



Crisis leadership: a self-study of a novice departmental head

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Abstract

Sequel to major changes which occurred due to Covid-19 pandemic, this paper represents a self-study based on a novice departmental head in the educational context. This study focuses on a newly appointed departmental head trying to implement change among teachers with intrapersonal struggles to adapt to change because of their experience, being stagnant and for doing things the same way for over 20 years. The study reflects on leadership style and support provided to teachers during the time of the Covid-19. John Dewey's reflective process was adopted as framework, and mixed methods approach. Thus, quantitative and qualitative data were collected from eight purposively selected participants. The questionnaire was used to collect quantitative data from six teachers: three experienced and three younger ones, while interviews were conducted for two critical friends in order to collect qualitative data. The collected data were coded and analyzed using themes. The findings of the study showed among others that the newly appointed departmental head empowered and supported all teachers to adapt to change by utilizing situational theory as a guideline. Thus, support from leaders and involving followers in decision making can change their perceptions with regards to adapting to change and feeling more at ease.

Keywords: *change, covid-19 pandemic, intrapersonal struggles, leader, support*

INTRODUCTION

Leadership is crucial in education therefore there are different leadership styles to ensure the best outcome and to implement change (deleted for the integrity of the review). Leadership styles are important in regard to implementing change, as it is of utmost importance to adopt the most suitable techniques and leadership style, given the circumstances (deleted for the integrity of the review). This is to ensure and work towards the best results. The work of (deleted for the integrity of the review) indicates that eclectic leadership styles are important, and it must be encouraged as it affects the abilities of teachers and learners. Meanwhile, Marini and Milawati (2020) state that change must be implemented correctly to produce the best results. A leader is expected to not create followers but rather create more leaders as individuals can either reject a leader or work with them. The school management team has a big impact on leadership as Amanchukwu, Stanley and Ololube (2015) state that guaranteed success is determined by the school management team as they have to implement the correct leadership style. This implies that the leadership style that is used has a big impact on the teachers and oneself as it can shape leaders and make or break an individual but how do you know when you implemented change correctly? This paper will place emphasis on the importance of support from the leaders, the appropriate leadership style and engagement from the individuals involved in the change process.

Furthermore, as a first-time leader the researcher of focus had mixed emotions of both

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excitement and fear as she had to lead individuals that were twice my age. However, she took it as a challenge and saw it as an opportunity to grow as a person and intimidation was a word that did not exist in my vocabulary. Conversely, unexpectedly the Covid-19 pandemic occurred and due to the great amount of fear amongst individuals several changes had to occur, changes such as, social distancing, remote learning, rotating school days, wearing a mask most of the time and sanitizing. Mixed emotions due to the Covid-19 pandemic aroused, emotions such as confusion, isolation and fear. In the education sector everything was a blur as everyone was confused and unsure about how things would work with this pandemic that showed light. Leaders had to be the ones who had to inform staff members of all the changes that had to be implemented and try to objectively ensure the changes. The experienced teachers were stagnant and were used to doing things the same way for a long time and they were the ones that feared change the most. With the support from the senior management team, she had the opportunity to give the more experienced teachers reassurance that being more open-minded and to accept change does not mean that your voice as an experienced teacher will not be heard. The researcher of focus ensured change must happen to ensure a positive outcome for learners and teachers. It was challenging as the more experienced teachers were worried about their relevance and that they would not fit in, but they only needed guidance and knowledge to change their perception. However, as a leader she utilized an adoptive strategy and tried to make them feel more at ease by involving them in decision making that are related to the change process. The researcher of focus ensured that they are comfortable by placing emphasis on empowerment, transparency and involvement. This is in alignment with the work of Smith and Riley (2012) who hold the view that leaders must try and avoid personal harm by utilizing the appropriate leadership skills during a crisis. Meanwhile, the newly appointed head of department tried their best to support and avoid personal harm and emotional damage amongst teachers.

The Covid-19 pandemic is a health crisis that can be described as very capricious, as it is inevitable and enforced adjustments onto everyone's lives. Practice during the Covid-19 pandemic and its new regulations are accepted and seen as the new normal. Change is a word feared by most individuals including the education sector (Soncini, Politi and Matteucci, 2021). Meanwhile, many individuals found it difficult to adapt to the new normal. Personally, as a new head of department, it took courage and strength to implement changes amongst individuals that were used to a pattern of doing things the same way for many years. Involvement plays a huge part in successfully implementing change, but it can either have a negative or a positive outcome. The work of Higgs and Rowland (2011) are aligned with this statement which states that to implement positive change engagement are required. The main research question guiding this study is: How did the leadership of the selected researcher support teachers during the Covid-19 pandemic? The sub research questions guiding the study are: 1) What changes did the selected researcher implement at school during the Covid-19 pandemic? 2) How did the selected researcher lead the experienced teachers following the changes in schools during the Covid-19 pandemic? 3) What are the ways in which the selected researcher supports experienced teachers in the school? 4) What did the selected researcher learn from the experience?

LITERATURE REVIEW

Leadership and crisis management

Leadership and management are two concepts that are crucial in educational organization as it can either produce success or failure in an educational institution (Peretomode, 2012). A leader is of utmost importance in an educational organization, as the work of Taylor (2017) states that leadership can shape an individual's actions to reach a goal or a desired outcome. According to Peretomode (2012) leadership can be defined to give direction by motivating, inspiring and

persuading other individuals. This implies that leadership is of utmost importance and without leadership an end goal might not be reached. Management involves accomplishing a goal and controlling an individual or a group of individuals. Management is accountable for tasks such as ensuring that the organization is functioning (Robbins, Judge, Odendaal & Roodt, 2016). This proves that management is responsible for managing the organization to reach its goal and not to manage the people. Leadership, on the other hand, place emphasis on an individual, its ability to influence, motivate and understand employees. It places emphasis on leading individuals, as leadership cannot exist without people (Robbins et al., 2016). Leadership motivates, empowers and inspires individuals (Robbins et al., 2016). According to Al-Malki and Wang (2018) leadership must always have a positive impact on individuals. This implies that leadership is accountable for managing individuals and to have a positive impact. A leader must have effective communication skills (Taghizadeh, Rahman, Hossain & Haque, 2019). Communication plays an important role in being an effective leader (Taghizadeh et al., 2019). Communications is used for multiple reasons, but it is mostly used by effective leaders to motivate and inspire employees to be and do their best and to work towards a desired outcome. According to (Taghizadeh et al., 2019) a principal must communicate openly and be transparent to ensure positivity and success amongst employees.

Communication and interpersonal skills go hand in hand and are an important factor in leadership. Interpersonal skills can be defined as the ability to communicate and express yourself to other individuals. Interpersonal skills help with relationship building and development with other individuals and it can be beneficial when building strong relationships with others in the workplace (Menci, Wefald & Van Ittersum, 2016). Effective communication skills can build better relationships with employees and can instill trust (Taghizadeh et al 2019). Interpersonal skills are a critical attribute to employees as they guide actions, emotions, attitudes and work quality (Menci, Wefald & Van Ittersum, 2016). Interpersonal skills are skills used by professionals to persuade other individuals to get things done too (Taghizadeh et al., 2019). This implies that a leader's success is determined by the level of interpersonal skills that they have.

Interpersonal skills can be utilized to introduce the change process that has to occur due to a crisis. Crisis can be defined as an unexpected event that occurs that requires immediate attention as it develops quickly and can have negative consequences and creates uncertainty (Firestone, 2020). A crisis can be seen as change that has to occur as it causes problems and uncertainty that must be addressed (Firestone, 2020). According to O' Reilly, Leitch, Harrison and Lamprou (2015) "leadership and crisis share the same representation and assumptions which focus on the future that is controllable and knowable". A resolution for crisis is leadership as they can get the best solution for an unexpected crisis (O'Reilly et al., 2015). This proves that in times of a crisis, leadership is required in an organization as leadership includes experience and knowledge. A leader must have the following attributes: honesty, be adaptable, stay positive, decisive, control the situation, exercise caution, as a leader must always be prepared for any crisis that might arise crisis (O'Reilly et al., 2015). Leader abilities are needed to guide employees and the organization to the best of its ability (Firestone, 2020). Leadership place emphasis on planning, organizing, budgeting, directing, staffing and controlling and without leadership skills an organization and its employees can be destroyed in times of crisis (Firestone, 2020).

Different leadership styles in education

This review will focus on contingency theory and situational theory will place emphasis on leadership styles that can make or break an educational organization during a crisis as Khan and Nawaz (2016) states that the leadership style provide direction, implement different strategies and motivating.

Contingency theory

This theory focusses on a leadership style that is inflexible and the leader does not adapt his or her leadership style based on the given situation (Peretomode, 2012). The leader becomes stagnant and comfortable with his leadership style which can have a negative effect on an organization. Badshah (2012) identified three dimensions that are related to the contingency theory, which are leader-member relations which place emphasis on the relationship with the employees as it gives the leader more power and influence, task structure which place emphasis on the tasks that are highly structured to guarantee more influence and power, position power which place emphasis having the power to fire and hire members (Badshah, 2012). This implies that leaders that utilize the contingency theory is stagnant and only do things in a certain way.

Situational theory

This theory place emphasis on the leader that adapts his or her leadership style based on the given situation to get the best solution and is flexible to ensure the best results (Peretomode, 2012). Leadership styles can be divided in four behavior types: telling which place emphasis on one-way communication, selling which place emphasis on two-way communication, participating which place emphasis on shared decision making and delegating when a leader pass responsibility on to an individual or group (Peretomode, 2012).

The above-mentioned information proofs that with the Covid-19 pandemic that unexpectedly showed light it can be advisable that it is best to first analyze a situation or crisis and adapt one's leadership style to try and get the best solution for the crisis because if a leader just continue to do everything the way it was done before the crisis aroused the best solution will not be reached.

Fear of change

The COVID-19 pandemic had a negative impact on all individuals and made people fear change even more than before (Harris & Jones, 2020). According to Silkoset (2020), a lot of changes occurred during the pandemic and all leaders must be careful and utilize the most effective strategies to introduce and implement change. Silkoset (2020) states that the pandemic caused mixed emotions amongst individuals as it occurred unexpectedly and has negatively affected most individuals and organizations. Utilizing harsh power to implement change can prove the urgency for change and that it must occur immediately (Harris & Jones, 2020). With, it is of utmost importance to implement change as soon as crisis arises to prevent any negative consequences. During the Covid-19 pandemic employees want to trust their leader, feel safe, not be forced into anything and feel looked after. However, due to the high demand of change due to the pandemic some employees felt like they did not get the reassurance from their leaders as expected. According to Starr (2020) due to the Covid-19 pandemic leaders must focus on the following: identify challenges, share good ideas and get the best solution for the problem and not just force individuals to change their behavior, however, the change that have to occur due to the Covid-19 pandemic is different as the change is a matter of urgency to ensure safety for all individuals so it must be implemented harshly (Harris et al., 2020). This implies that the Covid-19 pandemic caused a lot of change that had to occur in different industries including education. The pandemic forced the following changes: remote teaching and the teachers could only support the learners through online platforms (Harris et al., 2020). The reason for remote learning was to ensure safety and due to the fact that some learners did not return to school at all. Leaders had to implement a drastic shift to intensive cleaning and monitoring movements of all learners and teachers which caused fear, stress and a lot of mixed emotions (Harris et al., 2020). Learners and teachers need to feel safe so safety must be assured. As an educational organization numerous resources must be utilized to assure

safety (Starr, 2020) and that can cause a lot of stress amongst leaders and employees. This implies that stress was one of the major emotions that individuals struggled with.

Stress was the forefront emotion for all teachers according to one of the interviewees. Stress can be defined “as a response to pressure from internal or external factors and it mostly stems from anger” (Robbins et al., 2016). Stress is the one emotion that can have a negative effect on an individual’s lives. There are factors that are the sources of stress, for instance the environment that creates uncertainty, organizational which always create different demands and individual which focus on family and personal problems (Robbins et al., 2016). Emotional intelligence is needed to manage stress as emotional intelligence ensures that an individual knows how to manage or control their emotions (Trench, 2016). This proves that emotions play a big part in our everyday lives and have a big impact on how we see and do things.

Strategies to implement change

Kurt Lewis made it a bit easier for leaders by designing a three-stage model based on how to implement change (Robbins et al., 2016). The first stage to implement change focuses on the existing factors, meaning the old way of doing things, to be unfrozen. The next stage is to direct yourself towards the final stage by doing what you are supposed to be doing to get the desired outcome. The final stage is to implement change and make it permanent by refreezing the change (Robbins et al., 2016). To successfully implement change, it is advisable to utilize Kurt Lewis’s three stage model. For change to be effective it must happen very quickly (Robbins et al., 2016). Change will not be successful if all steps in the model are not followed. The model persuades individuals into thinking that change is needed to overcome a certain problem (Robbins et al., 2016). This information implies that the model creates a sense of urgency and pushes employees into the right direction as individuals do not know when a crisis might occur, and this model drives the perception that change is needed immediately.

Adapting to change

Leadership and management are responsible for the change process that might have to occur. They must ensure that they have a clear shared vision, think about implementing new programs that will be beneficial to all parties involved, they must care for others and themselves, technological devices for instance laptop and cellphones will be needed for remote learning and all leaders must be creative, connect, collaborate, and respond (Harris et al., 2020). Meanwhile, McNamara and Buggy (2017) state that it is important to appreciate each individual and the role that they are playing in the change process. With this being said how people feel meaning their emotion plays a big part in how they will react to the change process.

Emotions, attitude and motivation are factors that are very important in adapting to change (Robbins et al., 2016). Negative emotions result into negative attitude but if an employee feel safe, valued and trusted positive emotions appear that is why it is of utmost importance to value the emotions of employees as it can have a big impact on the goal that is trying to be reached (Robbins et al., 2016). Meanwhile, Smith and Riley (2012) states that it is important for leaders to allow employees to deal with their emotions in times of a crisis.

RESEARCH METHOD

Self-study can be defined as reflecting deeply and focusing on oneself (Samaras, 2011). It places emphasis on improving all aspects of one’s life, to face all problems and get solutions for any possible problems that might arise (Samaras, 2011). Self-study centers around the way a person thinks and talks and truly understanding who you are as a person (Samaras, 2011). Self-study research focuses on improving by learning about oneself, improving oneself and understanding

yourself and building knowledge that will be beneficial to your life (Samaras, 2011). Also, self-study focuses on openness and improving different aspects of your life by utilizing feedback from others. Lastly it places emphasis on personal experiences (Samaras, 2011)

This self-study and change process emerged in 2019 and it is a unique experience as she did introspection based on my leadership abilities and techniques following the unpredictable outbreak of the Covid-19 pandemic. In this process firstly she spoke to all the recipients involved. The researcher of focus involved multiple participants in the change process, including HOD's, the deputy principal and the principal. My plan was not to enforce anything onto anyone but rather to make everyone involved feel comfortable and part of the change process and she made them believe that they made the decisions themselves because they were involved in the decision making of the change process.

The reflective method was utilized for data collection as Rodger (2002) states that reflection is utilized to put pieces together, to get a better understanding about something and to make sense about information. A questionnaire with 5 questions that were related to change was given to three experienced teachers and three younger teachers. Two interviews were also conducted to get a more personal response from the participants, which was two experienced teachers and two younger teachers. The reflection method helped me to better understand the situation at hand and to make sense of the fact that experienced teachers are stagnant and fear change. It enabled me to unsympathetically review the experience of the experienced teachers during the Covid-19 pandemic and my own experiences during this time. All the data was collected through conversations, questionnaires and interviews with colleagues and leaders and was put together for it to make sense and for me to get a better understanding about the situation. The data was also collected to get the answer to the questions why experienced teachers fear and find it difficult to adapt to change.

Dewey's reflective theory was developed by John Dewey in 1933 and it places emphasis on reflecting on thoughts (Miettinen, 2000). John Dewey proposed in his reflective process that one have to think to learn (Miettinen, 2000). John Dewey defined reflective thoughts as being persistent, careful consideration and active (Miettinen, 2000). John Dewey's reflective model was used to successfully analyze the change process and successfully identify a solution. Dewey's reflective model consists of 5 stages: 1) Problem: To identify and define the given problem (Miettinen, 2000). 2) Analyze: To analyze the problem (Miettinen, 2000). 3) Possible solutions: To generate and identify all possible solutions (Miettinen, 2000). 4) Select solution: Combine all solutions and select a suitable solution (Miettinen, 2000). 5) Implementation: Implement the solution (Miettinen, 2000).

The role of the researcher is to guide the research process and collect data to make meaningful connections as to why experienced teacher fear change (Fry, Scammell & Barker, 2017). The researcher's main purpose is to find a solution for the crisis that we are facing. The role of critical friends is to guide and analyze information with the researcher to make sense of it all. Their role is to ask questions and support (Fry, Scammell & Barker, 2017). Ethical considerations can be defined as principles that guide the researcher and the research process (Kiani, Abbasi, Ahmadi & Salehi, 2018). It is a crucial function in self-study research. It is of utmost importance to acknowledge all participants involved, meaning, myself and my collaborators. To ensure that the research process is fair, and no discrimination takes place. To always respect the collaborators and place emphasis on their privacy and to set boundaries and not overstep them.

