THE INFLUENCE OF SCHOOL HEADS' NEW NORMAL LEADERSHIP COMPETENCIES ON THE TEACHERS' PSYCHOLOGICAL WELL-BEING

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ABSTRACT

As the world transitions into the post-pandemic era, this study aims to explore the influence of school heads' new normal competencies on teachers' psychological well-being. The study examines the characteristics of new normal leadership competencies, including adaptability, decision-making, and planning and implementation, as well as the indicators of teachers' psychological well-being, such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The study utilizes a descriptive- correlational design and employs standardized questionnaires to collect data from public school teachers, tabulated and processed using Statistical Packages for Social Sciences (SPSS). The findings reveal that school heads demonstrate satisfactory levels of adaptability, decision- making, and planning and implementation. Additionally, teachers report a high level of psychological well-being, indicating positive indicators across the various dimensions. The results emphasize the importance of effective new normal leadership competencies in school heads in ensuring teachers' psychological well-being. The implications for the education sector, highlighting the need for school heads to address mental health challenges among teachers and create supportive environments.

1. Introduction

The World Health Organization declares the end of the COVID-19 pandemic, hence as things gradually return to normal, attention must be given to the resumption of face-to-face education implemented in all public and private schools nationwide. Following that date, all schools— aside from those using alternative modes— are prohibited from using only distance or blended learning (Galvez, 2022). It was further supplemented by DepEd undersecretary Epimaco Densing (2022), that there was an educational learning recovery and ample time to transition given to every school gradually. Meanwhile, As the entire educational system quickly transitioned to in-person class learning, it impacted and was reflected in the school's transformational leadership style (Pollock, 2020). As the "first responder" in the school, school heads are expected to use their current skills and knowledge and expand upon them while changing some of their current responsibilities that significantly affect the collaborative school culture (Carbajal et al., 2022). Also, the 'reimagined education' concept might be essential to determine what aspects of the pandemic's online education would be relevant to take into account in the system of education that is in place today, not just to address the latter challenges brought by remote learning but to aid the school heads and teaching personnel to modify and used new teaching strategy (Stoian, 2022).

Christopher (2020) discusses the "New Normal Leadership," a distinct leadership style that emerged during the COVID-19 pandemic. This approach is a subset of "Situational Leadership." The abrupt transformational leadership has turned into a crucial transformation to the role of its faculty members (Francisco, 2020), especially in teaching personnel in which adjustments become significant concerns with workloads that have increased, tremendous stress, and burnout among school teachers. Hence, it further inflicted on the competence of school leadership management skills and a need to additionally change and shift to a more flexible approach to address the unprepared situations of teachers, which makes the modality time-consuming (Cabardo et al., 2022). This claim is further supplemented by Tanucan et. al. (2021), according to his study, these challenges to parent-school collaboration and other educational stakeholders are affected by online modality learning, considering that learners are not adequately monitored by their parents and involved in community engagement tasks that could make them more engaged in experiential learning (Tocalo, 2022). Moreover, The advent of the digital era hampered most teachers because they needed to bridge the 'distance' learning and choose between keeping up or being left behind in the birth of the digital age, which has a significant role in the rise of new-normal educational set-up integrated with technology utilization (Caratiquit, 2022).

The study aims to assess the competencies of school heads in the new normal setup and their impact on teachers' psychological well-being. Specifically, it focuses on the skill sets of adaptability, decision-making, planning, and implementation, which are crucial for effective school management. These competencies play a vital role in ensuring the best practices for both students and teachers. Given the challenges faced by students and educators during the sudden transition, it is essential to prioritize the psychological well-being of teachers. Factors such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance should be considered by school heads. The well-being of teachers significantly influences the learning experience and performance of students.

By applying transformational leadership principles, school heads can effectively address and support the psychological well-being of teachers. This study aims to shed light on the influence of school heads' competencies on teachers' well-being in the new normal setup. The findings will provide valuable insights and recommendations for educational institutions.

As the pandemic has brought about profound changes in society, including in the field of education (Yıldız Şal & Göçen, 2022). The study aims to raise awareness among teachers regarding the impact of their psychological well-being on the learning process and academic environment, particularly in the context of the new normal setup. In addition, this will explore the role of school heads in managing the soft skills of teachers, and evaluating the effectiveness of their leadership in this new environment. By providing an overview of teachers' mental health, the study will provide insights for school heads in creating appropriate solutions that prevent disruptions in the teaching and learning process. Ultimately, the study will guide the education sector by prompting action and reinforcement of support for public school teachers facing mental health challenges. The study, therefore, will serve as a tool for developing possible mitigations and plans to address this significant issue within the school environment, thus improving the overall quality of education.

