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Correlates of E-Leadership among School Heads of the Schools Division of Cabanatuan in the New Normal

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Abstract

This study focused on school heads' e-leadership skills in the new normal. Descriptive correlational research method was employed in describing the school head-respondents' general characteristics and e-leadership skills such as information and technology skills, communication skills, people handling skills and decision-making skills. The respondents were school heads from public school of the Schools Division of Cabanatuan, who have been in their positions since the beginning of the pandemic. Respondents were selected using purposive sampling. The results of this study reveal that majority of school head-respondents are at the age of 49 and above, females, married, Principal I, have master's degree with doctorate's units, with more than 10 years of experience as school head, use different gadgets such as smartphone, laptop and desktop computer and different platforms such Facebook Messenger, Google Meet, Zoom and MS Teams in leading teachers during the early year of pandemic, and with 6 and above number of e-leadership related trainings attended within the last three years. The data show no significant correlation between the profile variables, specifically age and sex, civil status, rank or position, and years in service as a school head. However, bachelor's degree, highest educational attainment, gadgets used, and the number of e-leadership related trainings attended were positively correlated with e-leadership of the respondents. As the data implied, the respondents' e-leadership was not significantly differed when grouped according to socio-demographic profile of the school heads such as age, sex, civil status, occupational rank/position, bachelor's degree, years in service as a school head, gadgets used, and platforms regularly used. However, the highest educational attainment and number of e-leadership trainings attended by the respondents were significantly differed. Overall, the results show that school heads have with very high level of competency in terms of their e-leadership skills.

Keywords: *communication skills, decision-making skills, e-leadership, information and technology skills, people handling skills, school heads*

INTRODUCTION

The world we live in is evolving and changing at a breakneck pace. The current pandemic has altered our world in ways that we have never seen or experienced before. The world we knew years ago is no longer the world we live in today. We must modify, adapt, and adopt strategies in order to survive and prosper in what is now known as the new normal. We will become irrelevant and non-existent if we do not do so. The term "new normal" is not exactly new and everyone who wants to improve their leadership must recognize the new normal as a reality and inevitability.

This is particularly true in the case of today's leaders. Leadership is difficult and time-consuming in and of itself. However, the pandemic made leaders' tasks much more difficult. The modern world requires today's leaders to be malleable enough to guide their teams through these unpredictable and uncertain times while maintaining the highest standard of excellence in their area. They are expected to not only modify and adapt to changes, but also to constantly research and introduce new and better methods of doing things. They are constantly challenged to assist their coworkers in not only surviving but also thriving.

According to Netolicky (2020), "at a time of crisis, leaders must respond promptly and with foresight, but also with careful study of choices, repercussions, and side effects of acts chosen". This is undeniably true, yet no one can predict the optimal responses, actions, or outcomes of any activities in every situation. Without a safety net, school leaders are balancing on a narrow path. There are no examples or recommendations for directing schools in the advent of the pandemic.

School administrators find themselves in the unfavorable position of becoming the system's bottleneck. They rely on the COVID-19 processes, procedures, and protocols for guidance. Flexibility has become the important word. Simultaneously, school administrators must cope with fluctuating and shifting personnel realities, which means they must accomplish a lot more with a lot less. Teachers and students are socially separated, which means more work and pressure for those who are able to return to work. Every expectation, whether from above or below, places more professional and personal demands on school leaders.

The ongoing integration of technology, which caused shifts in process and procedures, is one of the fundamental challenges that organizations face today. Because changes typically cause tension, the leader must be aware of this and use their leadership skills to unruffle their followers' fears. The term "e-leadership" is new particularly to the education sector. Everyone who wants to improve their leadership must recognize this as a reality. Through e-leadership all tasks and activities may be conducted through different electronic channels, for instance, the use of cellphone or laptop in connecting to teachers using different social media platforms. Also, school heads conduct meetings, consultations, coaching, and mentoring through video conferencing. This does not necessarily mean positive progress. According to Suarez (2012), the increased use of technology is causing a disconnection between leadership effectiveness and the way in which subordinates conduct themselves. The missing component is how leaders apply their leadership theories to establish effective teams in both traditional and virtual environments.

This research aimed to identify variables that have some sort of relationship in terms of school heads e-leadership and to find ways to contribute to a successful e-leadership through an appropriate developmental plan to support the school's operation, leading teachers, learners, and other stakeholders.

METHODOLOGY

Research Design

This study used the descriptive - correlational research method in analyzing the data provided by the respondents through the utilization of survey questionnaires. It aimed to determine the correlation of socio-demographic profiles of the respondents to their e-leadership skills.

Research Locale and Sampling Procedure

This study was conducted in the Schools Division Office (SDO) of Cabanatuan City. The school head-respondents were from the public schools of the Department of Education (DepEd) Schools Division Office (SDO) Cabanatuan City for SY 2020-2021 employing remote leadership for teachers working from home.

The researcher selected the school head-respondents using purposive sampling design. Concerning the criteria for choosing the selected participants, they must be (1) school heads who have been in their positions since the beginning of the pandemic, (2) have at least five years of service, and (3) have actively embraced technology-based modes of education delivery. The respondents were from elementary, secondary and Integrated Schools. This study had 50 school head-respondents.

Scope and Delimitation

This study focused on the school heads e-leadership skills in the new normal of education in SDO Cabanatuan City. It involved a descriptive investigation of how socio-demographic profile of the school heads correlated in how they perform their e-leadership skills during the time of pandemic. The respondents of the study were limited to the school heads in elementary, high school, and senior high school departments. It also only centered on public school heads within SDO Cabanatuan City for school year 2020-2021. Therefore, the findings may not not apply to the entire population of the school principals in the country.

Research Instrument

The researcher designed the survey questionnaire as the main source of data for this study. Items in the questionnaire were from the National Competency Based Standards for School Heads (NCBS-SH) of the Department of Education (DepEd) and from the researchers' reading of related materials and research studies. The questionnaire was divided into different parts. Part I of the questionnaire gathered information on the profile of the school head-respondents. Part II focused on the different e-leadership skills such as information and technology skills, communication skills, people handling skills, and decision-making skills of school heads.

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The survey questionnaire designed for this study was subjected to content validation. The copies of questionnaires and research questions were given to school heads, thesis panel members, adviser, and other experts. Directional comments, feedback, observations, suggestions, and corrections were incorporated into the respective instrument. The modified instrument was validated through pilot testing using 15 school head-respondents to determine the suggested data analysis' workability for this study. The chosen school head-respondents for the pilot testing came from the public elementary and secondary schools that were not included in the actual research group sample.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1 presents the profile of the respondents according to age, sex, civil status, occupational rank/position, bachelor's degree, highest educational attainment, years of experience as school head, gadgets used, platforms regularly used, and number of e-leadership related trainings attended within the last three (3) years.

Table 1
Profile of the School Head-Respondents

	Frequency (f)	Percentage (%)
Age		
48 and below	24	48
49 and above	26	52
Total	50	100
Sex		
Male	11	22
Female	39	78
Total	50	100
Civil Status		
Single	1	2
Married	45	90
Separated	0	0
Widowed	4	8
Total	50	100
Occupational Rank/Position		
OIC – School Head	12	24
Principal I	21	42
Principal II	12	24
Principal III	4	8
Principal IV	1	2
Total	50	100

Bachelor's Degree	Frequency (f)	Percentage (%)

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Table 1 (continued)

Bachelor of Elementary Education	27	54
Bachelor of Secondary Education	12	24
Bachelor's degree plus 18 professional units in Education	4	8
Others	7	14
Total	50	100
Highest Educational Attainment		
Without an advance Degree	9	18
With an advance Degree	41	82
Total	50	100
Years in Service as School Head		
3 years and below	7	14
3 – 6 years	12	24
6 – 9 years	13	26
10 years and above	18	36
Total	50	100
Gadgets Used		Rank
Cellphone/Smartphone	47	2
Laptop/Netbook	48	1
Desktop Computer	15	3
** with multiple responses*		
Platforms Regularly Used		Rank
Google Meet	44	2
Zoom	30	3
MS Teams	24	4
FB Messenger	47	1
** with multiple responses*		
No. of E-Leadership related Trainings attended within the last Three (3) years		Percentage (%)
1 – 5	20	40
6 - above	30	60
Total	50	100

Based on the results in Table 1, highest population of the respondents (26 or 52%) were aged 49 and above while the remaining 24 or 48 percent were at age range 48 and below reflecting a comparatively middle adulthood age structure of the typical population. According to the study regarding school principal's demographic profile and qualifications (Hill, Ottem & DeRoche, 2016), the common age of a school head is between 46-48 years old.

Thirty-nine respondents or 70 percent of the school head-respondents are female, while 11 or 22 percent are male. Therefore, majority of the school heads who responded are females.

The population of the female teachers is higher than the male teachers according to the World Bank Data as of August 2019.

Out of 50 respondents, 90 percent are married, 8 percent are widowed while 2 percent are single. The data show that majority of the school head-respondents have their own family. On the other hand, 42 percent are Principal I, 24 percent are Principal II, also 24 percent are OIC – School Head, 8 percent are Principal III and lastly 2 percent are Principal IV. Majority of the school heads are Principal I or higher (Co Jr., Trinidad, Sadang, 2018).

Majority of school head-respondents are graduates of Bachelor of Elementary Education (54 percent), while 24 percent are graduates of Bachelor of Secondary Education, 14 percent are graduate of other undergraduate degrees, and the remaining 8 percent are graduates of other bachelor's degrees plus 18 professional units in Education. Moreover, out of 50 respondents, 41 or 82 percent of the school head-respondents are with either a masters' degree or doctorate's degree. The data suggests that majority of the school head-respondents have their either masters' or doctorate's degree.

Based also on Table 1, majority of the school head-respondents (18 or 36 %) are with experience of 10 years and above, 13 or 26 percent are with six to nine years of experience, 12 or 24 percent have three to six years while the remaining seven or 14 percent have three years and below experience.

Also, majority, 47 or 94 percent, of the school head-respondents are using cellphone/smartphone and laptop/netbook while 15 or 30 percent are also using desktop computer in leading their people. This result indicates that most school head-respondents use cellphone and laptop in leading their people especially during the height of the pandemic. Based on the findings, Facebook Messenger ranked first (47 or 94%) as the most regularly used platform of the school head-respondents. Google Meet ranked second (44 out of 50), Zoom ranked third, and MS Teams ranked last. Almost all the respondents used FB Messenger as their medium in connecting with their subordinates since all teachers have their FB account. Also, it is low cost, manageable, fast, user friendly, and easy to use.

In terms of the number of e-leadership related trainings attended, 30 or 60 percent attended six and above trainings, while 20 or 40 percent attended one to five e-leadership related trainings.

School Heads' E-Leadership Skills

Table 2 presents the level of school heads e-leadership in terms of information and technology skills during the time of the pandemic.

Information and Technology Skills

Concerning possessing information technology skills, the respondents obtained an overall weighted mean of 3.30 which was verbally described as *"strongly agree."* The highest mean in this indicator was "*Willing to make self-accessible and available to team members,*" with a mean of 3.54 verbally described as "strongly agree," while the lowest mean was "*Shares with other school heads the school's experience in the use of new technology*," with a mean of 2.98 which was verbally described as *"agree."* The results indicate that school head-respondents made themselves accessible and available to their teachers, which then played an important role in effective leadership (Eblin 2020). They were accessible by putting teachers at ease, encouraging them for an open and honest conversation, providing coaching and mentoring and constant feedbacking. School heads made themselves available by putting teachers in their priority list, regularly meeting teachers, and making good use of technology particularly video conferencing. As noted by Ryan (2020), leadership availability and accessibility are important because people need a leader in crisis situations.

Table 2
Information and Technology Skills

Information and Communication Skills	Weighted Mean	Verbal Description
1. Knowledgeable in advanced technologies	3.16	A
1. Identify key common technology platforms for communication.	3.20	A
2. Applies Information Technology (IT) for online communication.	3.32	SA
3. Uses IT to facilitate the operationalization of the school management system.	3.30	SA
4. Uses IT to access teacher support material, learning support material and assessment tools in accordance with the guidelines.	3.28	SA
5. Shares with other school heads the school's experience in the use of new technology.	2.98	A
6. Willing to make self-accessible and available to team members	3.54	SA
8. Adapting to the pace of change in the workplace	3.48	SA
9. Staying agile with technology	3.34	SA
10. Encourage innovation through the use of technology	3.44	A
Overall Weighted Mean	3.30	SA

Legend: 1.00-1.74 – Strongly Disagree (SD); 1.75-2.49 – Disagree (D); 2.50-3.24 – Agree (A); 3.25-4.00 – Strongly Agree (SA)

Table 3 shows the level of school heads' communication skills.

Table 3
Communication Skills

Communication Skills	Weighted Mean	Verbal Description
1. Provides in collegial manner timely, accurate, unbiased and specific feedback to teacher's regarding their performance	3.70	SA
2. Communicates effectively to teachers and other stakeholders in oral, written and digital forms	3.66	SA
3. Listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context	3.68	SA
4. Interacts appropriately with a variety of audience	3.64	SA
4. Communicates effectively SIP/AIP to internal and external stakeholders	3.56	SA
5. Clearly communicates changes to company policies or benefits	3.74	SA
7. Explains the reasons behind decisions made	3.66	SA
7. Responsive to teachers' ideas, requests, suggestions and concerns	3.64	SA
8. Commends and recognizes teachers with completed and successful projects/program/accomplishment	3.66	SA
9. Explains how the organization's future plans affect teachers	3.58	SA
Overall Weighted Mean	3.65	SA

Legend: 1.00-1.74 – Strongly Disagree (SD); 1.75-2.49 – Disagree (D); 2.50-3.24 – Agree (A); 3.25-4.00 – Strongly Agree (SA)

Communication Skills

In terms of communication skills of the school head-respondents, the overall weighted mean obtained was 3.65 which was verbally described as *"strongly agree"*. "*Clearly communicate changes to company policies or benefits*" ranked first with the mean of 3.74 which was verbally described as *"strongly agree"* while *"Communicates effectively SIP/AIP to internal and external stakeholders"* was the last with the mean of 3.54 which was also described as *"strongly agree"*. Based on the results, school heads have very high level of competency in terms of communication skills. Guidelines were disseminated to teachers, learners and other stakeholders. Any changes happening in the policies and protocols were coordinated to the concerned personnel specifically to teachers who will

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inform the parents, learners and other stakeholders. According to Carver (2020), prioritizing what's important is what matters most. School heads' priority was to disseminate all the changes in guidelines and protocols for the welfare of the teaching and non-teaching personnel, learners, parents and other stakeholders.

Communicating effectively the School Implementation Plan (SIP) and the Annual Implementation Plan (AIP) to internal and external stakeholders were the least priority based on the result of this study. Since it was the early year of pandemic, school heads focused more on the implementation of the department's guidelines in the new normal of education. This is also because the LGU and other stakeholders were busy in implementing the mandated guidelines of national government. According to Carver (2020), great leaders prioritize. Prioritizing involves finding significant tasks and handling them without getting distracted by less crucial issues.

Table 4 presents the people-handling skills of the school heads during the pandemic.

Table 4
People-Handling Skills

People-Handling Skills	Weighted Mean	Verbal Description
1. Maintains an open, positive and encouraging attitude toward change	3.70	SA
2. Assists teachers in identifying strengths and growth areas (monitoring and observation)	3.62	SA
3. Introduces innovations in the school program to achieve higher learning outcomes	3.50	SA
4. Monitors and evaluates the implementation of change programs	3.60	SA
5. Observes and applies multitasking in giving assignments	3.48	SA
6. Empowers teachers and personnel to identify, initiate and manages changes	3.56	SA
7. Mentors and coaches employees and facilitates the induction of new ones	3.66	SA
8. Mobilizes teachers in sustaining a project	3.46	SA
9. Provides expert technical assistance and instructional support to teachers	3.56	SA
10. Recognizes potential of subordinates and provides opportunities for professional development	3.58	SA
11. Prepares, implements, and monitors school-based	3.66	SA

In-Service Training (INSET) for all teaching personnel		
12. Recognizes high performing learners and teachers and supportive parents and other stakeholder	3.58	SA
13. Makes individuals accountable for their actions	3.62	SA
14. Considers the KPIs for performance monitoring to determine on real time the current performance	3.50	SA
Overall Weighted Mean	3.58	SA

Legend: 1.00-1.74 – Strongly Disagree (SD); 1.75-2.49 – Disagree (D); 2.50-3.24 – Agree (A); 3.25-4.00 – Strongly Agree (SA)

People-Handling Skills

As presented in Table 4, the general weighted mean was 3.58 and verbally described as *"strongly agree"*. *"Maintaining an open, positive and encouraging attitude toward change"* was the notable indicator with the mean of 3.70 which was verbally described as *"strongly agree."* Even the lowest indicator, *"Mobilizes teachers in sustaining a project"* has the mean of 3.46, which was described as *"strongly agree"*. The data presents that school head-respondents have very high level of competency in terms of people-handling skills. In the current VUCA world, school heads needed to maintain an open, positive and encouraging attitude toward change (Culpin, 2018). They listened and encouraged teachers to be optimistic. To cope up with changes, school heads were very supportive of their teachers by providing coaching and mentoring through calls or video conferencing, by leading by example, being compassionate or leading with empathy, and promoting the seven "C" attributes, i.e. calm, confidence, communication, collaboration, community, compassion and cash (Silverthorne, 2020). Silverthorne also added that leaders must learn from what other leaders are successfully doing. Rewarding or recognizing performers or accomplishments is also an important leadership strategy to boost morale.

On the other hand, school heads lacked in mobilizing teachers in sustaining projects since the beginning of the pandemic to middle of 2021. School heads and teachers were limited in performing their tasks due to protocols that need to be followed. Most of the programs implemented by the schools required face-to-face interaction so these mostly put on hold (Filho, Azul, Vasconcelos & Salvia, 2020). School heads and teachers made ways to reinvent, innovate, modify and adopt old programs that are now technology-based or in line with the evolving environment (Parakala, 2020), but the skills to do these needed to be learned. As Parakaa noted, sustaining and monitoring programs required upskilling and reskilling of school heads and teachers (2020).

Table 5 shows the weighted mean per indicator in terms of decision-making skills of the school heads.

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Table 5
Decision-Making Skills

Decision-Making Skills	Weighted Mean	Verbal Description
1. Assigns teachers and other personnel to their area of competence	3.52	SA
2. Responds flexibly and quickly, changes direction rapidly if required	3.62	SA
3. Resolves problems at the school level	3.64	SA
4. Assists teachers and students to understand problems and identify possible solutions	3.58	SA
5. Addresses the causes of problems rather than the symptoms	3.58	SA
6. Evaluates circumstances, consider alternatives and weigh pros and cons	3.54	SA
7. Opts for a "problem-solving" attitude, as opposed to a "that's not my job" approach	3.50	SA
8. Handles disagreements professionally	3.54	SA
9. Makes consistent effective decisions	3.54	SA
10. Increases the school's capacity to respond intelligently to the many and complex challenges it faces (Leithwood 2012)	3.48	SA
Overall Weighted Mean	3.55	SA

Legend: 1.00-1.74 – Strongly Disagree (SD); 1.75-2.49 – Disagree (D); 2.50-3.24 – Agree (A); 3.25-4.00 – Strongly Agree (SA)

Decision-Making Skills

As shown in Table 5, the overall weighted mean obtained was 3.55 and verbally described as *"strongly agree"*. *"Resolves problems at the school level"* dominated the indicators with the mean of 3.64 which was verbally described as *"strongly agree"* and although "*Increases the school's capacity to respond intelligently to the many and complex challenges it faces (Leithwood 2012)"* was the lowest indicator with the mean of 3.48, it was also verbally described as *"strongly agree"*. The results show that the school-head respondents were highly competent in making decisions since they were guided by the department's vision, mission, memorandum orders, and so on.

School heads were very highly competent in terms of resolving problems. They conducted meetings through video conferences to think of ways to solve problems. Every school has their own grievance committee that handled disputes, complaints, misunderstandings, and discontentments (DepEd Order No. 35, s. 2004). Aside from being compassionate, school heads

listened to the voices of their teachers while considering the policies and guidelines of the department (Hougaard, Carter & Hobson, 2020). "Increase the school's capacity to respond intelligently to the many and complex challenges it faces" was the indicator with the lowest mean. School heads were caught off guard since the hit of pandemic. DepEd was not ready in dealing with this type of situation. The school heads were just relying on the guidelines and policies mandated by the government (Covid-19 – Memoranda, 2020-2021).

Correlation of School Heads' Profile and their E-Leadership Skills

Table 6 presents the computed values to determine whether there is a significant relationship between the school heads' profile and their e-leadership skills.

Table 6
Correlation of School Heads' Profile and their E-Leadership Skills

Profile		*Information and Technology Skills*	*Communication Skills*	*People Handling Skills*	*Decision-Making Skills*
Age	Pearson Correlation	0.009	-0.049	0.022	-0.03
	Sig. (2-tailed)	0.951	0.734	0.879	0.834
Sex	Pearson Correlation	-0.085	-0.069	-0.027	-0.001
	Sig. (2-tailed)	0.556	0.632	0.85	0.996
Civil Status	Pearson Correlation	-0.2	-0.054	-0.004	0.046
	Sig. (2-tailed)	0.163	0.709	0.98	0.75
Occupational Rank/Position	Pearson Correlation	0.153	0.238	0.12	0.234
	Sig. (2-tailed)	0.29	0.096	0.407	0.102

Bachelor's Degree	Spearman's rho	0.18	0.178	*.383***	*.381***
	Sig. (2-tailed)	0.21	0.216	0.006	0.006
Highest Educational Attainment	Pearson Correlation	0.174	0.165	0.067	*.311***
	Sig. (2-tailed)	0.226	0.251	0.644	0.028
Years in Service as School Head	Pearson Correlation	-0.012	-0.066	0.035	0.039
	Sig. (2-tailed)	0.935	0.651	0.811	0.787
Gadgets used	Spearman's rho	*.289**	0.165	*.337**	0.205
	Sig. (2-tailed)	0.042	0.254	0.017	0.154
Platforms Regularly Used	Pearson Correlation	-0.042	-0.244	-0.123	-0.088
	Sig. (2-tailed)	0.77	0.087	0.393	0.545
No. of E-Leadership training attended	Pearson Correlation	*.407***	0.065	0.126	*0.282**
	Sig. (2-tailed)	0.003	0.655	0.384	0.047

***. Correlation is significant at the 0.01 level (2-tailed)*

**. Correlation is significant at the 0.05 level (2-tailed)*

The data in Table 6 show no significant correlation between the profile variables, specifically age and sex, civil status, rank or position, years in service as a school head, and platforms regularly used. The null hypothesis that there is no significant correlation between the profile variables, age, sex, civil status, rank or position, years of experience as school head and platform regularly used is accepted. This result indicates that age, sex, civil status, rank or position, years of service as school head, and platform regularly used have nothing to do with their e-leadership skills training (Benedet, 2020; Powertochange, 2016). Based on the result, age, sex and civil status have no impact in the e-leadership skills of a school heads. Also, they have nothing to do with the titles, rank, or position. Lastly, they have nothing to do with their experience as a leader to be effective and competent. An inexperienced leader may benchmark, refine, and modify strategies, policies and systems of other successful leaders.

However, bachelor's degree was positively correlated with e-leadership in the new normal of the respondents in terms of people handling skills (r =.383) and decision-making skills (r =.381). This meant that Bachelor's degree plus 18 professional units in Education most likely have better e-leadership as to people-handling and decision-making skills. The hypothesis of no significant relationship is rejected. This result indicates that school heads may have experiences from private companies with different type of industry. According to Gallup (2018), experience reigns in the development of the leadership skills. To have a broad and balanced development, it is imperative to have a diversity of experiences. Breakthrough experiences are those that significantly alter a leader's development. Leaders' perspectives on their jobs and personal lives are reset by these occasionally transformative encounters. These might be either personal or professional. Sadly, no educational setting can offer this same amount of education. But timing is vital, and exposure to experiences at a young age is essential.

Highest educational attainment was positively correlated with e-leadership in terms of decision-making skills (r=.311). This meant that respondents with doctorate degree were most likely to have better e-leadership in the new normal. The hypothesis of no significant relationship is rejected. This result indicates that successful leadership qualities are acquired through learning pursuing advanced degrees (Kearney & Gerbert 2008, Xirasagar, Samuels & Curtin, 2006). Through earning master's or doctorate's degree, leaders are equipped by the knowledge, skills and experiences. Leaders can learn from fellow students, and vice versa. Being exposed to different theories and strategies of well-known leaders serve honing, enhancing and refining purposes.

Gadget used was positively correlated with the e-leadership of the respondents in terms of information technology skills (r=.289) and people-handling skills (r=.337). Respondents who used desktop computer most likely had better e-leadership in the new normal as to information technology skills and people handling skills. The hypothesis of no significant relationship is rejected. This result indicates that electronic devices are handy tools used by school heads to lead effectively especially during the early time of pandemic. School heads used laptops, cellphone, or smartphone and desktop computer to lead teachers towards the achievement of the organizations' goal and objective. They used different devices to motivate, direct and influence others. During the outbreak of the pandemic, based on the report published by Herold (2022), video conferencing platforms have become the main instrument in all important conversations that involved decision-making, coaching, and other administrative tasks.

Number of e-leadership training attended was positively correlated with e-leadership of the respondents in terms of information technology skills (r=.407) and decision-making skills (r=282). This meant that the higher the number of e-leadership training attended by the respondents, they most likely have better e-leadership related to information technology skills and decision-making skills. The hypothesis of no significant relationship is rejected. This result is also supported by the study conducted by Kearney and Gerbert (2008) and Xirasagar, Samuels and Curtin (2006) who argued that skills and abilities increase through exposure to training. Since school heads were trained, they based their decisions on what they have learned and observed during trainings. Trainings improved job efficiency, team morale, human relation, and organizational flexibility and practicability. Trainings included those that focused on job-related

knowledge, retraining which aims for the maintenance, and reinforcement and updating of leaders' knowledge for technological innovation. Leaders complied to memorandum orders that mandated cross-functional training, creative training, compliance training, and others.

School heads, therefore, may be more efficient and effective in performing their role as a leader if they are equipped with the right knowledge and skills, and have undergone training to acquire them. Filling up the leaders' cup with the right skills, behaviors and knowledge may influence their subordinates to deliver at their best especially with accuracy. This is supported with the article published by Valcuor (2020), which asserted that anyone can learn to be a better leader.

Significant Difference of School Heads' Profile and their E-Leadership Skills

Table 7 shows the significant difference of school heads profile and their e-leadership skills in this new normal.

Table 7
Significant Difference of School Heads' Profile and their E-Leadership Skills

Profile	Information and Technology Skills	Communication Skills	People Handling Skills	Decision - Making Skills
Age	Mean	Mean	Mean	Mean
48 and below	3.30	3.67	3.57	3.57
49 and above	3.31	3.63	3.58	3.54
t value	t = .063; p>0.05	t = .341; p>0.05	t = .154; p>0.05	t = .212; p>0.05
Sex				
Male	3.27	3.7	3.6	3.55
Female	3.28	3.64	3.57	3.55
t value	t = .592; p>0.05	t = .481; p>0.05	t = .432; p>0.05	t = .005; p>0.05
Civil Status				
Single	3.9	4	4	4
Married	3.31	3.64	3.56	3.55
Separated	3.07	3.62	3.62	3.67
Widowed	3.3	3.65	3.58	3.55
F value	F = 1.548, p>0.05	F = .44; p>0.05	F = .673; p>0.05	F = .844; p>0.05
Occupational Rank/Position				

OIC-School Head	3.23	3.57	3.54	3.47
Principal I	3.28	3.62	3.57	3.45
Principal II	3.33	3.68	3.55	3.75
Principal III	3.67	3.9	3.75	3.8
Principal IV	3.3	3.65	3.58	3.55
F value	F = .964; p>0.05	F = .835; p>0.05	F = .310; p>0.05	F = 1.721; p>0.05
Bachelor's Degree				
Bachelor of Elementary Education	3.2	3.6	3.46	3.43
Bachelor of Secondary Education	3.46	3.65	3.66	3.61
Bachelor's degree plus 18 professional units in Education	3.55	3.7	3.64	3.72
Others	3.31	3.82	3.83	3.83
F value	F = 1.548; p>0.05	F = .741; p>0.05	F = 2.321; p>0.05	F = 2.381; p>0.05
Highest Educational Attainment				
Without Advance Degree	3.14	3.52	3.52	3.29
With Advance Degree	3.34	3.68	3.59	3.61
t value	t = .993; p>0.05	t = 1.087; p>0.05	t = .623; p>0.05	*t = 2.266*; p>0.05
Years in Service as School Head				
3 years and below	3.56	3.79	3.73	3.77
3-6 years	3.16	3.65	3.46	3.41
6-9 years	3.18	3.54	3.48	3.41
10 years and above	3.39	3.68	3.66	3.67
F value	F = 1.913; p>0.05	F = .738; p>0.05	F = 1.380; p>0.05	F = 2.490; p>0.05
Gadgets Used				

