

Leadership Practices, Adversity Quotient, and School-Based Management Practices in the New Normal: A Descriptive-Correlational Approach

**Mary Kris Faye D. Aya¹, Lerma P. Buenvenida, EdD², Consorcia S. Tan, EdD³,
Marcial M. Bandy, EdD⁴, Karen A. Manaig, EdD⁵**

¹ Post Elementary School, Division of Calamba City, DepEd IV-A Philippines
^{2,3,4,5} College of Teacher Education, Laguna State Polytechnic University, Philippines

Abstract

This study investigated the relationship between leadership practices, adversity quotient, and school-based management practices in the new normal. It employed a descriptive-correlational design with an online survey as the primary data collection tool. The respondents are 104 school heads and 597 teachers from public elementary schools in the City Schools Divisions of Biñan, Cabuyao, Calamba, and Sta. Rosa. Frequency Count, Percentage, Mean, Standard Deviation, and Pearson Product Moment of Correlation were the statistical tools utilized to analyze and interpret the data gathered. The findings revealed that school heads highly practiced the new normal leadership practices in terms of adaptability, decision-making, and planning and implementation as perceived by teachers. For the adversity quotient, teachers indicated below average adversity quotient while the school heads indicated an average adversity quotient. The respondents assessed the extent of SBM practices as the presence of evidence indicating practices and procedures satisfying quality standards. Correlation analyses denoted a significant relationship between perceived school heads' leadership practices and assessed SBM practices and between teachers' adversity quotient and assessed SBM practices. Only the control dimension of the adversity quotient of school heads indicated a significant relationship with assessed SBM practices in terms of leadership and governance, accountability and continuous improvement, and management of resources.

Keywords: *New normal leadership practices; Adversity Quotient; SBM practices*



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INTRODUCTION

Education continuity has become the battle cry of the Department of Education in the Philippines. Despite the challenges posed by the pandemic, Education Secretary Leonor Briones (2020) stated that learning must continue. Thus, even if learners do not physically appear in the classroom, effective school management is vital to ensure that education continues. Hence, all public schools in the country, both elementary and secondary, continue implementing School-Based Management.

As stated in DepEd Order No. 37, s. 2009, School-Based Management is being promoted and institutionalized as one of the key strategies for achieving the desired learning outcomes. Hence, schools must be enabled and empowered to manage their affairs to deliver better outcomes sustainably. However, managing a school in these difficult times, with a raging fatal virus, is comparable to going to war. As key leaders and stewards of the school, school heads are being tested and challenged in how they lead and implement various school programs, projects, and activities because they cannot simply execute

the leadership practices they demonstrated before the pandemic. But as soldiers of the Department of Education, school heads must fight the battle and overcome the emerging adversities for education to continue (Valenzuela & Buenvinida, 2021). They carry out their delegated responsibility to keep their schools safe so that education does not halt in their areas. They should make an extra effort to collaborate and coordinate with the wider school community to know what systems work best in their situation. Then they can adopt schemes and practices that will work best in their locality. Hence, school leadership in the context of SBM is incredibly challenging. It necessitates a paradigm transition from traditional management and flexibility and adaptability. Thus, it is also necessary to embrace change, collegiality, teamwork, and even efficiency and effectiveness (Muring, 2014).

Furthermore, with the nature of the work that school heads and teachers need to do amid a pandemic, it is necessary to consider their ability to overcome adversities and unprecedented challenges—acquiring the required relevant qualities to thrive in the face of adversity is critical. One of these qualities is a high adversity quotient (Okorji & Epetuku, 2019).

Adversity Quotient (AQ), according to Dr. Paul Stoltz (2000), is a person's ability to deal with life's adversities. It measures the resiliency of a person. It reveals how well a person handles adversity and his ability to overcome it. Since school heads and teachers are under pressure to keep up with the trends of the new normal education, their adversity quotient could be a valuable tool for determining their effectiveness because failure to deal with adversity can be an obstacle to achieving educational goals (Pino & Merin, 2021). According to Verma et al. (2017), persons with high adversity quotient are more effective and efficient in working performance. Moreover, Canivel (2010) stated that school heads who view adversity as an advantage and with a purpose in life would likely succeed in all initiatives they intend to implement.

The challenges and adversities arising in this new normal may impede the implementation of school-based management practices, but the chance of resolving this is through a leader who sees opportunity in every obstacle. Hence, the ability to deal with adversity is a necessary component of effective leadership. The way a leader responds to adversity affects not only the leader's performance but also the performance of those being led.

Considering all of these, the researcher has crafted this study intending to determine the relationship between the level of leadership practices of school heads, the adversity quotient of school heads and teachers, and the extent of School-Based Management practices in public elementary schools in the new normal.

Specifically, it sought to answer the following questions:

1. What is the level of school heads' new normal leadership practices as perceived by the teachers?
2. What is the level of adversity quotient of the respondents in terms of its CORE dimensions?
3. What is the extent of School-Based Management Practices in the public elementary schools from the City Schools Division of Biñan, Cabuyao, Calamba, and Sta. Rosa, as assessed by the respondents in terms of the SBM principles?
4. Is there a significant relationship between the level of school heads' new normal leadership practices and the extent of School-Based Management practices?
5. Is there a significant relationship between the respondents' adversity quotient level and the extent of School-Based Management practices?

LITERATURE REVIEW

Leadership Practices

Changes are inevitable, and managing them is one of the most difficult challenges leaders face nowadays. The unprecedented COVID-19 pandemic, which threatens the global economy and educational system, has accelerated the rate of change even further. According to Bagwell (2020), this pandemic "is rapidly redefining schooling and leadership". School principals cannot simply return to the educational leadership practices they used during the previous period of certainty, stillness, and predictability (Harris & Jones, 2020). Hence, Netolicky (2020) noted that in a crisis, leaders must act swiftly and with foresight while also carefully considering the options, consequences, and side effects of actions undertaken. Likewise, according to the Australian Institute for Teaching and School Leadership (2020), leaders must also be able to adjust quickly to changing situations and use a diverse range of leadership qualities and styles.

The ability of school leaders to adapt to changing circumstances is called situational leadership. According to Wolf (2021), situational leadership is an adaptable leadership style that addresses the needs of personnel and circumstances. It comes naturally to many leaders and is simple to put into practice. Leaders evaluate the circumstances and decide which leadership style would be most effective.

In this regard, Francisco and Nuqui (2020) investigated the emergence of situational leadership during the COVID-19 pandemic. Based on the interview they conducted with the school administrators within the Province of Bulacan during the school year 2020-2021, they have concluded that situational leadership, which they coined as New Normal Leadership, has been practiced by school administrators every day to promote quality education. The responses yielded three New Normal Leadership concepts: (1) being adaptable while remaining committed; (2) being an effective instructional decision-maker; and (3) being a good planner, vigilant, and initiator.

Thakrar (2020) mentioned that adaptability is essential for successful leaders. She added that it is a key skill needed to not only survive but also to thrive. Likewise, according to Keating (2021), adaptive leadership entails viewing change as an opportunity to focus on being prepared rather than an impediment.

Decision-making is critical for effective management and leadership (Furlow, 2017). It was confirmed by a study on leadership and management conducted by Jamian et al. (2011), which found that decision-making style is a key factor that contributes to the success of both leaders and their organizational effectiveness. According to Lunenburg (2010), one of the most important activities in which school leaders take part regularly is decision-making. Their decision-making process impacts a school's performance and the well-being of its stakeholders: students, teachers, parents, and the community.

Challenges are the worst constant companion for school heads who have numerous duties and liabilities underlying their position. Poor management and ineffective problem-solving will significantly impact the performance of the learners, parents, and school community (Padilla, 2018). Thus, school heads require specific roles to manage work and employees. They should be able to perform a manager's essential functions and skills. The primary responsibility of the school head as a manager should be to plan, organize, mobilize, and control school administration (Bergeron, 2011).

Adversity Quotient

The ability to accept and deal with workplace adversity is vital to success. The unprecedented adjustments and modifications that are currently influencing the workplace go beyond the necessities of performance improvement and dealing with increased competition. These dramatic shifts will be difficult to accept and incorporate unless the innermost emotions and opinions are addressed. It necessitates different viewpoints and perseverance in the face of adversity (Napire, 2019).

Aquino (2013) cites that the Adversity Quotient significantly impacts a person's success in both work and life. AQ describes the ability to endure and overcome adversity. It foresees who will triumph over adversity and who will be devastated. Moreover, it also expects who will outperform and underperform, who will give up, and who will win.

Jimenez (2021) investigated the Adversity and emotional quotients of public elementary school heads amidst COVID-19. Based on the findings, he concluded that school heads' Adversity Quotient (AQ) score falls within "above average," which indicates above-normal capacity in handling challenges, difficulties, setbacks, and demands at work and in personal attributes.

Pino and Merin (2021) sought to ascertain the adversity quotient (AQ) of educators of St. Alphonsus Catholic School (Lapu-Lapu City, Cebu) Inc. during the pandemic. The results revealed that the educators' overall AQ was moderate. Specifically, educators achieved average scores in the four AQ dimensions of Core, Ownership, Endurance, and Reach. Furthermore, their findings concluded that the pandemic had made educators more susceptible to challenges, lending credence to the significance of the adversity quotient in one's life.

School-Based Management Practices

School-Based Management practices are an aspect of improving the school system. It is remarkably beneficial in achieving the mission, vision, goals, and thrust of the DepEd. It assesses the roles, duties, and obligations of school principals, as specified in Republic Act 9155. It also assesses school leaders' willingness to deal with the numerous issues, challenges, gaps, and goals that the school faces. Lastly, it identifies elements that must be given significance to improve results (Pepito & Acibar, 2019).

Bandur (2012) revealed in his study that school improvements and student achievements resulted from implementing SBM. SBM policies and programs have created better teaching/learning environments and student achievements. Thus, he suggested that continuous developments and capacity building, such as training on school leadership and management, workshops on SBM, and increased government funding, are needed to improve school effectiveness with the implementation of SBM.

Haris (2016) found that school-based management strongly emphasizes local decision-making to guarantee efficient and sustainable development. He stated that there must be a strong emphasis on improving learning outcomes for all learners. Hence, principals, school committees, and supervisors must monitor and evaluate school performance constantly. With such, Viggayan (2017) confirmed in his study that the best practices demonstrated by secondary school heads of the first district of Isabela during the implementation of school-based management were effective working relationships among stakeholders and fully transparent schools.

The following hypotheses were investigated in this study:

1. There is no significant relationship between the level of school heads' new normal leadership practices and the extent of School-Based Management practices.
2. There is no significant relationship between the respondents' adversity quotient level and the extent of the School-Based Management practices.

RESEARCH METHOD

Research Design

This study used a quantitative research design, particularly the descriptive-correlational research method. The descriptive method provides concise information about the frequency or amount of a particular population or area of interest. According to Creswell and Creswell (2018), this method entails collecting data through questionnaires or structured interviews to generalize from a sample to a population. Hence, this method explicitly addresses the study's research questions, determining the new normal leadership practices, adversity quotient, and the extent of SBM practices. According to Bhandari (2021), the correlational method investigates relationships between variables without the researcher controlling or manipulating them. It reflects the strength and direction of a relationship between two (or more) variables which can be either positive or negative. Thus, this design is appropriate to provide answers to research questions attempting to establish the relationship between new normal leadership practices and the extent of school-based management practices and the relationship between adversity quotient and the extent of school-based management practices.

Respondents of the Study

The respondents of the study were the public elementary school heads and teachers who are directly involved in organizing the necessary documents as evidence in the School-Based Management implementation of each public elementary school in the City Schools Division of Biñan, Cabuyao, Calamba, and Sta. Rosa. The researcher used total population sampling for school heads and a proportional random sampling technique, specifically stratified random sampling, for the selection of the teacher respondents. The sample size for teacher respondents for each city school division was calculated using Cochran's formula. However, the predetermined sample size for school heads and teachers was not met due to the ongoing preparations and implementation of face-to-face classes and SBM validation and evaluation during the data collection period. Only 104 school heads and 597 teachers responded to the online survey. In this regard, the overall response rate for the school heads is 91.2%, with a sampling error of 2.9% at a 95% confidence level, while the overall response rate for the teachers is 95.1%, with a sampling error of 2.87% at a 95% confidence level.

Instrument of the Study

This study utilized survey questionnaires from different sources as its research instrument. A 15-item survey questionnaire was used to determine the level of school heads' leadership practices in the new normal and was intended only for teacher respondents who assessed their school heads' level of new normal leadership practices. The Adversity Response Profile (ARP) developed by Dr. Paul G. Stoltz was also used. It is a 20-item survey questionnaire that assesses the AQ of the respondents in terms of the CORE dimensions: Control, Ownership, Reach, and Endurance. The Revised School-Based Management (SBM) Tool, which is attached to DepEd Order No. 83 series 2012, was used to assess the extent of SBM practices in public elementary schools from the City Schools Division Offices of Biñan, Cabuyao, Calamba, and Sta. Rosa. The tool included the following four (4) principles: a) leadership and governance, b) curriculum and instruction, c) accountability and continuous improvement, and d) resource management. Each principle had several indicators.

Validity and Reliability of the Research Instrument

To ensure that the research instrument obtained the data relevant to the current study, a research validation process was carried out before the actual date of collection to check the validity of the questionnaires. The survey questionnaire was validated by five persons composed of Assistant Schools Division Superintendent, School heads, Master Teachers, and Research Coordinators who are experts in the field of education and research. The validation consisted of the following criteria: (1) clarity; (2) wordiness; (3) balance; (4) use of jargon; (5) appropriateness of responses listed; and (6) relationship to the problem. The assessment for the validity of the instrument was determined to be "very good," with a mean score of 4.46 and a standard deviation of 0.59.

After the validation process, the research instrument was pilot tested on a group of school heads and teachers who were not respondents in this study to determine its reliability. Internal consistency was used to determine reliability using Cronbach's alpha. Based on the results of the pilot testing, the internal consistency of the research instrument items ranged from moderate to high, corresponding to good to very good reliability.

Data Collection

The researcher secured permission from the Superintendents of the City Schools Divisions of Biñan, Cabuyao, Calamba, and Sta. Rosa to conduct the study in public elementary schools through a formal letter delivered personally to each division office. After the letter of request was approved, individual letters with an attachment of the endorsement letter from the Schools Division Superintendent were then personally given to the school heads of the public elementary schools in the four city school divisions.

The data collection started on March 2, 2022, and ended on May 2, 2022. The data were automatically recorded through Google forms. It was tallied, analyzed, and interpreted using appropriate statistical treatment, such as the frequency count, percentage, mean, standard deviation, and Pearson Product Moment of Correlation.

Ethical Consideration

The researcher is aware that the questionnaire as a tool of investigation has its inherent limitations. It cannot be entirely free of bias. The value of the findings largely depends on the sincerity, truthfulness, and objectivity of the respondents. But somehow, this bias may be reduced to the minimum by assuring the respondents of the confidentiality of the answer to the questionnaire.

FINDINGS AND DISCUSSION

The data presented, analyzed, and interpreted by the researcher revealed the level of leadership practices of school heads, the adversity quotient of school heads and teachers, and the extent of School-Based Management practices in public elementary schools in the new normal. Table 1 shows the level of school heads' leadership practices in terms of adaptability as perceived by the teachers.

Table 1. Level of School Heads' New Normal Leadership Practices in terms of Adaptability

Indicative Statement	Mean	SD	Interpretation	Level
<i>My school head...</i>				

Indicative Statement	Mean	SD	Interpretation	Level
1.1. adapts to changes and takes on new roles and responsibilities.	4.61	0.57	Highly Practiced	Very High
1.2. comes up with new tactics and action plans that address the implications of the change and the situation at hand.	4.52	0.62	Highly Practiced	Very High
1.3. employs innovative trends, such as the use of technology in managing school affairs in response to the demands of a situation	4.53	0.61	Highly Practiced	Very High
1.4. attends to the concerns and emotions of the subordinates and communicates with them as soon as possible.	4.50	0.64	Highly Practiced	Very High
1.5. encourages the subordinates to be more flexible and go with the flow of change.	4.58	0.58	Highly Practiced	Very High
Composite Mean	4.54	0.61	Highly Practiced	Very High
Legend: 4.20 – 5.00 Highly Practiced 3.40 – 4.19 Practiced 2.60 – 3.39 Moderately Practiced 1.80 – 2.59 Least Practiced 1.00 – 1.79 Not Practiced				

The highest perception of adaptability is the school head adapting to changes and taking on new roles and responsibilities (mean=4.61, SD=.57). This implies that public elementary school heads adjusted and adapted to the most recent management and supervision modalities during the COVID-19 pandemic to continue with effective learning delivery and guide their teachers in assisting learners in getting through this difficult time. Results of the data are supported by the Australian Institute for Teaching and School Leadership (2020), as they surmised that leaders must be able to adjust quickly to changing situations and use a diverse range of leadership qualities and styles.

Table 2 depicts the level of school heads' leadership practices in decision-making as perceived by the teachers.

Table 2. Level of School Heads' New Normal Leadership Practices in terms of Decision-Making

Indicative Statement	Mean	SD	Interpretation	Level
<i>My school head...</i>				
2.1. adheres to data-driven and evidence-based decision-making.	4.55	0.61	Highly Practiced	Very High
2.2. solicits feedback or suggestions from the subordinates.	4.52	0.63	Highly Practiced	Very High
2.3. evaluates alternatives accurately and establishes priorities.	4.51	0.62	Highly Practiced	Very High
2.4. decides for the best interest and changing needs of the school community.	4.54	0.61	Highly Practiced	Very High
2.5. taking responsibility for the decisions rather than blaming others.	4.54	0.63	Highly Practiced	Very High
Composite Mean	4.53	0.62	Highly Practiced	Very High
Legend: 4.20 – 5.00 Highly Practiced 3.40 – 4.19 Practiced 2.60 – 3.39 Moderately Practiced 1.80 – 2.59 Least Practiced 1.00 – 1.79 Not Practiced				

The highest perception of decision-making is the school head adhering to data-driven and evidence-based decision-making (mean=4.55, SD=.61). The results could be attributed to the awareness

of the public elementary school heads on the significance of gathering facts and data before making decisions and taking actions, particularly in light of the COVID 19 pandemic. School heads used facts and data to make strategic decisions that are in line with DepEd's goals, objectives, and initiatives in the New Normal for the benefit of the school and its stakeholders. Cramer et al. (2014) supported the findings, affirming that data-driven decision-making is a foundational skill for school reform. In this regard, Nixon (2017) asserted that the school head has a significant influence not only on how decisions are made but also on the data used to inform those decisions.

Table 3 presents the level of school heads' leadership practices in terms of planning and implementation as perceived by the teachers.

Table 3. Level of School Heads' New Normal Leadership Practices in terms of Planning and Implementation

Indicative Statement	Mean	SD	Interpretation	Level
<i>My school head...</i>				
3.1. collaborates with the subordinates in setting clear goals and performance targets.	4.58	0.60	Highly Practiced	Very High
3.2. empowers subordinates in designing strategies or plans of action toward achieving goals and performance targets.	4.52	0.61	Highly Practiced	Very High
3.3. systematizes processes for consistent implementation of the strategies or plan of action towards achieving goals and performance targets.	4.54	0.61	Highly Practiced	Very High
3.4. monitors and evaluates progress in achieving set goals and performance targets	4.55	0.60	Highly Practiced	Very High
3.5. rewards and recognize subordinates for exemplary performance and support.	4.46	0.65	Highly Practiced	Very High
Composite Mean	4.53	0.62	Highly Practiced	Very High
Legend: 4.20 – 5.00 Highly Practiced 3.40 – 4.19 Practiced 2.60 – 3.39 Moderately Practiced 1.80 – 2.59 Least Practiced 1.00 – 1.79 Not Practiced				

The highest perception of planning and implementation is the school head collaborating with the subordinates in setting clear goals and performance targets (mean=4.58, SD=.60). The results of the study indicate that public elementary school heads prefer to collaborate with their school personnel on planning and implementation to create a shared sense of purpose and direction for the school in this new normal rather than imposing goals and performance targets. This further implies that school heads were aware of the significance of collaboration in improving efficiency by providing school personnel with a sense of purpose in the school organization. Buckner (2017) supported the findings by stating that the ability of a school leader to create a common goal within the school community and engage the staff in a shared decision-making structure is often critical to success in leading reforms to increase student performance.

Figure 1 shows the adversity quotient profile of the teachers and school heads in terms of the control dimension.

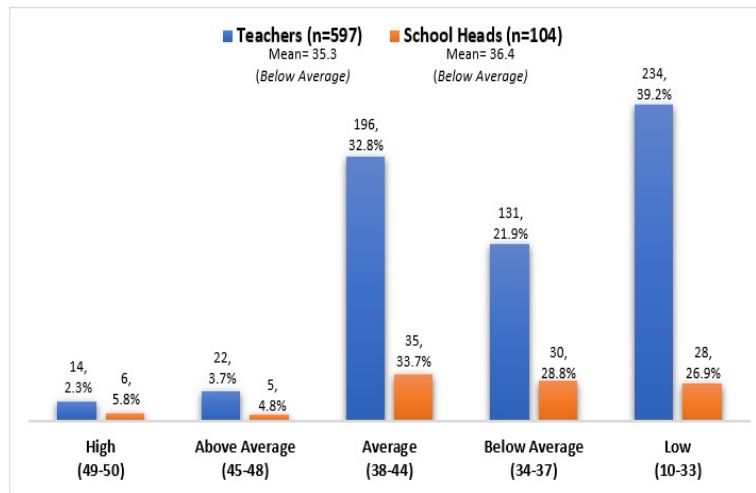


Figure 1. Adversity Quotient Profile of Teachers and School Heads in terms of Control

Most of the teachers (39.2%) indicated a low level of control over difficult events, while among school heads, 33.7% indicated an average level of control. Overall, mean scores for both teachers and school heads indicated below average level of control over difficult events. The results imply that most of the school heads and teacher respondents have a minimal level of control over a difficult event. As cited by Yazon and Manaig (2019), those with higher AQ perceive they have significantly more control and influence in adverse situations than those with lower AQ. In addition, those with higher AQ find ways to affect some aspect of the situation even if it appears overwhelming or out of their control while those with lower AQ react as if they have little or no control, and they frequently give up.

Figure 2 illustrates the adversity quotient profile of the teachers and school heads in terms of the ownership dimension.

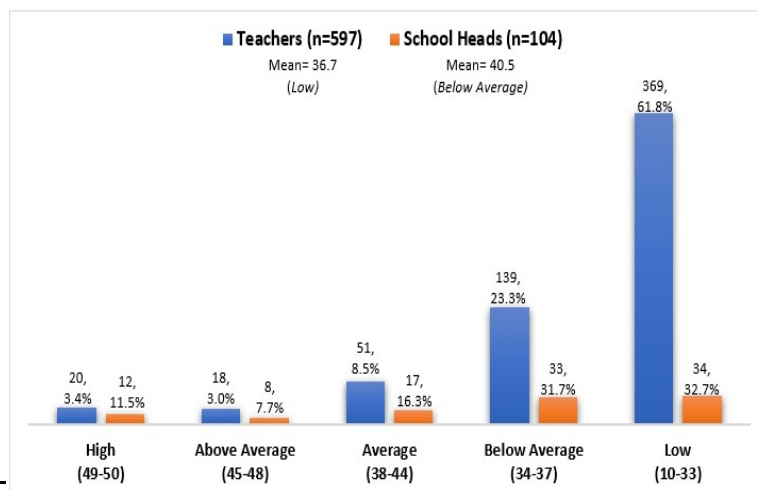


Figure 2. Adversity Quotient Profile of Teachers and School Heads in terms of Ownership

The majority of the teachers (61.8%) indicated a low level of ownership of difficult situations, while among school heads, 32.7% indicated a low level of ownership. Overall, the mean score for ownership for teachers indicated a low level of ownership of difficult situations, while the mean score for the school heads indicated a below-average level of ownership. The findings imply that most of the school heads and the majority of the teacher respondents feel less responsible for improving difficult situations, which may cause them to deflect accountability and blame others. It also implies that they may become vulnerable if they allow adversity to influence their professional lives. As cited by Canivel (2010), people with high AQ improve their responsibility to govern, encourage, and stimulate action, whereas people with low AQ deny the problem, fail to act, quit, blame, criticize others, and perform poorly. Furthermore, people with high AQ hold themselves responsible for their actions despite the circumstances, whereas those with low AQ feel victimized and helpless (Cura & Gozum, 2011).

Figure 3 presents the adversity quotient profile of the teachers and school heads in terms of the reach dimension.

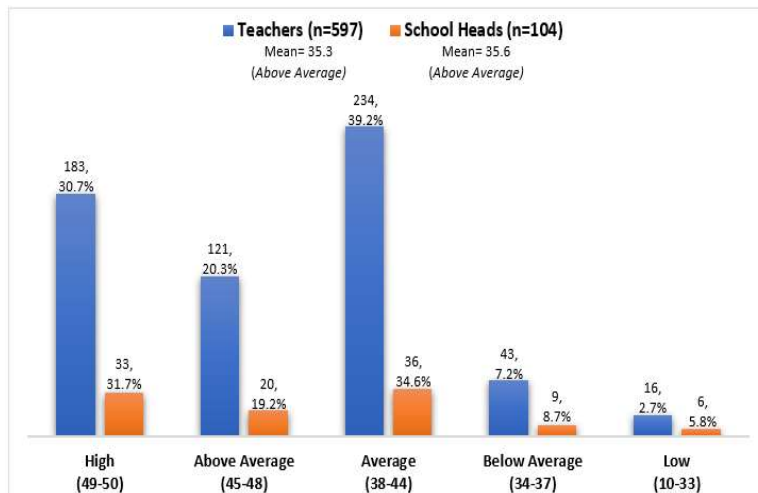


Figure 3. Adversity Quotient Profile of Teachers and School Heads in terms of Reach

Most of the teachers (39.2%) indicated an average level of reach in good or bad situations, while 30.7% among school heads, 34.6% indicated an average level of reach. Overall, the mean score for reach for both teachers and school heads indicated an above-average level of reach on how good and bad events get in touch with other areas of their lives. The results of the study indicate that most of the school head and teacher respondents were able to respond to challenges and were not adversely affected in other areas or aspects of their lives. According to Canivel (2010), reach is the extent to which adversity affects one's life. Hence, as cited by Yazon and Manaig (2019), those with higher AQs in terms of reach dimension keep setbacks and challenges in their place and refuse to allow them to invade the healthy areas of their work and lives, whereas those with lower AQs are more likely to let a setback in one area flow into other areas and become detrimental. In this regard, Dr. Stoltz (2010) asserts that reducing the reach of adversity is vital and beneficial.

