



Adversity Quotient and new normal Leadership Practices of School Heads in Public Elementary Schools of Davao City Division

Arjun D. Fuentes

Rizal Memorial College

1.The Problem and Its Setting

The principals have a significant impact on how well elementary schools are managed. The principals are in charge of the school. As an administrator or leader, a principal must be able to persuade students to know what the principal expects of them and to execute it gladly. Monitoring school-related operations, such as regulating activities, leading and evaluating the execution, guiding and strengthening staff abilities, are all part of the new normal leadership practices of school heads. In education, as the 'New Normal' in the post-COVID-19 period, there is a need to consider education and learning systems in the light of emerging opportunities and challenges. In the educational context, in order to provide and sustain quality education despite the pandemic, the 'new normal educational policy' should be taken into consideration (Cahapay, 2020).

In the Philippines, the new normal education poses a great challenge to learners, parents, and other stakeholders and, more importantly, school administrators in delivering the new learning modality. Villanueva and Buenbrazo (2023) revealed that lack of school preparedness for the new modality; difficulty in soliciting parents' cooperation and involvement; communication and monitoring barriers; and the uncertainty of the effectiveness of modular distance learning. This validated that implementing the new normal education posed several challenges to school administrators as one of the forerunners of the new learning modality.

In the Division of Davao City, school heads were also pressured of handling school concerns specifically in the new normal setting. The school concerns and issues were being added since school heads need also to intensify the welfare of all the members of the school community. The threat brought by the global pandemic heightened the worry of the school leaders. More so, school heads have to consider many aspects in the implementation of the face-to-face classes. The situation itself has worried the school heads since traditional classroom set-up is different from the new normal face-to-face classes.

When the reopening of classes started, the researcher observed that the new normal leadership practices of school heads have not been given much attention. In fact, no studies had been conducted that explored the status of school heads' adversity quotient and normal leadership practices. Given these situations, the researcher further investigated the extent of adversity quotient and new normal leadership practices of school heads specifically in Davao City Division. Furthermore, it explored the correlation of the two variables.

Review of Significant Literature

The related literature and studies of this study provided inputs about the adversity quotient and new normal leadership practices of school heads. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable is adversity quotient. It has four indicators namely: control, ownership, reach, and endurance (Stolz & Grant, 2019). Meanwhile, the dependent variable is new normal leadership of school principals. It has three indicators namely: adaptability, decision-making, planning and implementation (Francisco et al., 2020).

Adversity Quotient of School Heads

The ability to overcome challenges or issues is measured by one's adversity quotient (Juwita, 2020). The heads of schools are still adjusting to the new educational norm at this time. In the midst of the epidemic, teachers are left with many questions about how to teach and learn (Jimenez, 2021). Educational administrators and teachers are offered coping strategies including attending mental health awareness webinars, caring for their psychosocial qualities, and similar things. SHs are advised to continue acting as change agents in the workplace and in society at large by actively participating in various government and private sector initiatives pertaining to flexible learning options, leadership webinars under the New Normal, and managerial perspectives of leaders under crisis (Asio, 2020).

The adversity quotient of school head is considered as the independent variable of this study. It has four indicators, namely: control, ownership, reach, and endurance (Stolz & Grant, 2019).

Control. It refers to how much a person believes they can affect what happens next. One is more inclined to act positively the more control they have over their environment. Those with higher adversity quotients believe they have a lot more power and influence over difficult circumstances than those with lower adversity quotients do. It establishes resiliency, wellbeing, and perseverance in the face of adversity (Baroa, 2015).

A leader is necessary in every organization since it is leaders who will decide the course that the organization will take. A leader's actions in influencing and motivating all of the group's members to reach the objectives established are what constitute leadership. According to Zainal et al. (2014), the ability to mobilize and influence others is what is meant by leadership. The principal is the institution's chief executive. To accomplish the educational objectives, the administrator must be able to inspire all of the students and staff.

Ownership. It is described as the possibility that someone will take action to help the issue, notwithstanding their official duties. Regardless of the cause for the meeting's poor performance, the high adversity quotient employee holds himself or herself accountable; the low adversity quotient employee views themselves as a helpless victim. A person with a high adversity quotient will be more responsible for managing the situation and encourages constructive behavior, whereas a person with a low adversity quotient is more likely to place blame on others and combine destructive behavior (Baroa, 2015).

Ownership of the results of adversity refers to a principal's capacity to accept accountability for the results of adversity or the degree to which he feels himself responsible for resolving the issue. When they fail to achieve the results they want, some principals get angry and upset. They quite frequently decide to accept responsibility for their acts and, consequently, the results as a result of their dissatisfaction. They take action to avoid unpleasant situations or concentrate on the results of hardship, regardless of where it came from. High-ownership principals demonstrate accountability, maintain control of the educational environment, and encourage teachers to perform well rather than exchanging accusations (Canivel, 2010).

Reach. It refers to how far a person believes misfortune will "reach into" and influence other areas of the circumstance or beyond. Setbacks are unlikely to derail the day or the weekend for someone with a high adversity quotient since they will be placed in perspective. He or she vows to grow from the errors. A worker with a low AQ would extrapolate, viewing a single failure as evidence of their worthlessness and stupidity. One's other facets of life will be impacted by this leading to disappointment, resentment, failure, bad luck, and maybe poor decision-making. Due to its cumulative nature, this dimension will decide a person's load, stress, energy, and effort (Baroa, 2015).

Endurance. It is the perception of time over good or bad events and their consequences will last or endure. Seeing beyond even enormous difficulties is an essential skill for maintaining hope. School principals' job performance is impacted by the difficulties they experience in the educational process, the administrative tasks they do, and the challenges they confront in the school environment. Leading institutions is no longer a simple assignment. The delegated responsibility of principals is one of many variables that causes pressures to increase. *New Normal Leadership Practices of School Heads*

Leaders in the new normal should value equality and diversity, be fiercely committed to realizing their goals and missions through talent and technology, and foster a lively dialogue among all team members, shareholders, and other stakeholders. In order to produce acceptable decisions and pertinent activities that will encourage good accomplishment in any organization, school leaders need to adjust to the developments in education as well as their own traditional beliefs and methods of leading people (Netolicky, 2020).

New normal leadership of school principals is considered as the independent variable of this study. It has three indicators namely: adaptability, decision-making, planning and implementation (Francisco et al., 2020).

Adaptability. A concise definition of adaptive leadership is appropriately changing behavior in response to situational changes. This has been referred to in a wide range of terms, including "flexible," "adaptable," "agile," and "versatile," but they all refer to leaders who can accurately assess a given circumstance and adjust their behavior in accordance with it (Wong & Chan, 2018). The capacity of a leader to modify their ideas and behaviors in order to produce responses to shifting decision-making scenarios is correlated with their level of adaptability (Luu, 2017).

Due to school closings and the transition of all instruction to a virtual environment, the pandemic impacted pupils' education (Morgan, 2020). The type and scope of change required to assist teachers and students in embracing new technology and technical skills to navigate teaching and learning in a virtual environment have to be reconsidered by school administrators (Kaden, 2020).

Decision-making. Decision-making is the process through which an individual, group, or organization decides what future activities to pursue given a set of goals and restrictions on the resources at their disposal. This method will frequently be iterative and involve framing the problem, gathering information, drawing conclusions, and picking up lessons from past mistakes (Russo, 2014).

Planning and Implementation. If educational planning can be planned, carried out, and evaluated effectively and efficiently, the accomplishment of minimum service quality can be realized effectively. The success of the school's implementation of educational programs depends on planning. For this reason, there must be concord between the planning of schools and other relevant organizations, such as the ministry of education and the education department. The principal executes the school planning in the capacity of a manager who also serves as an authorizer and coordinator, allowing for the effective and efficient use of school resources (Juwariah & Kurniatun, 2020).

The Philippine Department of Education (2020) has acknowledged the crucial role that principals play in ensuring that education continues in the midst of the COVID-19 crisis, which requires careful planning and efficient implementation. It argued that it had a duty to provide school principals with professional development. Based on their readiness, resources, and plans, the school principals were given training to implement the adoption of a variety of learning delivery prototypes. They had the chance to become acquainted with the variety of learning delivery models they may use in accordance with

the capabilities and circumstances of the community in which they reside. They have the skills necessary to oversee the continuation of education notwithstanding the crisis.

Adversity Quotient and New Normal Leadership Practices of School Heads

Every person faces hardship in their daily life, which one must now combat anything from tiny annoyances to significant life-altering catastrophes, which have started to escalate at an alarming rate as a result of the system's complexity. Because it is experienced via one's own eyes, each person's misfortune is distinct (Venkatesh et al., 2016). Numerous studies chronicled how adversity quotient could be associated with the practices of educational leaders (Baroa, 2015).

Synthesis

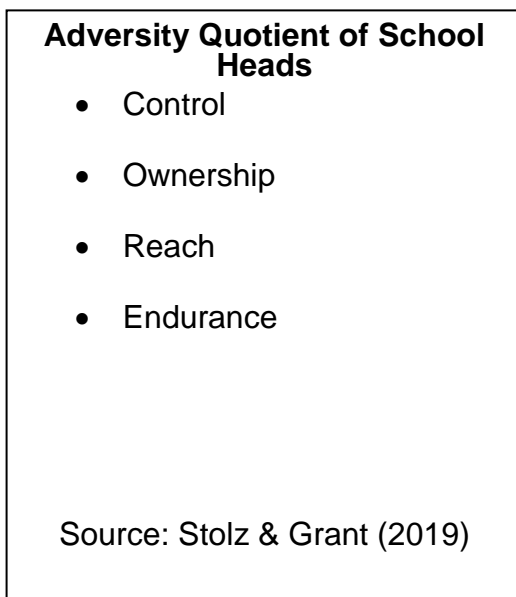
The collected pertinent research and studies convincingly supported the existence of a relationship between the variables in this study. Additionally, it offered many inputs for every variable. This section established the case, backed by a number of research, that the adversity quotient is associated with the new normal leadership behaviors of school heads. In order to properly debate the study's findings and formulate appropriate suggestions, it is important to have access to the presentations and discussions of relevant studies.

Theoretical and Conceptual Framework

The Adversity Quotient Theory, developed by Dr. Paul G. Stoltz and cited in Aquino (2013), served as the foundation for this study. This study focused on the multifaceted responsibilities and obligations of school principals and the challenges they face when implementing various policies and procedures, managing internal and external forces, and keeping in-put the institution's performance in relation to the standards. He asserts that a leader's institution is more likely to collapse if they have a low adversity quotient. On the other hand, a leader who scores highly on AQ has the ability to go over obstacles at work.

Figure 1 shows the conceptual model of the study. It focuses on the extent of adversity quotient and the new normal leadership practices of school heads.

INDEPENDENT VARIABLE



DEPENDENT VARIABLE

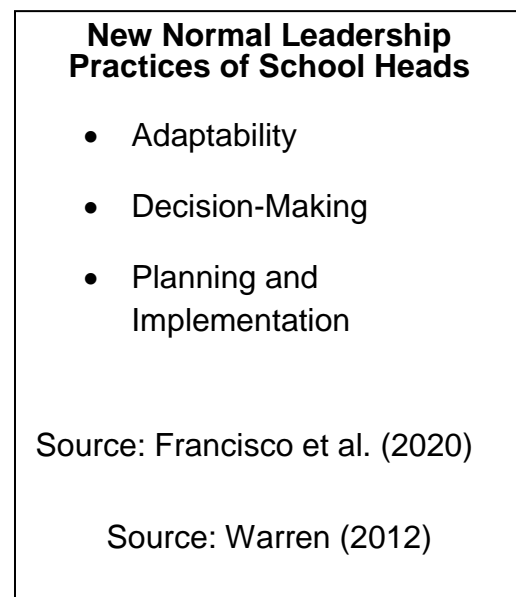


Figure 1. The Conceptual Framework of the Study

Meanwhile, the dependent variable of this study is new normal leadership practices of school principals. It has three indicators namely: adaptability, decision-making, planning and implementation (Francisco et al., 2020). Adaptability means the ability of the school principals to be flexible and adjust to changing factors, conditions or environments. Decision-making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Planning and implementation is the process of putting a design plan into effect.

Statement of the Problem

This study determined the relationship between adversity quotient and new normal leadership practices of selected public elementary school heads in Davao City Division. More specifically, it sought to answer the following questions:

1. What is the extent of adversity quotient of school heads as perceived by the public elementary teachers in terms of:

1.1 control;

- 1.2 ownership;
 - 1.3 reach; and
 - 1.4 endurance?
2. What is the extent of new normal leadership practices of school heads as perceived by the public elementary teachers in terms of:
 - 2.1 adaptability;
 - 2.2 decision-making; and
 - 2.3 planning and implementation?
 3. Is there a significant relationship between adversity quotient and new normal leadership practices of school heads?
 4. Which domains of adversity quotient significantly influence the new normal leadership practices of school heads?

Hypothesis

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between adversity quotient and new normal leadership practices of school heads.

Ho2. None of the domains of adversity quotient significantly influence the new normal leadership practices of school heads.

DepEd Officials. This undertaking may give ideas to the higher officials on how to keep on guiding school heads in achieving a very extensive and commendable new normal leadership practices by honing their adversity quotient. Sustainable programs, projects, interventions, activities may be crafted by these policymakers that would empower school heads gearing towards outstanding new normal leadership practices.

School Heads. This study would guide the school heads to reflect of their own actions and to assess the status of their adversity quotient relevant to their means of leading the school in times of great distress and during unexpected circumstances. It would also help them to make a self-assessment in order to craft initiatives and means to reinforce their means of demonstrating exemplary adversity quotient which would be a contributing factor to their new normal leadership practices.

Teachers. This study would serve as an opportunity for teachers to identify the extent and status of their school heads' new normal leadership practices. With this, they may provide positive feedback with their school heads and may provide assistance on how they could offer help for the betterment of the schools.

Future Researchers. This endeavor may serve as a paradigm model for future researchers. Also, future researchers may explore other factors relevant to the adversity quotient and new normal leadership practices of school heads which have not been explored in this current study. Considering other research approach may also provide an in-depth analysis about adversity quotient and new normal leadership practices of school heads.

Important terms were being defined conceptually and operationally in order to provide a clear view of the content of this study.

Adversity Quotient. It is a person's ability to face situations, problems, and obstacles in life (Safi'i, 2021). In this study, this refers to control, ownership, reach, and endurance (Stolz & Grant, 2019).

New Normal Leadership Practices. It is characterized by the zeal to share knowledge to recover and learn from crises (Fleming & Millar, 2019). In this study, new normal leadership practices of the school heads include adaptability, decision-making, and planning and implementation.

2. Method

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure and data analysis which were employed on this investigation.

Research Design

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how. It also describes the methods of explaining an issue or phenomenon through gathering data in numerical form. The study further reveals that quantitative methods can be categorized into; survey research, correlational research, experimental research and causal-comparative research (Apuke, 2017). Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Noah, 2021). This study was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of adversity quotient and new normal leadership practices of school heads. In addition, this academic pursuit was correlational since its purpose was to measure the connection between adversity quotient and new normal leadership practices of school heads in the public elementary school of Davao City Division.