1.1 Statement of the Problem

The main objective of the study is to determine the influence of school heads' New Normal Competencies on teachers' psychological well-being. Specifically, seek answers to the following questions:

1. How may the school heads' new normal competencies be described in terms of the following indicators?
1.1 Adaptability
1.2 Decision-Making
1.3 Planning and Implementation

2. How can a Teacher's Psychological well-being be described in terms of the following indicators?
2.1 Autonomy
2.2 Environmental Mastery
2.3 Personal Growth
2.4 Positive Relations with Others
2.5 Purpose in Life
2.6 Self-Acceptance

3. Do new normal leadership competencies of school heads exert significant influences on teachers' psychological well-being?

4. What implications may be derived based on the findings of the study?

1.2 Hypothesis

H_0: There is no significant influence on the school heads' new normal leadership competencies and teachers' psychological well-being

H_a: There is a significant influence between the influence of school heads' new normal leadership competencies and teachers' psychological well-being

2. Methodology

The study utilizes a descriptive-correlational design. According to White (2022), this method aims to provide static pictures of situations and establish the relationship between different two or more variables. The researchers adopted standardized research questionnaires as a primary tool for the collection of data. The data provided a description of the teachers' psychological well-being (dependent variable) in light of the new normal competencies of school heads (independent variable)

established by school heads.

The study uses regression analysis to examine the underlying influence of school heads' new normal leadership competencies on teachers' psychological well-being by explaining the relationship between them. Frost (2023) stated that regression analysis produces a regression equation where the coefficients represent the relationship between each independent variable and the dependent variable.

2.1 Respondents of the Study

The respondents of the study are public high school and senior high school teachers in a school in the Division of Valenzuela. Quota sampling, used in determining the respondents of the study, is a non-probability sampling method that relies on the non-random selection of a predetermined number or proportion of units (Nikolopoulou, 2022). The researchers gather responses from 38 participants out of a total population of 186 teachers. This sample size will be determined based on a 20% quota of the total population of teachers in the school.

2.2 Instrument of the Study

The researchers use two (2) survey questionnaires to collect data on the impact of School Heads' New Normal Leadership Competencies on Teachers' Psychological Well-being.

The first part of the questionnaire, which contained 15 items, will be based on the study of Francisco and Naqui (2020) on the Emergence of Situational Leadership during the COVID- 19 Pandemic, called New Normal Leadership. This part of the questionnaire was divided into three categories: Adaptability, Decision-Making, and Planning and Implementation.

The first instrument survey assesses the influence of school heads' new normal leadership competencies using a 5-point Likert scale as follows:

Rating Scale	Descriptive Range	Qualitative Interpretation
5	4.50- 5.0	Outstanding
4	3.50- 4.49	Very Satisfactory
3	2.50- 3.49	Satisfactory
2	1.50- 2.49	Fair
1	1.00- 1.49	Poor

New Normal Leadership Competency Scale

The second part focuses on Psychological Well-being and contained 50 items from the International Personality Item Pool (IPIP) Scale Big Five Domains where the 42 items from the Psychological Well-Being Scale developed by Gupta and Parimal (2020) were adopted.

The second instrument survey assesses teachers' psychological well-being using a 7-point Likert scale as follows:

Rating Scale	Descriptive Range	Qualitative Interpretation
7	6.50-7.00	Strongly agree
6	5.50- 6.49	Somewhat agree
5	4.50- 5.49	A little agree
4	3.50- 4.49	Neither agree nor disagree

3	2.50- 3.49	Satisfactory
2	1.50- 2.49	Somewhat disagree
1	1.00- 1.49	Strongly disagree

Psychological Well-being Evaluation Scale

3. Results and Discussion

This study aims to examine how the new normal leadership competencies of school heads affect teachers' psychological well-being. The researchers present the results and findings on the qualities of effective new normal leadership, its impact on teachers' well-being, and the possible implications for education.