FINDINGS AND DISCUSSION

The Covid-19 pandemic is a very dangerous virus that can have a big health effect on individuals. Due to the Covid-19 pandemic, change had to be implemented to ensure health and

safety for learners and teachers. Most young teachers are open to change and enjoy change as they are part of the new generation and used to change occurring most of the time. The more experienced teachers are not open to change as they feel like they will lose their value if anything changes. They feel like they will not be relevant anymore. They have been used to doing things the same way for the past 20 years. This is a fear faced by many experienced teachers as they are not used to change and never really experienced change.

Change is a concept that must be carefully implemented to ensure a swift transition to the new way of doing things. Change can cause negative feelings amongst individuals. The researcher of focus tried to support all teachers by speaking to motivate them and make them feel comfortable to relate with me regardless of the pandemic. Also, she involved the teachers in the decision-making process to implement change by giving them options to choose from in order for them to feel comfortable and involved and not left out. The researcher of focus ensured that the teachers felt safe and assured.

The researcher of focus always supports all the teachers at our school, young and old. The researcher of focus tried her best to involve and utilize the ideas of the young and experienced teachers so that it can be beneficial for the learners and our school. She ensured that they feel important and that their input and ideas are highly appreciated. With this health disaster, the researcher of focus gained a lot of knowledge and the most important thing that she learned was to always try and make the best decisions for our learners and teachers. Everyone has a fear of the unknown but with guidance people open up and are more open to the change process all depending on how the leader implement change.

The changes that the researcher of focus had to implement at the school was the fact that we have to keep a social distancing of 2m, wear a mask, sanitize our hands, not sit in the staffroom for social gatherings, teachers that go to the different classes and not the learners, rotating system for learners to come to school only on alternative days. The researcher of focus had to adjust my leadership style to the current situation that we are facing.

The findings using John Dewey's, reflection method:

Applying the reflection model of John Dewey, the following are findings presented in different sub-headings:

Problem:

The Covid-19 pandemic commenced in 2019 and caused fear amongst most individuals. A lot of change had to occur due to the Covid-19 pandemic. Many individuals fear change including those in the education sector (Soncini, Politi and Matteucci, 2021) and experienced teachers found it hard to adapt to all the changes caused by the Covid-19 pandemic.

Analyze problem

The Covid-19 pandemic caused mayhem all over the world. Many individuals feared for their lives. Due to the Covid-19 pandemic a lot of change had to be implemented and that is what caused even more fear amongst individuals. Change had to occur to ensure safety for all individuals (Soncini, Politi and Matteucci, 2021). Leaders and educators are responsible for their own and the learners' safety by ensuring that the Covid-19 protocols are being followed. Leaders had to ensure that the best decisions are made to ensure safety and with that in mind change was the only option. Although most teachers were used to repetitive patterns and followed it for several years. For the experienced teachers, Covid-19 brought about change that transitioned everything that they were

used to and that made it difficult for them to accept the changes and consequently adjust. Stress, fear and frustration were some of the mixed emotions that they battled with (Harris and Jones, 2020). With, leaders had to implement different changes to ensure safety which caused stress, fear and a lot of mixed emotions (Harris & Jones, 2020). For the younger educators on the other hand, it was not a big deal as they are used to changing and experiencing it every day of their lives, hence they saw it as a new challenge that they had to overcome.

Possible solutions: 1) Ensure safety for learners and teachers, 2) Ensure safety for learners only, 3) Ensure safety for teachers only, 4) Implement strategies that will prevent the spread of Covid-19, 5) Allow learners to still get an education, 6) Allow teachers to still keep their jobs, 7) Keep the mental health of teachers and learners in mind, 8) Exclude teachers and learners who fear change from the change process.

Select best solution

Leaders must ensure the safety of all learners and teachers as it was stated in the senior management teams meeting that safety comes first. Leaders must also ensure that education continues by implementing strategies that can avoid the spread of the virus and fear amongst teachers and learners for instance, the changes that had to be implemented to ensure safety for example moving to online teaching.

Implementation:

Leaders had to make the decisions as to how teachers and learners will be kept safe in the education sector. The following changes were implemented: 1) Online teaching, 2) Wearing of a mask every day, 3) Social distancing of 1.5m, 4) Washing hands for 20 seconds or sanitize hands, 5) Rotating system for learners, 6) Smaller classrooms. School leaders ensured that the changes that had to occur were not forced onto the teachers but made them part of the decision-making process so that they can feel involved and be at ease because they made the decisions about the change that had to occur. Higgs and Rowland (2011) state that positive change implementation requires engagement. The leaders made the young and experienced teachers feel heard and cared for by checking in with teacher's daily and sending motivational texts as well.

The Covid-19 pandemic had a big impact on many individuals' lives. Various themes emerged from the data that has been collected and analyzed. The identified themes include fear of the new normal, occurrence of change, the change process, motivation and support for teachers.

Theme 1: Fear of the new normal

The analyzed data showed that individuals were scared, fearful and did not know what their new normal would be like as one of the interviewees stated that they were "very anxious". In other words, teachers exhibited fear regards to what the new normal may hold for them, as one of the interviewees stated that they felt fearful that they might infect learners, or the learners might infect him/her. This finding corroborates the work of Soncini, Politi and Matteucci (2021) who state that many individuals fear change. The teachers were anxious and had anxiety but tried their best to cope with the unknown, as one of the teachers stated in one of the interviews that we are dealing with the unknown. Therefore, fear was the forefront emotion amongst them as they felt unsure about the unknown.

Theme 2: Occurrence of Change

A lot of change had to occur to ensure safety for our learners and teacher, to prevent the spread of Covid-19, as one of the teachers stated in the interview that all the changes was to ensure that the teachers and learners are safe, meanwhile Higgs and Rowland (2011) states that the change

process must be implemented correctly to produce the best results. Without the urgent change that had to occur teachers and learners would have been at risk.

Theme 3: The Change Process

Many teachers were open to change, as stated in the questionnaires, and did not have a problem with the change process. They were open to change but preferred to stay in their comfort zone and minimize any change. Some were open to change but preferred no change as some participants stated in the questionnaires that change creates chaos. The change process includes the fact that the learners had to wear always masks, keep a social distance of 2 meters, regularly sanitize their hands, create smaller classes and implement a rotating system where learners only come to school on alternative days. Meanwhile Johansen, Astrup, Jore, Nilssen and Barton (2020) point out that control guidance and prevention are recommended to and by schools but it must be followed. Staff members had to stay in their classes and try to minimize interactions with each other. Teachers had to ensure that all Covid-19 protocols are being followed because some learners did not adhere, as one of the interviewees stated that the learners “do not follow protocol”.

Theme 4: Motivation and Support for Teachers

Teachers had the privilege to be motivated and supported by their leader and that made them feel at ease, as one of the interviewees stated that they received support from the leader. The leader was transparent and involved all the teachers in the decision-making process and ensured that everyone felt at ease about the process. Emotional support was given to teachers by personal motivational messages and physically being there for them. Emotional stability was created, and the teachers accepted the change because they felt like they were being heard and part of the change process, as one of the participants mentioned. This finding is in congruence with the works of Cipriano and Brackett (2020) and Khatoon (2015) who hold the view that teachers need support and motivation to ensure emotional stability and fruitful output. Although, many a time, the focus is usually on students and the support needed (Linnenbrink-Garcia, Patall & Pekrun, 2016), this does not imply that teachers are to be left out. Moreover, review of the work of Ruzek, Hafen, Allen, Gregory, Mikami and Pianta (2016) shows that teachers’ emotional support motivates students.

CONCLUSIONS

The Covid-19 pandemic was an unexpected pandemic that turned the world upside down. Due to these pandemic drastic changes had to be made in the educational sector to ensure safety amongst our learners and teachers. It came to light that most experienced teachers fear change since they are used to doing things the same way for the past few years. They had mixed emotions and did not know how this new normal would work or how the changes would be implemented. With the experienced teachers soon realized that being open minded can be beneficial for all individuals and it is normal to fear the unknown but to be open and transparent can ensure growth on a personal and professional level. It is understandable that change must occur if a crisis arises, and the best methods must be utilized to implement the change. To stay relevant and to adjust to the new generation and technology that is improving by the day it is wise to be a lifelong learner and to be open to change as change is good and it promotes growth.

Change can be good and develop an individual as a person, as it can change an individual’s perspective and make them see things in a different way than usual. However, for some it is an unknown place that they do not prefer. As change can cause stress, fear and anxiety and that are negative emotions that can negatively affect one’s life (Soncini, Politi and Matteucci, 2021), and that is why most individuals do not prefer change but rather prefer a routine and things that they are used to. With that being said, change can sometimes be necessary to keep one safe or to

achieve a certain goal, for instance the change that had to occur due to the Covid-19 pandemic.

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