Research Respondents

This study catered the 200 public elementary teachers in the Division of Davao City. It was claimed that 200 samples are enough when testing the Pearson Correlation analysis (Memon et al., 2020). Hence, the 200 respondents were enough to address the purpose of this study. Probability sampling specifically two-staged cluster sampling was used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and independent probability of being included in the sample (Ragab & Arisha, 2018). Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Thomas, 2020). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. In the context of the study, all elementary teachers from the public elementary schools in Davao City Division were considered.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on adversity quotient of school head while the second set was about the new normal leadership practices of school heads.

Adversity Quotient. The adversity quotient questionnaire was adapted from Stolz and Grant (2019). The instrument consists of 20 items. It has the following indicators, namely: control (1-5); ownership (1-5); reach (1-5); and endurance (1-5). For reliability, the questionnaire will be subjected to a pilot testing gaining a result of .75, suggesting that the items have relatively *high* internal consistency. Below were the scales used to interpret the means of adversity quotient of school heads:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The adversity quotient of school heads is always evident.
3.40-4.19	Extensive	The adversity quotient of school heads is oftentimes evident.
2.60-3.39	Moderately Extensive	The adversity quotient of school heads is occasionally evident.
1.80-2.59	Less Extensive	The adversity quotient of school heads is seldom evident.
1.00-1.79	Not Extensive	The adversity quotient of school heads is never evident.

New Normal Leadership. The new normal leadership questionnaire was adapted from Francisco et al. (2020). The instrument consists of 15 items. It has the following indicators, namely: adaptability (1-5); decision-making (1-5); and planning and implementation (1-5). The questionnaire was subjected to a pilot testing having a result of .72 suggesting that the items have relatively *high* internal consistency. Below were the scales used to interpret the means of new normal leadership practices of school heads:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The new normal leadership practices are always evident.
3.40-4.19	Extensive	The new normal leadership practices are oftentimes evident.

2.60-3.39	Moderately Extensive	The new normal leadership practices are occasionally evident.
1.80-2.59	Less Extensive	The new normal leadership practices are seldom evident.
1.00-1.79	Not Extensive	The new normal leadership practices are never evident.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher subjected the survey to validation and incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Gathering Procedure

In gathering the data, the researcher followed a strict procedure and protocol.

1. *Permission to conduct the study.* After seeking approval to the

Dean of Graduate Studies, the researcher asked permission and endorsement from the Department of Education Region XI. After the approval, a request letter was submitted to the office of the Schools Division Superintendents. Upon approval, an endorsement letter was submitted to the School Head.

2. *Distribution and Retrieval of the Questionnaire.* After which, a schedule was made for the distribution of the survey questionnaire. In observance to health and safety protocols, the survey questionnaire was personally administered the survey questionnaire but still following the safety health protocols. The administration and retrieval of the survey questionnaire were done during school hours from 8:00 in the morning to 4:00 in the afternoon last June 26-30, 2023. The rationale was explained to the respondents. They were given an hour to answer the survey. Retrieval of the respondents' responses was automatically recorded and generated in the form.
3. *Collation and Statistical Treatment of Data.* All the data gathered were tallied, tabulated, analyzed and interpreted confidentially and accordingly.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. This was used to measure the extent of adversity quotient and new normal leadership practices of school heads.

Pearson r. This was utilized to determine the relationships between adversity quotient and new normal leadership practices of school heads.

Regression Analysis This was employed to determine the significant influence of adversity quotient and new normal leadership practices of school heads.

3. Results and Discussion

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Summary on the Extent of Adversity Quotient of School Heads

Table 1 provides the summary on the extent of adversity quotient of school heads. It is exhibited that the overall mean of adversity quotient of school heads is 4.05, which is an extensive level. This means that adversity quotient of school heads is oftentimes evident.

Data show that all four (4) indicators reveal a varying result ranging from extensive to very extensive result. As arranged chronologically, ownership (4.33), this is followed by reach (4.27), endurance (4.16), and control (3.45).

