

**ENABLING CRISIS RESILIENT SCHOOL  
MANAGEMENT AND CHANGE: A STUDY OF  
LEADERSHIP CHALLENGES, CONCERNS AND  
CAPACITIES**

**Dissertation**

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**04/2022**

## **DECLARATION**

**Date: 30/04/2022**

I, Dipannita Mukherjee, hereby declare that this M.Phil. Dissertation entitled '**Enabling Crisis Resilient School Management and Change: A Study of Leadership Challenges, Concerns and Capacities-**' is based on my original research work, and to the best of my knowledge, has not been submitted in whole or in part in this University or in any other University for the award of any degree.

A handwritten signature in black ink that reads "Dipannita Mukherjee". The signature is written in a cursive style and is positioned above the printed name and title.

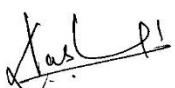
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## CERTIFICATE

This is to certify that the dissertation entitled '**Enabling Crisis Resilient School Management and Change: A Study of Leadership Challenges, Concerns and Capacities-**' is the work undertaken by Ms. Dipannita Mukherjee under the supervision of Dr. Kashyapi Awasthi as part of her M.Phil. degree. We recommend that this dissertation be placed before the examiner(s) for evaluation and award of the degree of M.Phil.



Dr. Kashyapi Awasthi

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(Supervisor's Name)

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## **ABSTRACT**

The purpose of this study was to identify how resilience and leadership contributes to the school heads' heightened sense of fighting crisis, documenting the challenges and hardships of the school heads and the practices and processes that helped them sail through the tough times during COVID-19 and after. This paper also investigates the dimensions of resilience, leadership practices and individual demographics of school heads and how these dimensions helped them in overcoming the challenges. This is a mixed method study (employing a quant-qual method) with documenting case studies after generating correlation between dimensions of resilience and leadership scores. The survey was undertaken by 38 school heads across the country who had worked meticulously during the pandemic to adopt and regularise a changed mode of learning. The study used a composite questionnaire that was sent to collect data on dimensions of resilience, leadership and demographics of these school heads. Kouzes and Posner's Leadership Practice Inventory and Mowbray's Resilience Assessment Questionnaire was used as the standardised tool after checking the reliability and validity of these both. A statistical analysis of Pearson's Product Moment was done to determine the correlation between the demographic variables and correlate the dimensions of resilience and leadership. Based on the responses of the participants, inferences were drawn on their challenges and the ways in which it was overcome. The challenges mainly were related to students, their parents and teachers' accessibility, participation and performance in online learning. The study found a significant relationship among the following dimensions of leadership and resilience respectively among the school heads-

- Challenge the process and problem solving
- Inspire a shared vision and problem solving
- Encourage the heart and problem solving
- Encourage the heart and self confidence

Thus, the study concluded that school heads that '*inspire a shared vision*'; '*challenge the process*' and '*encourage the heart*' as part of their leadership practices also showed high levels of *problem solving* and *self-confidence* dimensions of resilience that helped

them overcome an uprising crisis (in this case it was the Covid-19 pandemic). Further Case studies of some of the leading school heads reinforced the findings from the quantitative data and emphasised the need for school heads to demonstrate leadership practices of '*shared vision*'; '*challenging the existing processes*' and '*motivating every individual*'. It is these leadership practices that developed in them confidence, problem solving abilities and resilience. The implications of the study suggested capacity building of the school heads that would broaden their horizons, inspire shared vision and improve their leadership practices to manage crises more effectively. The study being an M.Phil. dissertation is on a very small scale and given the challenges of lockdown; the researcher has personally not been able to conduct field study hence it is recommended that further empirical studies on resilience and school leadership may be conducted to arrive at concrete policy inputs.