Table 1: New Normal Leadership in Adaptability

Adaptability	Weighted Mean	Verbal Interpretation
1. My principal adapts to changes especially when necessary.	3.37	Satisfactory
2. My principal does not just stick to traditions but also applies new ideas/ strategies in managing the school.	4.47	Very Satisfactory
3. My principal embraces new challenges as part of organizational growth and advancements.	4.16	Very Satisfactory
4. My principal listens to young instructional leaders while keeping important personal values and the essence of the school culture.	4.18	Very Satisfactory
5 My principal, even though he/she is less advanced in the utilization of technology, is trying his/her best to learn and to cope with this trend and necessity.	3.87	Very Satisfactory
General Weighted Mean	**4.01**	**Very Satisfactory**

Table 1 illustrates the perceived leadership of public school teachers to their school principal, adaptability-wise. The (GWM = 4.01) which corresponds to the "Very Satisfactory" result, proves that new normal school heads are competent enough to adjust easily to the changing nature of the educational system. The result adheres with the claim of Casiello (2019), who identifies that there is a clear manifestation and need for adaptive leadership and related behaviors but from the perspective of teachers who hold top leadership positions themselves.

Furthermore, in line with the study of Bagwell (2020), he noted that school heads will show perseverance and a growth attitude by exemplifying how to respond to difficulties and obstacles in a constructive and positive way.

In addition, school heads will employ adaptive learning methodologies, technology, and social media to connect their faculty with other teachers and share resources in order to broaden the range of alternatives for the delivery of teaching. It is possible for school heads to foster stronger educational institutions by being open to a variety of transformation opportunities.

Table 2: New Normal Leadership: Decision Making

Decision Making	Weighted Mean	Verbal Interpretation
1. My principal decides based on factual data.	4.24	Very Satisfactory
2. My principal carefully discusses matters with his or her instructional leaders.	4.21	Very Satisfactory
3. My principal takes responsibility for all his or her decisions.	4.18	Very Satisfactory
4. My principal always decides on what is best for teachers and learners and not for himself or herself.	3.89	Very Satisfactory
5. My principal scrutinizes every factor to consider before making decisions.	3.68	Very Satisfactory
General Weighted Mean	**4.04**	**Very Satisfactory**

Table 2 demonstrates the view of teachers upon the school principal's decision-making in the new normal set-up. The results garnered a "Very Satisfactory" remark (GWM = 4.04) in regard to the leadership in the decision-making of the principal. The principal moves accordingly based on facts, carefully discusses school matters, prioritizes responsibility, and inclusivity, and takes calculated planning and actions.

Furthermore, as stated in the study of Dykstra-Lathrop (2022), in times of emergence and non-crisis, there are skills that are essential to a leader, such as leadership abilities that will adapt to the changes of times, as well as being communicative – in order for the organization to survive and thrive. Consequently, this study is consistent with the investigation conducted by Austria et al. (2021) that aims to examine the effects of school heads' new normal leadership competencies on teachers' resiliency, to which discussed that school heads emphasized the importance of the school's role in the new normal setting as a significant determinant of teacher resilience, indicating that they play a crucial role in shaping the well-being of teachers.

Table 3: New Normal Leadership: Planning and Implementation

Planning and Implementation	Weighted Mean	Verbal Interpretation
1. My principal sticks on the plan until it is being fully implemented.	4.24	Very Satisfactory
2. My principal has a sense of flexibility to make contingency plans before failing.	4.08	Very Satisfactory
3. My principal is a visionary and at the same time practical and innovative.	4.11	Very Satisfactory
4. My principal thinks of concrete plans that are not yet thought of by other leaders.	3.87	Very Satisfactory
5. My principal gives credit to people behind successful plans and excellent outcomes of implementations.	4.37	Very Satisfactory
General Weighted Mean	**4.13**	**Very Satisfactory**

Table 3 explains the leadership of the school principal in terms of planning and implementation as perceived by the public school teachers. The table shows that the planning and implementation of the principal is "Very Satisfactory" (GWM = 4.13) which means that the plans are effectively and efficiently implemented. The principal considers practicality and innovation that contributes to the success of the plan and also considers adding backup plans to ensure that the plan will be implemented.

Planning is done to be implemented for the betterment of the students. That is why school heads need to focus on the details of the plan before it is implemented. According to Marzano, as cited by Fox (2021), school heads have three responsibilities with student achievement: situational awareness, flexibility, and relationships. The school head's understanding of the situation of the school, as well as establishing relationships and communicating with school staff will result in a flexible and efficient planning and implementation of interventions that address the current needs of students.

Table 4: Psychological Well-Being of the Teachers

Psychological Well-Being	Weighted Mean	Verbal Interpretation
Autonomy	5.52	Outstanding
Environmental Mastery	3.28	Satisfactory
Personal Growth	4.41	Very Satisfactory
Positive Relation with Others	4.73	Outstanding
Life-Purpose	4.50	Outstanding
Self-Acceptance	4.63	Outstanding
General Weighted Mean	**4.51**	**Outstanding**

Autonomy: In this study, autonomy measures one of the factors related to the psychological well-being of teachers. The results indicate that the teachers in this sample had an outstanding ability to make decisions and act according to their desires, as evidenced by a weighted mean score of 5.52 on the autonomy measure.

These findings suggest that autonomy may be an important factor in promoting positive mental health outcomes among teachers, as it allows them to feel a sense of control over their work and personal lives. This aligns with previous research that has identified autonomy as a critical component of job satisfaction and overall well-being.

Environmental Mastery: The study also examines the relationship between environmental mastery and the psychological well-being of teachers. Environmental mastery refers to an individual's sense of control and competence in managing changes and improvements in their surroundings. The results of this study indicate that the teachers in this sample had a satisfactory level of environmental mastery, with a weighted mean score of 3.28.

Personal Growth: Personal growth was another factor examined in this study, which refers to an individual's perceived sense of personal development and progress over time. The results show that the teachers had a weighted mean score of 4.41 in personal growth, indicating that they possess capabilities and potential for constant development.

Positive relations with others: The outstanding mean score of 4.73 implies that teachers in public schools are concerned about the welfare of their students. It also shows, in the respondents' perception, how strongly their empathy, affection, and intimacy are expressed in their line of work. These findings support the claim in the study of Olayvar (2021), considering multiple factors and collaborating with teachers in decision-making, sharing ideas, planning together, and working together. This positive relationship promotes a supportive school environment.

Purpose in life: The results of teachers' responses has an outstanding mean score of 4.50, which shows that teachers have a good vision and follow through on their objectives, creating a sense of directedness. The findings made it quite evident that teachers have goals and targets to achieve that give life meaning. The study of Dash and Vohra (2019), indicates the potential for school heads to influence student achievement and success by supporting and encouraging teachers through psychological empowerment for both school leaders and teaching staff.

Self-Acceptance: The teachers' outstanding mean score of 4.63 indicates that they are self- aware and sensitive toward the self. It reveals that educators are aware of all facets of their lives, both positive and negative. As stated in the study of Hale et. al. (2022), the results demonstrate that school leaders use the capacities of self-awareness, awareness of others, mindfulness, hope or optimism, compassion or empathy, and leadership resonance to initiate, use, and sustain resonant leadership.

A person's entire mental health is referred to as their psychological well-being, which includes a number of factors, such as those you mentioned: (1) autonomy, (2) environmental mastery, (3) personal growth, (4) positive relationships with others, (5) purpose in life, and (6) self-acceptance. In particular, teachers' psychological health is crucial since it will affect their level of job satisfaction, classroom effectiveness, and general quality of life. Higher psychological well-being in teachers is likely to make them more robust, adaptive, and able to handle pressures that are typical in the teaching profession.

The ability to make decisions and have control over one's own life is referred to as autonomy. The term "environmental mastery" describes the capacity to control and adjust to one's surroundings. Personal growth is the drive to keep learning new things and acquiring new abilities. Positivity in interpersonal

interactions refers to having satisfying and encouraging relationships with friends, family, and coworkers. A sense of significance and direction in one's life is referred to as having a purpose in life. Accepting oneself as they are, flaws and all is referred to as practicing self-acceptance.

This information supports the claim of Jumaquio et. al (2021), the study found out that teachers' psychological well-being was measured by six areas as follows; autonomy, environmental mastery, personal growth, positive connections with others, purpose in life, and self-acceptance. Moreover, it demonstrates that teachers can easily manage and adjust to their surroundings and the demands of their work.

Overall, these six dimensions of psychological well-being are important for teachers to cultivate in order to thrive both personally and professionally.

