SUPPORTIVE LEADERSHIP AMIDST THE PANDEMIC

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Corona Virus Pandemic (COVID-19) surprised the world as it shifted the practices in different aspects in the society. Apart from health concerns and hazards, stress levels and concerns had been skyrocketing, especially for the working class. Gavidia (2020) claimed that in a survey presented by mental health provider Ginger, 7 in 10 employees perceived the time during the COVID-19 Pandemic as the most stressful period in their career.

Narrowing the focus on education, teachers had been getting a lot of attention in social media, as the education in the new normal is far from being close to the traditional face-to-face classes, before the COVID 19 pandemic. Bintliff (2020) stated that there are varied factors affecting the heightened stress level of educators, most common are the concern for students, especially regarding equities for their basic needs. In addition to that, Klapporth et al. (2020) cited that another factor is the sudden change in the roles of education that surprised a lot of stakeholders, especially teachers. Furthermore, Earp (2020) cited that teachers are already experiencing pressure due to this pandemic that is already reaching critical points concerning stress, wellbeing, and effects of teaching.

With the various challenges being experienced by teachers, support has been one of the key factors in improving teacher’s wellbeing and quality of work during this pandemic. An article in Education Support (2020) stated that with the different difficulties and challenges of teachers amidst the pandemic, support is gravely needed by the teachers. Lessening the anxiety and stress of teachers had become one of the highlighted challenges of educational leaders in the new normal in education.
Earp (2020) elaborated the important role of principals in the education in the new normal. Earp explained that the relationship between the teachers and the principal is crucial in maintaining a healthy work environment despite the demanding situation that educators are experiencing.

In this regard, Sirisookslip et al (2014) found out that one way to decrease anxiety and stress of teachers, while boosting their confidence, is catering the needs and welfare of the teachers. Sirisookslip et al also revealed that in a survey conducted to teachers regarding leadership styles, supportive leadership is the most preferred leadership theory especially in terms of motivating teachers to work, as well as impacting their personal life.

Khalid et al. (2012) cited supportive leadership as a behavior of leaders, that emphasizes on the wellbeing of employees. Moreover, they added that leaders who practice supportive leadership embodied a deep concern for the needs, preferences, and satisfaction of employees.

Moreover, Khalid et al explained that supportive leaders are leaders who are well-versed with their responsibilities and duties. Also, supportive leaders do not merely settle on accomplishing their goals, supportive leaders create a conducive work environment for the members of the organization that fosters respect, trust, cooperation, and emotional support.

Teachers have been facing a lot of struggles and challenges while ensuring the provision of quality education. Teachers are tired. Teachers are challenged. One way to lessen the burden is to be under great leadership. As literature cited the benefits and findings of supportive leadership. A supportive leader maybe one of the keys in helping struggling teachers.

References:


https://www.edutopia.org/article/tips-principals-better-teacher-evaluations