## **CHAPTER-I**

### **INTRODUCTION**

India has the second largest education system in the world. Being able to cater to the learning needs of such a huge student population could be seen as a strength; however, it becomes a huge challenge to reach out to this magnitude of children in times of crisis. Thus, in the year 2020, when the government decided to implement lockdown as a measure of social distancing to prevent the spread of coronavirus the education system was amongst the hardest to be hit along with all the ancillary machinery which ensured the smooth running of the education system in India. As per government of India's *'Initiatives by School Education Sector in 2020-21 for Continuing Teaching and Learning'* report, around 26.45 crore children, 96.87 lakhs teachers and 15.07 lakh schools were affected due to the pandemic. In the same report it mentioned that 2.9 crore children in India do not have access to any kind of digital devices. There were a lot of students who were forced to drop out of school for various reasons. The same report mentioned that States/UTs have identified 350021 (at block level) out of school children at elementary stages and 104650 (at block level) at secondary stages of school education. According to UNICEF 1.5 million schools were closed in 2020 due to the pandemic, 247 million students were affected because of the closure of schools; only one in four students had access to digital learning. According to the *Household Social Consumption on Education in India* report, based on the 2017-18 NSSO, less than 15% of rural households had internet access which is way less when compared to 42% urban households in India. In the initial lockdown stage, the schools were closed without any alternative and only after it became apparent that restoring normality would take a considerable time that the jump to online mode of education was begun. And as the data mentions this alternative was not available for the majority of the school going population; the question then to thousands of School Heads and teachers was how then do we reach these children? How do we ensure learning amidst the threat to life posed by pandemic? How do we ensure the implementation of safety norms, follow Covid protocols, and innovate so as to provide educational access to the unreached while stopping them from being dropped out? How do we balance between the professional demands of this emergency situation while taking care of one's own personal and family needs and obligations?

School leaders across the nation and globe; whether government managed or under private management were equally challenged with these and many more such questions. It was a test of all times for teachers and school leaders on updating personal knowledge and skills in the use of technology for teaching and learning at the same time unlearning lots of concepts and practices which teachers and leaders usually doted on. The practices and skills in classroom management, pedagogy, interactions, teaching-learning aids and many others underwent a 360-degree change. Added to this the teachers and through them the school leaders were continuously under vigilance of parents and other officers in the systemic management leading to high levels of stress within the system since everyone had to adjust to these sudden changes and how well you adjusted, accommodated or established equilibrium with the situation was dependent on how resilient one was in the face of challenges. It is in this context that the study is conceptualised to learn about the leadership challenges, concerns and potentials that supported the school leaders and their resilience to sail through the crisis situation.

### **1.1 Administration, Management, Leadership and the COVID-19 crisis:**

To run any educational institute successfully two pillars namely school administration and school management are required. The first pillar school administration consists of planning, organising, leading, and monitoring human/material resources in an educational setting like schools, colleges etc. in order to achieve the goals of the organisation. The school administration is a higher-level authority that decides the policies, identifies the goals of the organisation and lays down principles of running an educational institution. This is generally led by a principal, depending on the school's size, school administration may also consist of vice-principals, coordinators, supervisors or even superintendents who oversee multiple schools. The second pillar for smooth operation is School Management. It is the executive authority of a school organisation which deals with planning, hiring, organising, leading, and management of activities and resources. In simple words, school management takes into account all aspects of the school (policies, material and human resources, programmes, activities, equipments etc.) and integrates them into a productive and cohesive whole.

It may be confusing that the functions of managers and administrators overlap. Bass (1990) found that the two positions overlap as leadership ability is critical at all levels of supervision. Administrators not only set goals, standards and rules, but direct and control functions of the organisation. Management is a subset of administration. They are not two separate entities. Both are concerned with achievement of organisational goals. In the absence of proper functioning of these two pillars an institute would collapse. Therefore, it is imperative that both work closely and with each other.

In order to perform their duties and responsibility effectively the leaders, i.e., the principals in this case, need to possess good leadership ability. Leithwood and Jantzi (2000) make it clear that effective school leaders exhibit an indirect but strong impact on the effectiveness of the school. But with the increasing workload of the principals along with the increased diversities of problems as well as increased complexity this kind of traditional approach has lost its popularity. Nowadays organisations are bombarded with many changes simultaneously or in quick succession, be it the change in work culture to change in ways of filling reports to rapid digitisation in the workplace.

The saying that a leader should be multidimensional and multi-skilled was tested to the utmost in these challenging times of COVID-19 pandemic. Not only were the School Heads required to perform their administrative work, they were required to meet with various stakeholders and listen to their opinions and resolve their complaints. The preparation of today's school leaders might benefit from the inclusion of frameworks that consider how principals might navigate extreme crises and how they look after themselves and their wellbeing in ways that may curb the chronic stress that often leads to professional burnout (Urick A, Carpenter BW and Eckert J,2021). This came with overseeing the transition of school to digital mode, changes in the school's infrastructure to facilitate the transition, motivating the teachers to learn the use of apps etc. to ensure quality education. They had to perform their job in a high-pressure area where their every action, every word could have a major impact in the school. The Head of schools played a pivotal role in managing the resources of the school to achieve the goals of the institution.



## **1.2 Resilience and Management of Crisis**

Crisis, as we have understood, is a period of time when one's normal life is disrupted suddenly without any warning. This period of crisis is usually marked by heightened levels of stress. In today's time and environment, we are subjected to stress all the time in all walks of life. But over the course of time, we adjust to them or we can say we develop a resilience to what we can call as the background level of stress and learn to cope up with it. During crisis the stress levels shoot through the roof which lead to birth of negative emotions within one's psyche. One becomes gripped by fear and helplessness and because of these fears their ability to understand their surroundings and situation analytically starts to diminish which triggers a sequence of events. They lose their ability to think rationally and positively, they start to lose track of their goals, their creativity takes a nosedive and they start cutting themselves from others. These just pile up more stress on oneself. And to be honest these reactions are completely natural but also not unsurmountable. Here resilience plays a key role in managing stress and protects us from this negative frame of mind. It helps us provide the necessary grit and gumption to bounce back and adapt to the crisis. More often than not during a crisis one experiences personal loss as is evident in the recent Covid-19 pandemic where almost every family has gone through case(s) of fatality and in some extreme cases perishing of entire families. This loss is not easy to deal with and many strong willed individuals also find it hard to cope up. Being resilient allows one to cope up with these kinds of losses quickly, though the gap can never be filled, and adapt to such situations and move forward. Resilience also allows for growth in people whereby people after experiencing such adversity can develop qualities which will help to protect them in similar future conditions. Crisis presents us with a unique opportunity to break the existing operating structure and move towards a more robust design much more easily and with less resistance than what would one experience in normal situations. Though we say easily the stress accompanied with change will not be absent, moreover it might be compounded with the existing stress of uncertainty and adversity. Resilience again helps in acclimatising oneself with the new surroundings and way of doing things more easily and quickly. One might start to feel loneliness in crisis similar to what a quarantined person experienced during covid but being resilient makes it much easier to find creative means to stay in touch with others. Also, reliance helps one interact

more comfortably with others and help them get rid of their loneliness. Resilience makes one more flexible making it easier for them to react quickly to events outside their plan and change their plans accordingly. It also provides one with mental strength to deal with primal emotions and helps to keep one on the right path in crisis.

### 1.3 Basic Assumptions of the Study

The study is based on the following assumptions-

- Resilience at its base provides people “...the capacity of a dynamic system to adapt successfully” (Masten, 2014; Southwick, 2014)
- “Leaders do exhibit certain distinct practices when they are doing their best” (Kouzes and Posner, 1995, p. xxiii).

### 1.4 Resilience, School Leadership and Crisis management: Building the conceptual connects

Richardson (2002) in his work goes on to explain the Resiliency Model as a means whereby people, through planned disruptions or reacting to life events, have the opportunity to choose consciously or unconsciously the outcomes of disruptions.

