders recognize the need of involving all essential stakeholders in decision-making procedures. As stakeholders are critical in the learning process, their support creates a varied yet collaborative organization that leads to a common vision. It is difficult to limit decision-making at a school to the principal and instructors. For this school management function, it can be achieved through *Amplifying Shared Governance* and *Maximizing Parent-Teacher Relationship*. This framework (Fig. 12) adheres to the vision of the department in ensuring that family, community, and other stakeholders are actively engaged in shared responsibility for developing life-long learners.



Figure 12 School Management Functions in Involving Stakeholders

Amplifying Shared Governance. According to the interview, stakeholders believe that it is critical for the school to foster good relationships among members of the educational community. It is critical since they are a component of the overall institution. They also feel that shared governance improves the efficacy and efficiency with which they can achieve their objectives.

Table 12 Core Ideas on Involving Stakeholders through Amplifying Shared Governance

Stakeholder	Core Idea	School Management Function
Students	Conducting meetings for informed decisions (Student 1) Participation of parents in PTA (Student 2)	Amplifying Shared Governance to Involve the Stakeholders in the School Planning and Implementing of PPAs
Teachers	Representing the teachers through level heads (Teacher 1) Addressing teachers' concerns and responding to their needs (Teacher 2) Teachers and other stakeholders collaborate in the school's plans (Teacher 3)	
Master Teacher	Importance of other stakeholders in providing support to causes and projects (Master Teacher 1)	

Maximizing Parent-Teacher Relationship. As a community of varied stakeholders, parents, as kids' support system, play a critical part in their children's education. As active agents of encouraging and keeping students in school, they feel it vital to focus on this managerial duty.

Table 13 Core Ideas on Involving Stakeholders through Maximizing Parent-Teacher Relationship

Stakeholder	Core Idea	School Management Function
Students	Parent's role become vital for completing the high school (Student 1) Providing support and motivation to children (Student 2)	Maximizing Parent-Teacher Relationship to Involve the Stakeholders in the School Planning and Implementing of PPAs
Teachers	Communicating feedback and updates on learners (Teacher 1) Ensuring the provision of support to learners (Teacher 2) Feedbacking on the learners' growth (Teacher 3)	
Master Teacher	Maximizing the roles of parents in monitoring the learner (Master Teacher 1)	

5 Conclusion

The COVID-19 pandemic disrupted traditional face-to-face education, prompting the rapid adoption of online and modular distance learning in the Philippines, which created challenges for students, teachers, and school leaders, including limited resources, connectivity issues, and reduced social interaction. In response to these challenges, this study applied qualitative case study methods to explore post-pandemic school leadership, examining leadership qualities, School-Based Management (SBM) practices, and stakeholder perspectives through interviews, focus groups, and document reviews. The findings aimed to develop a framework for excellent post-COVID-19 leadership, identify areas for SBM improvement, and propose stakeholder-generated school management functions to enhance organizational development and instructional effectiveness.

The study revealed that an excellent post-COVID-19 school leader embodies three interconnected dimensions: Developing Self and Others, Collaborating with Colleagues, and Building External Networks. This highlights the importance of continuous personal and professional growth, effective teamwork, and strong community engagement. Effective leadership also requires 21st-century skills, the ability to produce skillful learners, empower and support staff, and establish partnerships with stakeholders to enhance educational outcomes. These results underscore that post-pandemic school leadership is multifaceted, balancing instructional, managerial, and relational responsibilities to ensure holistic development for students, teachers, and the wider school community.

At Tagum National Trade School, the School-Based Management system currently operates at a Maturing Level II, with Curriculum and Instruction performing strongest while Leadership and Governance and Accountability and Continuous Improvement require significant improvement. Key areas for development include strengthening stakeholder engagement, establishing clear operational guidelines, improving feedback mechanisms, and enhancing resource management and transparency. Addressing these gaps will enable the school to achieve higher SBM maturity, foster shared responsibility, and improve overall educational quality and student outcomes.

To address these challenges, the proposed stakeholder-generated school management functions emphasize achieving academic standards, streamlining school operations, developing high-quality teaching, upgrading facilities and technology, and actively involving stakeholders. These functions directly respond to the difficulties highlighted during the pandemic, ensuring quality education through responsive teaching, effective governance, and enhanced learning environments. Implementing these functions is expected to strengthen collaboration among teachers, students, parents, and the community, ultimately improving school performance and student outcomes.

Despite this comprehensive framework of school leadership, SBM implementation, and stakeholder-generated management functions, gaps remain in consistent stakeholder engagement and clear lines of authority, occasionally hindering decision-making and policy enforcement. Limitations in resources, technology access, and infrastructure continue to affect the effective delivery of modular, online, and media-based instruction, restricting full academic achievement for all learners. While teacher development and training programs are emphasized, uneven participation and limited follow-up reduce their overall impact on enhancing instructional quality and innovation. In terms of

research methods, the study relied heavily on interviews with a limited number of stakeholders, which may not fully capture the diversity of perspectives within the school community, and the qualitative approach, while rich in context, may limit the generalizability of the findings to other schools or educational settings.

Compliance with ethical standards

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Disclosure of Conflict of interest

We, Cromwell F. Gopo, Cecille T. Godin, Prima C. Canillas, Beverly A. Gagabe, Ruby C. Montajes, Marjun B. Rebosquillo, and Alma B. Picot, declare that we have no conflicts of interest or competing interests to disclose regarding the publication of this manuscript or any institution, product, or entity mentioned therein. Furthermore, we have no affiliations or financial interests in any products or organizations that could influence the study outcomes presented or compete with those discussed in the manuscript.

Statement of ethical approval

All ethical standards were strictly followed in the conduct of this study, including the use of the PRISMA framework. All sources and authors referenced in the manuscript were properly cited in accordance with academic and ethical guidelines.

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