Cellphone/SmartPhone	3	3.1	3	3
Laptop/Netbook	4	4	3.39	4
Desktop Computer	3.2	3.62	3.51	3.51
F value	F = 3.655; p>0.05	F = 1.292; p>0.05	F = 2.769; p>0.05	F = 1.626; p>0.05
Platforms Regularly				
Google Meet	3.7	3.93	3.91	3.87
Zoom	2.9	3.8	3.93	3.8
MS Teams	3.42	3.78	3.64	3.65
FB Messenger	3.3	3.8	3.93	3.9
F value	F = .930; p>0.05	F = .533; p>0.05	F = .997; p>0.05	F = .872; p>0.05
No. of E-Leadership related Trainings attended within the last Three (3) years				
1-5	3.12	3.62	3.53	3.46
6 - above	3.38	3.67	3.59	3.57
t value	*t = 2.209; p<0.05*	t = .466; p>0.05	t = .528; p>0.05	t = .891; p>0.05

The e-leadership skills of the respondents did not significantly differ when grouped according to profile variables, specifically age, sex, civil status, occupational rank/position, bachelor's degree, years in service as school head, gadgets used, and platforms regularly used.

Table 7 presents that e-leadership when group according to the highest educational attainment was significantly different in terms of decision-making skills with a t-value of t = 2.266; p>0.05. This means that the school-head respondents' e-leadership skills in terms of decision-making vary to the highest educational attainment though they performed with very high level of competency. Generally, some study show that as education increases, leaders are more capable in performing their leadership skills (Kearney & Gerbert, 2008; Xirasagar, Samuels & Curtin, 2006). Through continuing education at the formal level, leaders are exposed to different people and cases which they can use to improve themselves. By earning knowledge through advance degree programs, school heads learn to integrate theory and practical application especially in decision-making (Wrenn & Wrenn, 2011).

The e-leadership of the respondents was significantly differed when grouped according to number of e-leadership training attended in terms of information technology skills t = -2.209, p<0.05. The hypothesis of no significant difference is rejected. This meant that the e-leadership of the respondents as to information technology skills varies across number of e-leadership attended. This result implies that as abilities and skills accumulated through training, leaders may get a better performance in terms of leadership (Kearney & Gerbert, 2008; Xirasagar et al., 2006).

Also, during this time of pandemic, DepEd and other training organizations implemented training programs to enhance the technological skills both for school heads and teachers (DepEd OUC-2020-307, 2020).

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Most school heads-respondents were categorized in the middle adulthood age and female. Moreover, most of them were principal I, graduate of bachelor of elementary education, and with masters' degree with doctorate's units as their highest educational attainment. Most of them have 10 years and above experience as school heads. They also use a variety of tools and platforms in connecting with their subordinates. Also, most of them attended more than e-leadership related trainings within the last three years.

2. In terms of e-leadership skills performed by the school head-respondents, they were very highly competent information and technology, communication, people-handling, and decision-making. Their e-leadership during the early time of pandemic maybe considered successful.

3. The school-head respondents' profile such as age, sex, civil status, position or rank, years in service as school head and platforms regularly used were not significantly correlated to their e-leadership skills. However, bachelors' degree, highest educational attainment, gadgets used, and number of e-leadership training attended were positively correlated with the respondents' e-leadership skills in the new normal. Therefore, trainings and learnings from theories have an effect in their leadership skills especially when applied in the field. Also, the devices they used helped them to perform their e-leadership tasks well, especially in conducting meetings, disseminating memoranda, policies, protocols, and asking for reports that need to be accomplished.

4. The results show that e-leadership skills of the school heads were not significantly differed when grouped according to age, sex, civil status, position or rank, bachelor's degree, years in service, gadgets used, and platforms regularly used. Therefore, everyone has the potential to become a great leader, but they must first identify these potentials in themselves and take the necessary actions to flourish. With regards to the highest educational attainment and number of e-leadership related trainings attended by the school-head respondents, both were significantly different. This result implies that as the training and knowledge increased or accumulated, the ability of the school head to lead also increased. Therefore, advance degree and more trainings attended by the school head made them a better e-leaders.

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