UNDERSTANDING SCHOOL ADMINISTRATORS' LEADERSHIP IN THE EVENT OF PANDEMIC

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The COVID-19 pandemic has forced schools across the country to close, transforming traditional face-to-face education into alternative distance learning. After the outbreak of COVID-19, 119 countries have closed schools nationwide, impacting the educational process of an estimated 897 million school youth and girls, according to UNESCO (2020).

In today's world, with high demands due to the pandemic, school administrators are under pressure to improve the teaching and learning process. When the demand for high-quality education increases, so does the demand for high-quality administrative leadership that helps schools succeed. To put it another way, school administrative leadership means supervising, equipping, and empowering teachers to provide meaningful learning opportunities for students to fulfill a school's educational goal. This vital work necessitates the facilitation of comprehensive strategic planning involving all stakeholders, including parents, board members, teachers, administrative and support staff, and, most significantly, school leaders.

Principals and school leaders should also strengthen and enhance teaching activities that will contribute to better student learning through successful administrative leadership. Since student learning is the primary activity in schools, one of the most critical functions of the principal is to effectively control administration and management. Principals can provide substantive input and guidance to teachers by skillfully reviewing...
results and relevant data, which can have a significant impact on the learning that occurs in each classroom.

Even now, amid the pandemic crisis caused by COVID-19, the school administrator is typically expected to raise or maintain student achievement standards. School administrators’ decisions and policies have a huge effect on their schools' results, their success as school leaders, and their likelihood of running the school.

References: