

Technological Leadership and Crisis Management Skills of the School Administrators Towards School Development in the Special Geographical Area of MBHTE-BARMM

Laarni M. Otto, EdD¹ & Husna T. Lumapenet, EdD²

¹*School Head, Simbuhay Elementary School, Kabacan, North Cotabato, Philippines*

²*Graduate School Professor, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines*

Abstract—School leaders have the heavy responsibilities on school development along with their wide range of skills. The study evaluated the technological leadership and crisis management skills among public elementary school administrators towards school development in the 63 Barangays under Special Geographical Area of MBHTE-BARMM during the school year 2021. Findings revealed that school heads' proficiency in technological leadership skills is a requirement for a good management crisis in school. Furthermore, those school heads with good crisis management skills are expected to have exemplary school development.

Introduction

The COVID-19 pandemic has impacted the education system, as well as all other aspects of life in the Philippines. The COVID-19 epidemic has had an impact on not only children's life, but also educational and learning-teaching surroundings and approaches. The COVID-19 epidemic, which has been dubbed "the new normal" in the world, has had a significant impact on education and teaching processes, as well as a slew of other issues.

School leaders are widely known to bear the heaviest burden of school responsibility and leadership with a wide range of skill expertise. Due to the nature of the work, school leaders understand their physique, relationships with parents and communities, child development, pedagogy, and the management and supervision of both semi-skilled and professional staff. It is expected. School leaders are school teachers who set and supervise standards and have a personal interest and professionalism in teachers of different ages, experience levels, personal expertise, temperament, and teaching styles. More and more support is expected (Trail, 2000).

Organizations can notice unusual events that come out of nowhere. Crises are unusual circumstances that put organizations in jeopardy. In order to gain a better grasp of the assessment tool under study, it is helpful to emphasize the definitions of crisis and school development. A tough time, depression, crisis in a country or between countries, society, or the life of a corporation are all definitions of crisis in the dictionary (TDK, 2014). The new normal's learning continuity is highly reliant on school preparation (Lumapenet & Usop, 2022).

According to Can (2005), a crisis is a task, a mixed phase of an event, a tough condition to escape, a rapid increase, and a perilous period on the verge of degradation. Crises strike without warning. Management has the responsibility of making decisions based on a combination of knowledge and experience. Crises are, by definition, brief and unforeseen events that a few managers can manage using either existing knowledge or practical experience (Parsons, 1996). It is underlined that a well-managed crisis may be turned into a frenzy, and that taking the required steps ahead of time and handling the crisis with the least amount of harm, while placing the organization's and individuals' lives in danger, can be considered a major success (Baran, 2007).

The purpose of this study was to evaluate the technological leadership and crisis management skills among public elementary school administrators towards school development in the 63 Barangays under Special Geographical Area of MBHTE-BARMM during the school year 2021.

Methodology

This study utilized descriptive-correlational research designs in attempt to evaluate the technological leadership and crisis management skills among public elementary school administrators in the 63 Barangays under Special Geographical Area of MBHTE-BARMM during the school year 2021. A survey questionnaire was distributed to the school heads respondents. Data were analyzed using descriptive and inferential statistics.

Results

School Heads' Technological Leadership Skills

The school leaders had strong vision, planning, and management skills, as well as expertise in staff development and infrastructure, interpersonal and communication skills, and research and evaluation skills.

A technical leader must build a vision of how technology will effect school reform as the most crucial foundation of technological leadership (Cory, 1990). The principal must grasp the direction and patterns of technological progress in order to establish this vision, as this understanding will have a significant impact on the principal's effectiveness. The principal must have a clear technical vision and be aware of the various ways in which technology can be used in the classroom (Bailey, 1997; Bridges, 2003; Cory, 1990; Inkster, 1998; Jewell, 1998; Ray, 1992).

Table 1. School heads' technological leadership skills.