Table 1. Summary on the Extent of Adversity Quotient of School Heads

No	Indicators	Mean	Descriptive Equivalent
1	Control	3.45	Extensive
2	Ownership	4.33	Very Extensive
3	Reach	4.27	Very Extensive

4	Endurance	4.16	Extensive
Overall		4.05	Extensive

The adversity quotient makes a big difference in how well school heads perform and how they lead the educational system in particular. Schools nowadays have a number of challenges that school administrators must address. The head of the school has greater accountability inside the organization because he or she is the institution's leader. The ability of the faculty and those in leadership positions who serves as the leader to manage the smallest unit in an organization forms the basis of organizational capacity.

Summary on the Extent of New Normal Leadership Practices of School Heads.

Table 2 provides the summary on the extent of teacher empowerment. It is

Table 9. Summary on the Extent of New Normal Leadership Practices of School Heads

No	Indicators	Mean	Descriptive Equivalent
1	Adaptability	4.17	Extensive
2	Decision Making	4.36	Very Extensive
3	Planning and Implementation	4.34	Very Extensive
Overall		4.29	Very Extensive

Data show that all three (3) indicators reveal a varying result ranging from extensive to very extensive level, as arranged chronologically, decision making (4.36). this is followed by planning and implementation (4.34), and adaptability (4.17).

The data presents a comprehensive overview of the new normal leadership practices among school heads, with results spanning from extensive to very extensive levels across the three indicators. Collectively, these findings illuminate the multifaceted nature of successful leadership in the new normal. The implications of these outcomes underscore the pivotal role of school heads in shaping a resilient, innovative, and adaptive educational environment. By excelling in decision-making, strategic planning, and adaptability, school heads foster a culture of excellence, responsiveness, and growth, positioning their institutions for success in a rapidly changing world.

Significance of the Relationship Between Adversity Quotient of School Heads and New Normal Leadership Practices of School Heads

Presented in Table 3 are the data on the significance of the relationship between adversity quotient of school heads and new normal leadership practices of school heads. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .530 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between adversity quotient of school heads and new normal leadership practices of school heads. This shows that adversity quotient of school heads are correlated with new normal leadership practices of school heads.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that control, ownership, reach, and endurance revealed computed r-values of 0.523, 0.535, 0.532, and 0.528 respectively with p-values which are less than 0.05 in the level of significance. This implies that as that control, ownership, reach, and endurance increases, the new normal leadership practices of school heads also increase.

Table 3. Significance of the Relationship Between Adversity Quotient of School Heads and New Normal Leadership Practices of School Heads

Adversity Quotient of School Heads	Dependent Variable	r-value	p-value	Decision on Ho
Control		0.523	0.000	Rejected
Ownership		0.535	0.000	Rejected
Reach	New Normal Leadership Practices of School Heads	0.532	0.000	Rejected
Endurance		0.528	0.000	Rejected

Overall	0.530*	0.000	Rejected
----------------	---------------	--------------	-----------------

*Significant at 0.05 significance level.

responsibilities in school principals expanded further to include the responsibility for leading school reform that would raise learners' achievements. Success in leading reforms is often hinged upon a school principal's leadership practices in creating a shared vision within the school community and in implementing organizational structures that engage teachers in decision-making.

Regression Analysis on the Influence of Adversity Quotient of School Heads on New Normal Leadership Practices of School Heads

Shown in table 4 is the regression analysis on the influence of adversity quotient of school heads on new normal leadership practices of school heads. The overall p-value ($p < 0.05$) denotes that adversity quotient of school heads is a predictor of new normal leadership practices of school heads. The B values of the independent variable, control, ownership, reach, and endurance is 0.423, 0.435, 0.432, and 0.428 respectively.