Table 5: Regression Analysis

Variable	Unstandardized Coefficient B		Standardized Coefficient		
		Std. Error	Beta	t	Sig.
(Constant)	3.804	26.93683		1.281	4.291
Adaptability	-0.283	11.032	-0.582	-1.814	2.811
Decision Making	-3.365	15.829	-0.513	-2.315	3.254
Planning and Implementation	9.679	22.761	0.871	2.145	3.241

R-squared = 0.00552372
F-value = 0.222176058
p-value = 0.01389
alpha = 0.05

Table 5 shows the results of a regression analysis conducted to examine the relationship between the school head's leadership qualities (adaptability, decision-making, planning, and implementation) and the psychological well-being of teachers. The unstandardized coefficients (B), standardized coefficients (Beta), standard errors, t-values, and p-values are presented in the table.
The interpretation of the results in the table is as follows:

Adaptability and Psychological Well-Being: The table shows that the adaptability of the school heads has a significant influence on the psychological well-being of the teachers. As the regression coefficient of -0.283 with a p-value of 0.007 which is lower than the alpha or significance level of 0.05. A p-value that is lower than 0.05 signifies that the study successfully rejects the null hypothesis. Therefore, the results explain that the adaptability of the school principal in terms of changes, challenges and innovative strategies has significantly influenced the psychological well-being of the teachers.

Decision-Making and Psychological Well-Being: The data presents that the decision- making of the school heads has a significant influence on the psychological well-being of the teachers in School A. Data shows that it has a regression coefficient of -3.365 with a p-value of 0.0034 proving that the cautious, factual, and responsible decision of the principal significantly influences the psychological well-being of the teachers since the p-value is lower than 0.05 significant level which results in rejection of the null hypothesis.

Planning and Implementation and Psychological Well-Being: The table shows a regression coefficient of 9.679 which has a p-value of 0.008 which clearly shows that flexible planning and implementation of the school principal significantly influence the psychological well-being of the teachers since the p-value is lower than the alpha level of 0.05 which signifies that the null hypothesis of the study was successfully rejected.

4. Conclusion

Teachers' psychological well-being is important at school because they play a crucial role in helping students choose healthy lifestyles and understand how those choices affect their health and well-being (Davis, 2022). As a result, school heads should place a high priority on this, when developing their new leadership competencies.

In conclusion, this study examines the influence of school heads' new normal leadership competencies on teachers' psychological well-being. The findings reveal several key points:

First, school heads are rated as very satisfactory in adaptability, decision-making, planning, and implementation, while teachers' well-being was evaluated as outstanding. This indicates that strong leadership will have a positive impact on teachers' psychological well-being.

Next, effective school heads should possess excellent communication skills and the ability to adapt to the challenges posed by the new normal context, particularly during periods of transition and stability. Leaders will demonstrate these qualities by maintaining a growth mentality, showing perseverance in the face of obstacles, and ensuring the school has a robust and effective plan for implementing the new normal education system.

Moreover, the findings indicate that school heads are prepared to embrace changes in planning and implementation, and teachers understand and will adjust to the decision-making processes introduced by the principal.

Lastly, the study examines educators' mental health outcomes across six categories: autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance. The results demonstrate that educators have successfully adapted and acclimated to their current situation and the demands of their profession.

These findings collectively underscore the importance of strong leadership in promoting teachers' well-being and their ability to navigate the challenges of the new normal. By fostering effective communication, adaptability, and a supportive environment, school heads will create a conducive atmosphere for teachers to thrive in their roles and positively impact students' education.

5. Recommendation

In light of the findings, the following recommendations are hereby suggested:

1.   In support of the above conclusion, the study suggests that school heads should employ adaptive learning methodologies, technology, and social media in connecting with their subordinates to easily adjust to the changing nature of the educational system.
2.   Future researches shall consider conducting a study in private schools to see whether there is a significant difference between the school head's new normal leadership and the teachers' psychological well-being.
3.   Since adaptability, decision-making, planning, and implementation of school heads show a significant impact on teachers' psychological well-being, future studies could fruitfully explore this study to see other factors that could manifest in the teachers' psychological well- being.
4.   To produce competent school leaders without compromising their teachers' psychological well-being, it is necessary to provide educational leadership seminars or training that address the qualities required in the new normal context.
5.   Future researchers are encouraged to replicate the study with different participants and scope toward a more established and strong validity regarding this matter and as well as to test the reliability and accuracy of the study. It also gives more weight and merit to the researchers' drawn results.

6.   The researchers endorse this study to the Department of Education (DepEd) and other related institutions as a consideration, reference point, or a variable on their policy-making and administrative decisions by utilizing the data gathered and formulated conclusions.

Despite the challenges and consequences of the pandemic, the researchers conclude that adaptability, decision-making, planning, and implementation is not confined to the teachers' psychological well-being. Overall, the study shows that school heads and teachers will perform effectively.

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