Technological leadership	Weighted Mean	Description
1. <i>Vision, planning, and management.</i>	4.19	Skilled
2. <i>Staff development and infrastructure support.</i>	4.23	Highly Skilled
3. <i>Evaluation and research</i>	4.26	Highly Skilled
4. <i>Interpersonal and communication</i>	4.14	Skilled
Grand Mean	4.21	Skilled

Range	Description
4.21-5.00	Highly Skilled
3.41-4.20	Skilled
2.61-3.40	Moderately Skilled
1.81-2.60	Low Skilled
1.00-1.80	Very Low Skilled

School Heads' Crisis Management Skills

The findings of the study explains that the school heads were capable of in handling difficult situations by means of handling problems with strategies. The school heads are skillful in managing school crisis.

In order to cope with a specific situation, crisis management should select a manager who is willing to intervene and has the essential expertise and abilities. Effective crisis management aids in the restoration of the school's smooth operation while also serving as a learning tool for future crisis situations. Depending on the crises (Kudto, Lumapenet, & Guiamalon, 2007), coping mechanisms may differ (2022).

Each management should prioritize crisis prevention, while each crisis scenario should be assessed individually by the Director, and warning signals of impending crisis should never be overlooked. The Director's actions in dealing with crises are based on both the nature of crisis and the director's knowledge (Celano & Michell, 2014).

To continually sustain the delivery of instruction, school principals must cope with every difficult situation they may encounter (Guiamalon, Lumapenet, & Katog, 2022).

Table 2. School heads' crisis management skills.

Crisis management skills	Weighted Mean	Description
1. <i>Preparing</i>	4.16	Skilled
2. <i>Preventing</i>	4.15	Skilled
3. <i>Coping</i>	4.22	Highly Skilled
4. <i>Recovering</i>	4.10	Skilled
Grand Mean	4.16	Skilled

Range	Description
4.21-5.00	Highly Skilled
3.41-4.20	Skilled
2.61-3.40	Moderately Skilled
1.81-2.60	Low Skilled
1.00-1.80	Very Low Skilled

School Development

For the school development, the result reveals that the access and quality were found to be developed and it is highly developed in terms of governance. This implies that the schools were able to increase their enrolment and maintain a zero drop-out rate. Furthermore, the school has satisfactory performance in NAT, reading, numeracy, graduation rate, and the instructional supervision. Moreover, there is effective, and transparent way of school governance and collaboration among stakeholders.

From a Vygotsky perspective (Vygotsky, 1978), environmental participants may help learners work at a higher level than they can by interacting with the physical environment alone. The distinction between learning and development is the contrast between supported and unsupported performance.

Table 3. School Development.

School Development	Weighted Mean	Description
1. Access	4.19	Developed
2. Quality	4.16	Developed
3. Governance	4.31	Highly Developed
Grand Mean	4.22	Highly Developed
<i>Range</i>	<i>Description</i>	
4.21-5.00	Highly Developed	
3.41-4.20	Developed	
2.61-3.40	Moderately Developed	
1.81-2.60	Less Developed	
1.00-1.80	Least Developed	

Relationship Between Technological Leadership Skills and Crisis Management Skills Among School Administrators

The school administrators' technological skills show significant association with the crisis management skills among school administrators. School heads' proficiency in technological leadership skills is a requirement for a good management crisis in school.

The introduction of technological innovation into schools represents a change from traditional methods of teaching and learning, many researchers closely associate technology leadership with change leadership. Valdez (2004) grouped administrator response to change along with effective use of technology as a primary theme of academic leadership. Merkley, Bosik, and Oakland (1997) proposed that proficiency in change leadership is a prerequisite for successful technology leadership.

Relationship Between School Crisis Management Skills of the School Administrators and the School Development

The crisis management skills of school administrators have association with the school development. Those school heads with good crisis management skills are expected to have exemplary school development.

The broadening of the school's responsibilities and its alignment with the needs of modern society are two current issues in the position of a school leader (MacBeath et al, 2005).

Furthermore, both the demands and the modern problems of education underline the need for managers to be trained in order to respond to the complex and ever-changing school environment and to establish initiatives to improve their function (Papanaoou, 2005).

The benefits of director training are both direct and indirect. The direct benefits concern the individual's personal professional growth, while the indirect benefits address the improvement of the educational unit's quality. School leaders develop their skills and knowledge through the training and, with the help of their experience, may affect the educational environment (MacBeath et al, 2005).

A three-pillar approach to professional development for school leaders is used. The increase of knowledge and abilities linked to leadership job is the first pillar. The second pillar is concerned with managers' continued development and their ability to adapt to changing working situations (Bagakis, 2005).

References

Bailey, G. D. (1997). What technology leaders need to know: The essential top 10 concepts for technology integration in the 21st century? *Learning & Leading with Technology*, 25(1), 57-62.

- Bailey, G. D., & Lumley, D. (1994). *Technology staff development programs: A leadership sourcebook for school administrators*. New York: Scholastic.
- Baran, H. (2007). İşletmelerde kriz yönetimi. Retrieved on 16 May 2017 from 4855-B351-ADCE4362AFE/4491/hitaykriz1.pdf
- Can, H. (2005). *Organizasyon ve Yönetim*. Ankara: Siyasal Kitabev
- Cory, S. (1990). Can your district become an instructional technology leader? *The School Administrator*, Special Issue, 17-19.
- Guiamalon, T. (2021). Teachers Issues and Concerns on the Use of Modular Learning Modality. *IJASOS-International E-journal of Advances in Social Sciences*, 7(20), 457-469.
- Guiamalon, T. (2021). Parental Interventions Towards Learners' mental Health In Times Of The COVID 19 Pandemic. *IJAEDU-International E-Journal of Advances in Education*, 7(20), 90-99.
- Guiamalon, T. S. (2021). Graduate Education Programs: Its Relation to Graduates Work Competencies in the Workplace. *IJAEDU-International E-Journal of Advances in Education*, 7(19), 58-66.
- Guiamalon, T., Lumapenet, H., Katog, M., & Dilna, S. (2022). Coping with COVID-19: How Public Secondary School Principals Adapt to the New Normal?. *Guiamalon, TS, Lumapenet, HT (2022). Coping with COVID-19: How Public Secondary School Principals Adapt to the New Normal*, 2363-2367.
- Kudto, N. M., Lumapenet, H. T., & Guiamalon, T. S. (2022). Students' Learning Experiences in The New Normal Education. *CENTRAL ASIAN JOURNAL OF THEORETICAL & APPLIED SCIENCES*, 3(5), 221-233.
- Lumapenet, H., & Usop, M. (2022). School Readiness towards the Delivery of Learning in the New Normal. *International Journal of Early Childhood Special Education (INT-JECSE) ISSN: 1308-5581 Vol 14, Issue 03 2022*.
- MacBeath, J., Frost, D., Swaffield, S., Bagakis, G., Dempster, N., Green, D., ... & Schratz, M. (2005, January). Leadership for Learning (the Carpe Vitam project) coming of age. In *International Congress for School Effectiveness and Improvement, Barcelona* (pp. 2-5).
- Merkley, D.J., Bosik, M., & Oakland, K. (1997). Investigating support for teachers using distance learning in education. *Deosnews*, 7(11). Retrieved September 18, 2006 from [http://www.ed.psu.edu/acsde/deos/deosnews/deosnews7_11 .asp](http://www.ed.psu.edu/acsde/deos/deosnews/deosnews7_11.asp).
- Papanaoum, P. (2005). Primary school teachers' training in ICT.
- Parsons, W. (1996). Crisis Management. *Career Development International*, 1(5), 26-28.
- Trail, K. (2000, October). Taking the lead: The role of the principal in school reform. *CSRD Connections*. 1(4).
- Valdez, G. (2004, July). Critical Issue. Technology leadership: Enhancing positive educational change. North Central Regional Education Laboratory. Retrieved July 5, 2006, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le700.htm>.