Figure 4 depicts the adversity quotient profile of the teachers and school heads in terms of the endurance dimension.

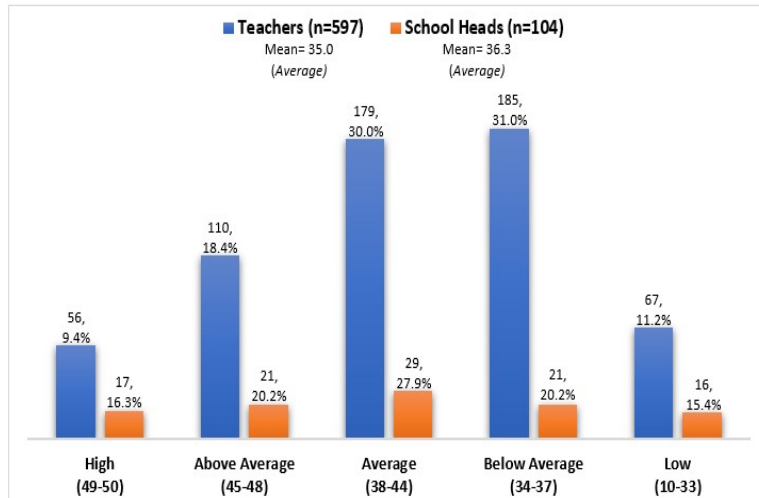


Figure 4. Adversity Quotient Profile of Teachers and School Heads in terms of Endurance

Most of the teachers (31%) indicated a below-average level of endurance of how difficult situations will last, while among school heads, 27.9% indicated an average level of endurance. Overall, the mean score for endurance scores for both teachers and school heads indicated an average level of endurance of how difficult situations will last. This simply means that most of the school head and teacher respondents can continue with the usual phase and are motivated to keep moving forward. However, if the result of the adverse events worsens, they seem to become vulnerable and accept defeat. Stoltz (2010) asserts that the ability to see beyond immense complexities is critical for preserving hope. Those with higher AQs have an extraordinary skill to see through the most persistent challenges and sustain optimism, whereas those with lower AQs believe adversity will last for an indefinite period, if not permanently. As such, people with a high endurance score believe that adversity is only transitory and there is always a way to overcome adversity (Maiquez et al., 2015).

Figure 5 shows the adversity quotient profile of the teachers and school heads.

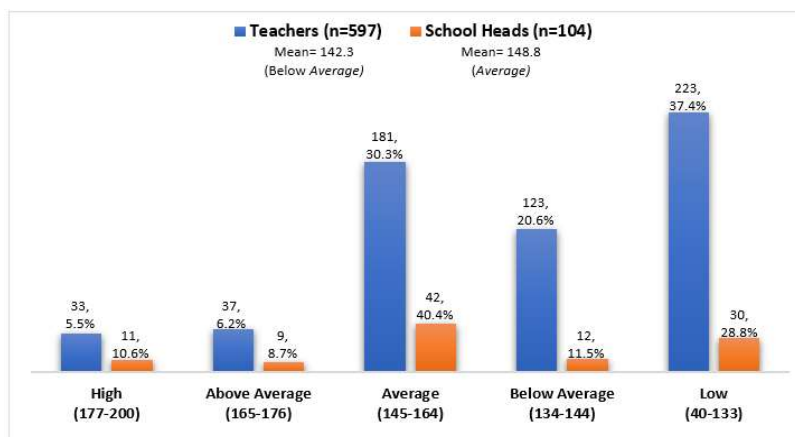


Figure 5. Adversity Quotient Profile of Teachers and School Heads

Most of the teachers (37.4%) indicated a low level of adversity quotient, while among school heads, 40.4% indicated an average level of adversity quotient. Overall, the mean score for the adversity quotient for teachers indicated a below-average level, while the mean score for the school heads indicated an average level. This implies that school heads have a higher Adversity Quotient than their teachers. This can be attributed to the school heads' earned capacity as stewards of schools, which play a critical role in ensuring an enabling and supportive environment for effective teaching and learning (DepEd Order no. 24, s. 2020). The findings of the study are relatively similar to the findings of Jimenez (2021), wherein the school heads' adversity quotient scores are above average, indicating an above-average capacity for challenges, setbacks, and needs. Moreover, the result of the study is also supported by Pino and Merin (2021) as they sought to ascertain the adversity quotient (AQ) of educators of St. Alphonsus Catholic School Lapu-Lapu City, Cebu Inc. during the pandemic and concluded that the pandemic had made educators more susceptible to challenges, lending credence to the significance of the adversity quotient in one's life.

Table 4 shows the extent of SBM practices in terms of leadership and governance as assessed by the school heads and teachers.

Table 4. The Extent of School-Based Management Practices in terms of Leadership and Governance as Assessed by School Heads and Teachers

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1. In place is a Development Plan (e.g., SIP) developed collaboratively by the stakeholders of the school and the community	2.37	0.64	Evidence indicates practices and procedures satisfy quality standards	2.44	0.65	Evidence indicates practices and procedures satisfy quality standards.
2. The development plan (e.g., SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges, and opportunities.	2.23	0.61	Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESS	2.34	0.63	Evidence indicates practices and procedures satisfy quality standards.
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	2.42	0.60	Evidence indicates practices and procedures satisfy quality standards	2.50	0.60	Evidence indicates practices and procedures satisfy quality standards.
4. A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving school-community-	2.35	0.66	Evidence indicates practices and procedures satisfy quality standards	2.40	0.65	Evidence indicates practices and procedures satisfy quality standards.

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
wide-learning problems.						
5. A long-term program is in operation that addresses the training and development needs of school and community leaders.	2.30	0.68	Evidence indicates practices and procedures satisfy quality standards	2.37	0.65	Evidence indicates practices and procedures satisfy quality standards
Composite Mean	2.33	0.64	Evidence indicates practices and procedures satisfy quality standards	2.41	0.64	Evidence indicates practices and procedures satisfy quality standards

Legend:(1) 2.25 - 3.00 Evidence indicates practices and procedures satisfy quality standards.
 (2) 1.50 - 2.24 Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESS
 (3) 0.75 - 1.49 Evidence indicates developing structures and mechanisms are in place to demonstrate ACCESS
 (4) 0.00 - 0.74 No evidence

The highest indicator of leadership and governance is that the school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders as assessed by school heads (mean=2.42, SD=.60) and teachers (mean=2.50, SD=.60). This simply means that each stakeholder of the schools, both internal and external, has its leadership role or decision-making opportunity in making important decisions about the school's organization, operation, and academics. Haris (2016) supported these results since he found out that school-based management strongly emphasizes local decision-making to guarantee efficient and sustainable development. He stated that there must be a strong emphasis on improving learning outcomes for all learners. Hence, principals, school committees, and supervisors must monitor and evaluate school performance constantly.

Table 5 depicts the extent of SBM practices in terms of curriculum and instruction as assessed by the school heads and teachers.

Table 5. The Extent of School-Based Management Practices in terms of Curriculum and Instruction as Assessed by School Heads and Teachers

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1. The curriculum provides for the development needs of all types of learners in the school community.	2.42	0.59	Evidence indicates practices and procedures satisfy quality standards	2.44	0.63	Evidence indicates practices and procedures satisfy quality standards.
2. The implemented curriculum is localized to make it more meaningful to	2.22	0.59	Evidence indicates that planned	2.38	0.63	Evidence indicates practices and

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
the learners and applicable to life in the community.			practices and procedures are fully implemented and aligned with ACCESS			procedures satisfy quality standards.
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem-solving.	2.23	0.64	Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESS	2.43	0.65	Evidence indicates practices and procedures satisfy quality standards.
4. A. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	2.19	0.67	Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESS	2.40	0.61	Evidence indicates practices and procedures satisfy quality standards.
4.B. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	2.30	0.71	Evidence indicates practices and procedures satisfy quality standards	2.48	0.64	Evidence indicates practices and procedures satisfy quality standards.
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.	2.37	0.71	Evidence indicates practices and procedures satisfy quality standards	2.53	0.64	Evidence indicates practices and procedures satisfy quality standards.
6.A. Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children and demonstrate behaviors	2.44	0.62	Evidence indicates practices and procedures satisfy quality standards	2.52	0.60	Evidence indicates practices and procedures satisfy quality standards.

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
consistent with the organization's vision, mission, and goals.						
6.B. Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's vision, mission, and goals.	2.33	0.69	Evidence indicates practices and procedures satisfy quality standards	2.46	0.68	Evidence indicates practices and procedures satisfy quality standards
7A. Methods and resources are learners and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.	2.38	0.63	Evidence indicates practices and procedures satisfy quality standards	2.52	0.60	Evidence indicates practices and procedures satisfy quality standards
7B. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their learning.	2.26	0.65	Evidence indicates practices and procedures satisfy quality standards	2.43	0.60	Evidence indicates practices and procedures satisfy quality standards
Composite Mean	2.31	0.65	Evidence indicates practices and procedures satisfy quality standards	2.46	0.63	Evidence indicates practices and procedures satisfy quality standards

Legend:(1) 2.25 - 3.00 Evidence indicates practices and procedures satisfy quality standards.

(2) 1.50 - 2.24 Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESS

(3) 0.75 - 1.49 Evidence indicates developing structures and mechanisms are in place to demonstrate ACCESS

(4) 0.00 - 0.74 No evidence

The highest indicators of curriculum and instruction are learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's vision, mission, and goals as assessed by the school heads (mean=2.44, SD=.62) and appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills as assessed by the teachers (mean=2.53, SD=.64). The results indicate that public elementary schools through the collaborative efforts of school heads and stakeholders, providing learning environments, methods, and

resources that are community-driven, inclusive, and adhere to child rights and protection requirements. During this time of the pandemic, several adjustments were made, particularly in the delivery of learning, in which various learning modalities were implemented for learning to continue. This is supported by the Philippines' Department of Education's Basic Education Learning Continuity Plan (BE-LCP) released in 2020, which stated that schools must find ways for learning to continue in the face of the threat and uncertainty posed by COVID-19 while also ensuring the health, safety, and well-being of all learners, teachers, and personnel.

Table 6 shows the extent of SBM practices in terms of accountability and continuous improvement as assessed by the school heads and teachers.

Table 6. The Extent of School-Based Management Practices in terms of Accountability and Continuous Improvement as Assessed by School Heads and Teachers

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by the community.	2.42	0.65	Evidence indicates practices and procedures satisfy quality standards	2.56	0.58	Evidence indicates practices and procedures satisfy quality standards.
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	2.31	0.65	Evidence indicates practices and procedures satisfy quality standards	2.49	0.63	Evidence indicates practices and procedures satisfy quality standards.
3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	2.27	0.63	Evidence indicates practices and procedures satisfy quality standards	2.43	0.65	Evidence indicates practices and procedures satisfy quality standards.
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	2.24	0.70	Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESSs	2.34	0.69	Evidence indicates practices and procedures satisfy quality standards.
5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as a basis for feedback, technical assistance,	2.29	0.71	Evidence indicates practices and procedures satisfy quality standards	2.49	0.61	Evidence indicates practices and procedures satisfy quality standards

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
recognition, and plan adjustment.						
Composite Mean	2.31	0.67	Evidence indicates practices and procedures satisfy quality standards	2.46	0.64	Evidence indicates practices and procedures satisfy quality standards

Legend: (1) 2.25 - 3.00 Evidence indicates practices and procedures satisfy quality standards.
 (2) 1.50 - 2.24 Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESs
 (3) 0.75 - 1.49 Evidence indicates developing structures and mechanisms are in place to demonstrate ACCESs
 (4) 0.00 - 0.74 No evidence

The highest indicator of accountability and continuous improvement is that the roles and responsibilities of accountable person/s and collective bodies are clearly defined and agreed upon by the community as assessed by the school heads (mean=2.42, SD=.65) and teachers (mean=2.56, SD=.58). The findings imply that public elementary schools have shared and participatory processes for determining stakeholders' roles, responsibilities, and accountability in managing and supporting education. Caño et al. (2021) support the results by emphasizing that education is a shared responsibility, and it takes a village to educate a child. Hence, she suggested in her study that school leaders may invite and encourage stakeholders to participate in crafting and designing the School Improvement Plan (SIP) or the schools' long-term plan, Annual Improvement Plan (SIP), schools' short-term plan, and plan for basic education in the new normal, namely Basic Education-Learning Continuity Plan (BE-LCP) in addressing the needs and mitigate problems that may arise.

Table 7 depicts the extent of SBM practices in terms of the management of resources as assessed by the school heads and teachers.

Table 7. The Extent of School-Based Management Practices in terms of Management of Resources as Assessed by School Heads and Teachers

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization.	2.32	0.66	Evidence indicates practices and procedures satisfy quality standards	2.42	0.64	Evidence indicates practices and procedures satisfy quality standards.
2. A regular dialogue for planning and resource programming that is accessible and inclusive, continuously engages stakeholders, and supports the implementation of	2.20	0.70	Evidence indicates that planned practices and procedures are fully	2.39	0.69	Evidence indicates practices and procedures satisfy quality standards.

Indicators	School Heads			Teachers		
	Mean	SD	Interpretation	Mean	SD	Interpretation
community education plans.			implemented and aligned with ACCESS			
3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	2.30	0.67	Evidence indicates practices and procedures satisfy quality standards	2.47	0.63	Evidence indicates practices and procedures satisfy quality standards.
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.	2.35	0.68	Evidence indicates practices and procedures satisfy quality standards	2.41	0.66	Evidence indicates practices and procedures satisfy quality standards.
5. There is a system that manages the network and linkages, which strengthens and sustains partnerships for improving resource management.	2.31	0.71	Evidence indicates practices and procedures satisfy quality standards	2.49	0.62	Evidence indicates practices and procedures satisfy quality standards
Composite Mean	2.29	0.68	Evidence indicates practices and procedures satisfy quality standards	2.44	0.65	Evidence indicates practices and procedures satisfy quality standards

Legend:(1) 2.25 - 3.00 Evidence indicates practices and procedures satisfy quality standards.
 (2) 1.50 - 2.24 Evidence indicates that planned practices and procedures are fully implemented and aligned with ACCESS
 (3) 0.75 - 1.49 Evidence indicates developing structures and mechanisms are in place to demonstrate ACCESS
 (4) 0.00 - 0.74 No evidence

The highest indicators of management of resources are regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders as assessed by school heads (mean=2.35, SD=.68), and there is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management as assessed by teachers (mean=2.49, SD=.62). The findings imply that the public elementary schools have an established partnership system that is managed and sustained by stakeholders for continuous resource management improvement. This further implies that monitoring, evaluation, and reporting for resource management were collaboratively implemented by the internal and external stakeholders of the public elementary schools. The results of the study are supported by Viggayan (2017) as he concluded in his study that the best

practices demonstrated by secondary school heads of the first district of Isabela during the implementation of school-based management were effective working relationships among stakeholders and fully transparent schools.

Table 8 shows the correlation matrix between the teachers' perception of school heads' leadership practices and assessed SBM practices.

Table 8. Correlation Matrix between new normal leadership practices and extent of School-Based Management practices

SBM Practices	New Normal Leadership Practices			
		Adaptability	Decision-making	Planning & Implementation
Leadership and Governance	<i>r</i>	0.237**	0.254**	0.280**
	<i>r</i> ²	0.056	0.065	0.078
	ES	small	small	small
Curriculum and Instruction	<i>r</i>	0.230**	0.236**	0.283**
	<i>r</i> ²	0.053	0.056	0.080
	ES	small	small	small
Accountability and Continuous Improvement	<i>r</i>	0.268**	0.280**	0.303**
	<i>r</i> ²	0.072	0.078	0.091
	ES	small	small	moderate
Management of Resources	<i>r</i>	0.249**	0.256**	0.277**
	<i>r</i> ²	0.062	0.066	0.077
	ES	small	small	small

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

Each dimension of leadership practices yielded a highly significant positive correlation ($p < .01$) with each construct of SBM practices. All the Pearson r coefficients indicated a low correlation between the two variables, with most of the effect sizes indicating a small effect of new normal leadership practices on SBM practices. The strongest correlation is between planning and implementation and accountability and continuous improvement ($r=.303$; $r^2=.091$; $p<.01$), and planning and implementation indicated a moderate effect on accountability and continuous improvement. Therefore, there is a significant positive linear relationship between the teachers' perception of school heads' new normal leadership practices and assessed SBM practices.

Since all the constructs of the new normal leadership practices showed a significant correlation with all the dimensions of SBM practices, the data provide sufficient evidence to claim that the relationship between school heads' new normal leadership practices and SBM practices exists. This means that the level of new normal leadership practices of school heads matters in the SBM practices.

The results, however, contradict the findings of Perez and Lumaad (2021), who discovered no significant relationship between the educational leadership styles of public elementary school heads and the level of School-Based Management (SBM) practice in Palawan public elementary schools. As a result, they concluded that the level of SBM practice might not be solely dependent on a school principal's leadership style. Although many factors influence the success of School-Based Management, the school head is one of the most important (Kartika & Arifin, 2019). Their role is regarded as the most significant factor in achieving a successful relationship between SBM and school improvement (Saputra, 2020).

Table 9 presents the correlation matrix between the teachers' adversity quotient and assessed SBM practices.

Table 9. Correlation Matrix between adversity quotient and extent of School-Based Management practices among teachers

SBM Practices	Adversity Quotient					
		Control	Ownership	Reach	Endurance	AQ
Leadership and Governance	<i>r</i>	0.141**	0.176**	0.181**	0.223**	0.215**
	<i>r</i> ²	0.020	0.031	0.033	0.050	0.046
	ES	small	small	small	small	small
Curriculum and Instruction	<i>r</i>	0.132**	0.164**	0.147**	0.216**	0.196**
	<i>r</i> ²	0.017	0.027	0.022	0.047	0.038
	ES	small	small	small	small	small
Accountability and Continuous Improvement	<i>r</i>	0.162**	0.227**	0.151**	0.216**	0.225**
	<i>r</i> ²	0.026	0.052	0.023	0.047	0.051
	ES	small	small	small	small	small
Management of Resources	<i>r</i>	0.116**	0.156**	0.119**	0.188**	0.172**
	<i>r</i> ²	0.013	0.024	0.014	0.014	0.030
	ES	small	small	small	small	small

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

Each dimension of the teachers' adversity quotient yielded a highly significant positive correlation ($p < .01$) with each construct of SBM practices. Most of the Pearson r coefficients indicated a very low correlation between the two variables, with all effect sizes indicating a small effect by adversity quotient on SBM practices. The strongest correlation is between ownership scores and accountability and continuous improvement ($r=.227$; $r^2=.052$; $p<.01$); however, ownership scores indicated only a small effect on accountability and continuous improvement. Therefore, there is a significant positive linear relationship between the teachers' adversity quotient and assessed SBM practices.

The findings provide sufficient evidence to claim that there is a relationship between the adversity quotient of teachers and SBM practices. This can be attributed to teachers' roles in implementing School-Based Management. Teachers are responsible for organizing the documents needed to validate school-based management practices and determine one's level of practice. Therefore, it is important to enhance the adversity quotient of teachers, especially during this time of the pandemic, wherein they may encounter numerous challenges that may affect their professional and personal lives.

The results of the study are similar to the study of Bautista (2015). She investigated the relationship between the adversity quotient and the teaching performance of 30 faculty members at West Visayas State University-Lambunao Campus and found out that the faculty members had "high" adversity quotient mean scores and "very satisfactory" teaching performance and that there is a significant relationship between adversity quotient and faculty members' teaching performance. Hence, she claimed that the higher one's Adversity Quotient (AQ), the less likely one is to reach his or her maximum ability because people with high AQ welcome obstacles and live with eagerness.

Table 10 depicts the correlation matrix between the school heads' adversity quotient and assessed SBM practices.

Table 10. Correlation Matrix between adversity quotient and extent of School-Based Management practices among School Heads

SBM Practices		Adversity Quotient				
		Control	Ownership	Reach	Endurance	AQ
Leadership and Governance	<i>r</i>	0.214*	0.095	0.070	0.085	0.146
	<i>r</i> ²	0.046	0.009	0.005	0.007	0.021
	ES	small	small	small	small	small
Curriculum and Instruction	<i>r</i>	0.182	0.081	0.060	0.079	0.126
	<i>r</i> ²	0.033	0.007	0.004	0.006	0.016
	ES	small	small	small	small	small
Accountability and Continuous Improvement	<i>r</i>	0.241*	0.134	0.070	0.081	0.164
	<i>r</i> ²	0.058	0.018	0.005	0.007	0.027
	ES	small	small	small	small	small
Management of Resources	<i>r</i>	0.227*	0.068	0.034	0.110	0.137
	<i>r</i> ²	0.052	0.005	0.001	0.012	0.019
	ES	small	small	small	small	small

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

Only the control dimension scores of the school heads' adversity quotient yielded a significant positive correlation ($p < .05$) with leadership and governance, accountability and continuous improvement, and management of resources. Most of the Pearson r coefficients indicated a very low correlation between the two variables, with all effect sizes indicating a small effect by adversity quotient on SBM practices. The strongest correlation is between control scores and the management of resources ($r=.227$; $r^2=.052$; $p<.05$); however, control scores indicated only a small effect on the management of resources. Therefore, there is a significant positive linear relationship between the school heads' control scores and assessed SBM practices in terms of leadership and governance, accountability and continuous improvement, and management of resources.

The results indicate that the adversity quotient of school heads in terms of control is significantly related to SBM practices in terms of leadership and governance, accountability and continuous improvement, and resource management. This means that the control dimension of school heads' adversity quotient is pivotal in dealing with the challenges of implementing practices in the three SBM principles, as these principles focus more on school operation management. This further implies that school heads with high adversity quotient in the control dimension will more likely take positive actions that will enhance the achievement of the school goals and objectives (Okorji & Epetuku, 2019).

The findings of the study are similar to the findings of Napire (2013) in his study on Adversity Quotient and School Principal Management Skills: Their Influence on Institutional Performance. He found out that among the four dimensions of the Adversity Quotient, only the control dimension significantly influenced institutional performance along with leadership and governance. At the same time, no significant influence was noted between this dimension to curriculum and instruction, accountability and continuous improvement, and management of resources.

CONCLUSION

The study generally revealed that there is a significant relationship among the research variables. The result of the correlation analysis suggests that there is a highly significant positive linear relationship between the teachers' perception of school heads' leadership practices and assessed SBM practices. There is also a highly significant positive linear relationship between the teachers' adversity quotient and assessed SBM practices. Lastly, there is a highly significant positive linear relationship between the school heads' control dimension of adversity quotient and assessed SBM practices in terms of leadership and governance, accountability and continuous improvement, and management of resources. It can be noted that the variables highly have a significant relationship with one another.

LIMITATION & FURTHER RESEARCH

The limitations of the study included the limited number of public elementary school heads in comparison to the number of public elementary teachers. The extent to which participants respond openly and honestly may influence the accuracy of the data. The extent of school-based management practices was determined based on the self-assessment of public elementary school heads and teachers. Hence, a possible downside of self-assessment, particularly in the SBM practices, is it can lead to misrepresentations, socially acceptable responses, incoherence, or justification. Thus, it suggested that future researchers may conduct a more in-depth study, focusing specifically on the implementation of school-based management practices, and use the validated assessment score for each SBM principal, which can be requested in the schools' division offices.

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APPENDIX

Research Instrument Validity Result for the Level of School Heads' Leadership Practices, Adversity Quotient, and Extent of School-Based Management Practices in the New Normal

Indicator	Mean	SD	Verbal Interpretation
<i>1. Clarity</i>			
The questions are direct and specific.	4.60	0.55	Excellent
The participants can understand what is being asked.	4.60	0.55	Excellent
<i>2. Wordiness</i>			
The questions are concise.	4.60	0.55	Excellent
There are no unnecessary words.	4.60	0.55	Excellent
There are no ambiguous questions.	4.60	0.55	Excellent
<i>3. Balance</i>			
The questions are unbiased and do not lead the participants to a response.	4.40	0.55	Very Good
<i>4. Use of jargon</i>			
The terms used are understandable by the target population.	4.60	0.55	Excellent
There are no clichés or hyperbole in the wording of the questions.	4.40	0.55	Very Good
<i>5. Appropriateness of Responses Listed</i>			
The choices listed allow participants to respond appropriately.	4.60	0.55	Excellent
The responses apply to all situations or offer a way for those to respond to unique situations.	4.40	0.55	Very Good
<i>6. Relationship to the Research Problem</i>			
The questions are sufficient to resolve the problem in the study.	4.20	0.84	Very Good
The questions are sufficient to answer the research questions.	4.20	0.84	Very Good
The questions are sufficient to obtain the purpose of the study.	4.20	0.84	Very Good
Composite Mean	4.46	0.59	Very Good

Legend: 4.51 – 5.00 Excellent 3.51 – 4.50 Very Good 2.51 – 3.50 Good 1.51 – 2.50 Fair 1.00 – 1.50 Poor

Reliability of Research Instrument

Measure	Alpha	Internal Consistency	Reliability
<i>Leadership Practices (Teachers)</i>			
Adaptability	0.942	Very High	Excellent
Decision-Making	0.956	Very High	Excellent
Planning and Implementation	0.941	Very High	Excellent
<i>Adversity Quotient (Teachers)</i>			
Control	0.720	Moderate	Good
Ownership	0.774	Moderate	Good
Reach	0.840	High	Very Good
Endurance	0.877	High	Very Good
<i>Adversity Quotient (School Heads)</i>			
Control	0.798	Moderate	Good
Ownership	0.861	High	Very Good
Reach	0.852	High	Very Good
Endurance	0.738	Moderate	Good
<i>School-Based Management Practices (Teachers)</i>			
Leadership and Governance	0.845	High	Very Good
Curriculum and Instruction	0.959	Very High	Excellent
Accountability and Continuous Improvement	0.904	Very High	Excellent
Management of Resources	0.917	Very High	Excellent
<i>School-Based Management Practices (School Heads)</i>			
Leadership and Governance	0.796	Moderate	Good
Curriculum and Instruction	0.919	Very High	Excellent
Accountability and Continuous Improvement	0.900	Very High	Excellent
Management of Resources	0.896	High	Very Good