One unit change in control will lead to .423 unit change in new normal leadership practices of school heads if the other predictor is at "0". Also, one unit ownership will lead to .435 unit change in new normal leadership practices of school heads if the other predictor is at "0". Similarly, one unit change in reach will lead to .432 unit change in new normal leadership practices of school heads

Table 4. Regression Analysis on the Influence of Adversity Quotient of School Heads on New Normal Leadership Practices of School Heads

New Normal Leadership Practices of School Heads				
Adversity Quotient of School Heads	B	B	T	Sig.
	(Standardized	(Unstandardized		
	Coefficients)	Coefficients)		
Constant	0.655	0.135	6.215	0.000
Control	0.423	0.412	12.422	0.000
Ownership	0.435	0.417	12.430	0.000
Reach	0.432	0.416	12.428	0.000
Endurance	0.428	0.414	12.425	0.000
R	0.623			
R²	0.515			
F	235.515			
P	0.000			

if the other predictor is at "0". Lastly, one unit change in endurance to .428 unit change in new normal leadership practices of school heads if the other predictor is at "0".

Among the four, ownership indicates a higher influence on new normal leadership practices of school heads compared to other indicators. Lastly, the coefficient of determination of r-squared value is also shown in the table which was 0.515 or 51.5% of the new normal leadership practices of school

heads is explained by the domains of professional learning communities which are shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions.

4. Conclusion and Recommendations

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between adversity quotient of school heads and new normal leadership practices of public elementary teachers. The study was conducted in the selected public elementary schools in Davao City Division. There were two hundred (200) public elementary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before they were made ready for administration. Mean, Pearson Product Correlation of Coefficient and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The major findings of the study were the following: the extent of adversity quotient of school heads in public secondary schools is extensive. Meanwhile, the extent of new normal leadership practices among the respondents is extensive. It was found out that there is a significant relationship between adversity quotient of school heads and new normal leadership practices of school heads. The hypotheses of no significant relationship between adversity quotient of school heads and new normal leadership practices of school heads and none of the domains of adversity quotient of school heads significantly influence new normal leadership practices of school heads were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of adversity quotient of school heads of the public elementary schools implies that it is oftentimes evident. Specifically, ownership, and reach are perceived to be always evident while control and endurance are oftentimes evident.

Meanwhile, the extent new normal leadership practices of school heads is always evident. In particular, decision making, and planning and implementation are always evident while adaptability is oftentimes evident.

Based on the findings, adversity quotient of school heads and new normal leadership practices of school heads are correlated. Also, adversity quotient of school heads significantly influence new normal leadership. In fact, all domains of adversity quotient of school heads, namely, control, ownership, reach, and endurance significantly influence new normal leadership practices of school heads by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of adversity quotient of school heads, new normal leadership practices of school heads will increase.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which promote school heads' new normal leadership practices. They may create more initiatives that would further empower school heads with a solid adversity quotient.

Meanwhile, school heads may find means of strengthening their new normal leadership practices. They may keep on assessing their adversity quotient and new normal leadership practices in order to craft personalize initiatives that would sustain and further upgrade their adversity quotients and new normal leadership practices.

References

- Ablaña, M.V. (2015), *Correlation between adversity quotient and job performance of LGU employees of Tayabas City: Input to effective public personnel management*. Unpublished Masters' thesis, Southern Luzon State University College of Arts and Science, Tayabas
- Alawamleh, M. (2020). COVID-19 and higher education economics. *J. Econ. Econ. Educ. Res.*, vol. 21, no. 2, pp. 1–2, 2020.
- Alia, C.O. & Iwuoha, N.S. (2014). New challenges facing Imo state secondary school principals in a decentralized system: The way forward. *Journal of Educational Research*, 2(3), 179-187.
- Al-Shayeb, O. (2016). *Work pressures of secondary school principals and their relationship to their job performance in Irbid Governorate schools, an unpublished master's thesis, Jadara University, Irbid, Jordan*.
- Ancho, I. V. (2020). *Old mind-set, values and ethics, and stakeholder partnership and accountability: Inputs to school leadership in the new normal*. College of Graduate Studies and Teacher Education Research. Philippine Normal University 2020.

- Apuke, O. (2017). *Quantitative research: A synopsis approach*. <https://www.researchgate.net/publication/320346875>
[Quantitative Research Methods A Synopsis Approach?](#)
- Ayeni, A. (2018). *Principals' decision making strategies and teachers' productivity in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria*. https://globaljournals.org/GJMBR_Volume18/3-Principals-Decision-Making-Strategies.pdf
- Bagwell, J. (2020). *Leading through a pandemic: Adaptive leadership and purposeful action*. <https://www.ojed.org/index.php/JSARD/article/view/2781/1218>
- Baroa, E. (2015). *Adversity quotient and leadership skills of school administrators: Basis for leadership enhancement program*. https://www.peaklearning.com/wpcontent/uploads/2019/05/PEAK_GRI_baroa.pdf
- Billger, S. (2007). Principals as agents? Investigating accountability in the compensation and performance of school principals. *Industrial Labor Relation Review*, 61(1), 90-107.
- Carnivel, L. D (2010). Principals' adversity quotient: styles, performance and practices. *International Journal of Education and Research*, 5(2), 124-1137.
- Cornista, G.L., & Macasaet C.A. (2013). *Adversity quotient and achievement motivation of selected third year and fourth year psychology students of De La Salle Lipa*. Unpublished master's thesis. De La Salle University, Lipa Batangas.
- Correlational Research Overview. (2019). https://cirt.gcu.edu/research/developmentresources/research_ready/correlation/overview
- Day, C., Gu, Q. & Sammons, P. (2016.). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference', *Educational Administration Quarterly*, vol. 52, no. 2, pp. 221–258. <http://doi.org/10.1177/0013161X15616863>.
- Drago-Severson, E. & Maslin-Ostrowski, P. (2018). In translation: School leaders learning in and from leadership practice while confronting pressing policy challenges', *Teachers College Record*, vol. 120, pp. 1 – 44.
- Espiritu, M. (2021). New normal leadership competencies of school heads and its influence on their decision-making style and organizational trust. *International Journal of Academic Multidisciplinary Research (IJAMR)*, Vol. 5 Issue 11, November - 2021, Pages: 101-105
- Fleming, K., Millar, C. (2019). Leadership capacity in an era of change: the new-normal leader. *Journal of Organizational Change Management*, 32 (3), 310-319. <https://doi.org/10.1108/JOCM-05-2019-492>
- Francisco, C.DC. (2019). School principals' transformational leadership styles and their effects on teachers' self-efficacy. *International Journal of Advanced Research*, 7 (10), 622-635. <https://doi.org/10.21474/IJAR01/9875>.
- Francisco, C., Sagcal, N. & Nuqui, A. (2020). Development and validation of new normal leadership competency scale: An offshoot of emerging type of situational leadership in the new normal education. *International Journal of Academic Multidisciplinary Research (IJAMR) ISSN: 2643-9670, Vol. 4 Issue 11, November - 2020, Pages: 51-55*
- Harris, A. (2020). *Leading a school during lockdown*. <https://my.chartered.college/2020/04/leading-a-school-during-lockdown>
- Hernando-Malipot, M. (2021). *Sneak peek: This is how schools will look like during pilot face-to-face classes*. <https://mb.com.ph/2021/11/03/sneak-peek-this-is-how-schools-will-look-like-during-pilot-face-to-face-classes/>
- Honoré, R. L., Robison, J. (2012). *Leadership in the new normal: A short course*. Acadian House Publishing, 183.
- Hulaikah, M., Degeng, I. N., Sulton, & Murwani, F. (2020). The effect of experiential learning and adversity quotient on problem solving ability. *International Journal of Instruction*, 13(1), 869-884.
- Jackson, M., Bass, L., Jackman-Ryan, S., Hoeflaken, K. & Picart, J. (2022). *Locating equity in principals' pandemic decision-making practices*. <https://www.tandfonline.com/doi/citedby/10.1080/0161956X.2022.2079883?scroll=top&needAccess=true>