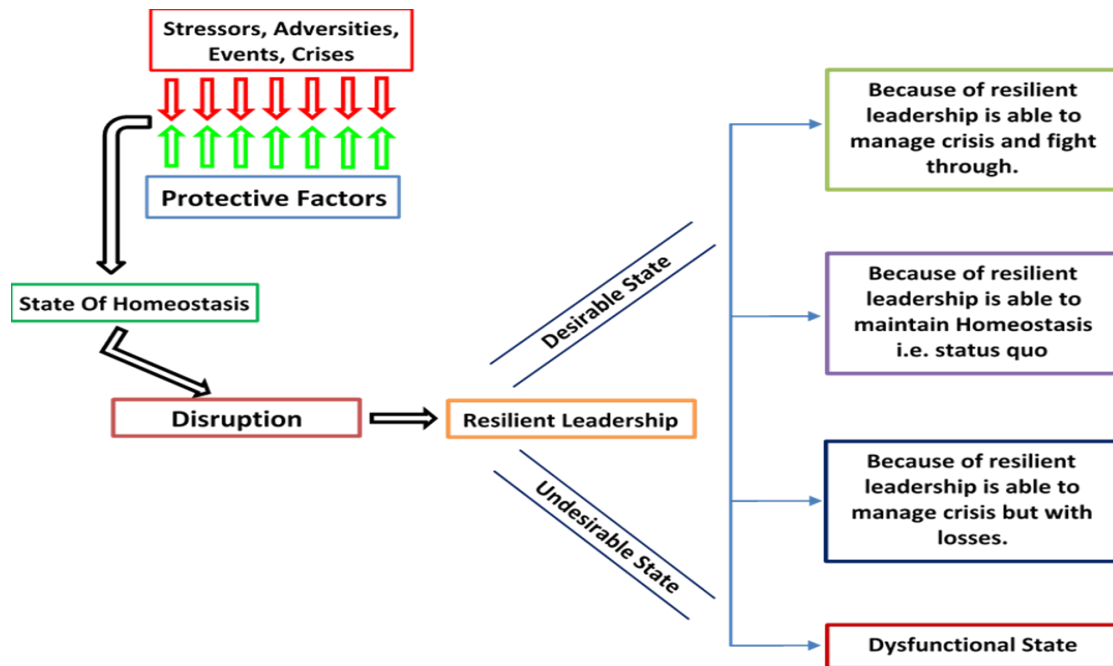


Fig 1- Resilient Leadership model (Inspired from Richardson, 2002)

The term “biopsychospiritual homeostasis” was used by Richardson to highlight a state of mind, body, and spirit where a person has totally adjusted to their situation be it beneficial or harmful. In this study the researcher will refer to this as “homeostasis” for the sake of simplicity. This state can be also called the ‘comfort zone’ where the person has acclimated to. In this state a person is subjected to external as well as internal influences like stress, adversities, crises, life events etc. The impact of these stimuli is determined by the resilient qualities, also called as protective factors, present in an individual which might or might not have been gained by successfully navigating a similar situation before. People generally over time develop resilience to deal with these stimuli whereas any lack of resilience may lead to chronic stress from these stimuli. Whether or not one will get disrupted depends on the net result of the interaction of these events and protective factors. As long as both protective factors and prompts are in balance one will stay in homeostasis. But when one is exposed to prompts which, they have not experienced yet or are not resilient towards then ‘disruption’ occurs. ‘Disruption’ means that one's routine life is hampered either positively or negatively. These disruptions may be anticipated (e.g., promotion at job), reactive (e.g., accidents) or planned (e.g., marriage). All disruptions have an inherent capability to promote growth in oneself. Disruption can either be short or they can be long lasting in their nature. No matter the duration one is beset with emotions like guilt, fear, confusion etc during the course of the disruptions. Richardson calls this stage the ‘poor me’ state in the process of resiliency. Here others can sympathise with the person and help them. It is not always possible for a person to deal with such disruptions on their own and thus they seek the help and guidance of leaders who they believe will help them circumvent these trying times. Similarly, it is not just individuals to whom this scenario applies to, it can also be applied to an organisation or an institution as well. When the institution is carrying out their routine work, they can be said to be in a state of homeostasis. When the institution is faced with any stimuli like change in how the institution operates or crises or change in leadership/ merger with another institution, then disruption occurs. Here again a leader is tasked with handling the disruption in such a manner so as to help the institution overcome the disruptions. With correct decisions and actions, the leader can lead the institution to a desirable state whereas with wrong or hasty decisions/actions the institution will move towards an undesirable state. Thus

depending on the leadership abilities and resilient qualities of the leader there are four outcomes available for both an individual and organisation/institution:

1. Because of resilient leadership one is able to manage crises and fight through and come out on the other side stronger than before i.e., with new resilience to similar events for the future.
2. Because of resilient leadership one is able to maintain 'Homeostasis' i.e., status quo. The institute/individual may be content with going back to 'comfort zone' instead of trying to experience growth.
3. Because of resilient leadership is able to manage crises but with losses. Here the leader had some qualities which helped them marginally. In this state people experience loss of desire to move forward, lack of positivity, lack of motivation etc.
4. Due to absence of good leadership/resilience qualities the institution/individual reaches a dysfunctional state. This is a dangerous state where people turn to substance abuse or other harmful means as a way to cope up with the disruptions. Such people may require therapy to overcome this state. For institutions/organisations this state means that their normal routine has been shredded down and most likely the organisation will shut down or will take a lot of time, effort and resources to get back up and running.

### **1.5 Purpose of the Study**

The present COVID-19 pandemic crisis has affected almost everybody's life globally. No walk of life has been left untouched by the pandemic be it manufacturing, service or agricultural industry. This is equally true for the education sector as well. All educational institutions like primary, secondary, vocational colleges and even higher education institutions have been impacted by this crisis without any regard and differentiation. As per UNESCO, 63 million teachers were affected in 165 countries. A combined sum of 1.3 billion students around the world were unable to attend schools or universities out of which about 320 million students were Indian. As stated in the World Bank's report COVID 19 will most likely cause the first growth in global poverty since 1998 with an estimated 49 million people being driven into extreme poverty. Going by the researches done in this field regarding the impact of COVID-19 pandemic,

most have been centred around the subject regarding the impact of covid on the students. Not a lot of research has been done on the impact in the field of school leadership. This is more so when one tries to look up studies which are based in an Indian context. Here again the majority focus is on how the students suffered during the pandemic. There is a serious lack of studies which focus on the challenges faced by school leaders and teachers. There is a need to conduct studies so as to know the struggles they faced to keep the schools functioning in accordance with the government guidelines and operating procedures which would change frequently depending on the spread of the virus. Haris and Jones (2020) note that school leaders are caught between a rock and a hard place in the bureaucratic setup. They say that the leaders are dependent on the ministries for guidelines regarding the standard operating procedures and protocols about COVID-19. These SOPs and protocols are subject to change, sometimes without even any indication, depending on the course taken by the virus. At the same time, principals are facing staff shortages and have to get more work done with less hands available. A lot is expected from them ranging from the bureaucrats, parents, staff, students and finally from their own families and relatives.

In such a scenario where there is a huge learning loss, where access to education is challenged, where a physical divide has been created between the student and school which has further led to poor learning levels, amidst that the school leaders are facing immense pressure and face challenges on a daily basis to handle this pandemic crisis. Leithwood, Harris, and Hopkins (2020) note that the core values of leadership like possessing a clear vision, developing others, managing people, building capacity etc. are still relevant in these times. This study aims to highlight the importance of good leadership ability of the School Heads, with emphasis given to find which leadership practices helped the head of the schools in school management to handle the COVID-19 crises and the actions taken by them to overcome the same. The study will also try to document the changes, permanent or temporary, the educational institutes went through so as to cope up with the crisis and return normalcy to the institute and its stakeholders, how despite suffering the setbacks and challenges, the School Heads have managed to allocate and utilise the resources effectively so that they could turn the challenges into opportunities so as to successfully manage the school. In this dissertation the researcher tries to identify the characteristics of the school leaders

which guided their actions in high pressure situations and also how they used their skills to handle those situations.

## **1.6 Statement of the Problem**

One can easily observe that there has been a steady increase in the complexity in navigating through life in general. This is even more so for leaders of any organisation. Gone are the days where leaders were just concerned with good executive capabilities. This is more true for the educational sector and especially for the school leaders wherein the demands of stakeholders are constantly growing with the growing technology, advancement in knowledge and economy and the parental aspirations and expectations. On one hand the school leaders are expected to launch campaigns to highlight the importance of education in rural communities and leave no child behind, ensure 100% enrolment, retention, provide meals at schools, ensure all children receive all educational benefits, keep all financial, budgetary and administrative records and manage many more such organisational responsibilities. On the other hand, spend maximum time in teaching-learning, teacher development, improving classroom instructions and enhancing learning outcomes for all. Rarely were earlier school leaders asked to justify their decisions to anxious parents and communities or report every minutest activities of the schools with photographic evidence to the systemic officials. In order to face such daunting challenges without compromising on the quality, the school head needs to have an inspiring vision, be empathetic and thoughtful about the school - students, teachers, non - teaching staff, parents/guardians, ex-students etc. The Head Teacher should be insightful and deal with the problems practically and come to a conclusion which will benefit all the components as a whole in a tenure of long term. To be always politically correct is not humanly possible therefore some lapses are bound to happen. This is all the more important in times of crisis when they are relied upon heavily from the majority of the stakeholders who seek some clarity and guidance. In order to handle a crisis, there is a huge need for a way for it to be managed efficiently. Crisis management relates to tackling threats before, during, and after a crisis has struck. "is part of a larger system of organisational risk management. ...ideally begins before a crisis actually occurs...with a thorough audit...[to identify] major problems [and] prioritise risks. ...is about crisis recognition [then] contain the problem" (Luecke and Barton, 2004).

Here a resilient leader distinguishes themselves from others. Resilience gives the leaders the strength to put the failure behind them and move forward with positivity and continue to perform their jobs with the same previous dedication along with the knowledge learnt from their failure. Such leaders by their interpersonal skills, actions and presence promote calmness in others and provide them with the clarity to organise their thoughts before taking any step required to manage a crisis. This in turn is the key to organisational success and leaders must have the capacity to sense employee's feelings at their work environment, to intervene when problems arise, to manage their own emotions in order to gain the trust of employees and to understand the political and social conventions within an organisation (Goleman, 2001).

### 1.7 Definitions of Key terms

- **Leadership:** “Leadership. a reciprocal relationship between those who choose to lead and those who decide to follow” (Kouzes and Posner, 2002)
- **Resilience:** “The ability to bounce back from adversity, learn new skills, develop creative ways of coping, and become stronger” (Milstein & Henry, 2008, pg. 7).
- **Crisis:** “Crises, catastrophes, and calamities are an unfortunate but inevitable fact of life. They have been with us since the beginning of time. It can be argued that they will be with us until the end of human history itself. In short, they are an integral part of the human condition. They are the human condition”.
- **Crisis management:** “is about recognizing you have one, taking the appropriate actions to remedy the situation, being seen to take them and being heard to say the right things” (Regester and Larkin, 2005).
- **Resilient Principals:** Resilient leaders often pursue educational opportunities, participate in social activism, regard themselves as religious or spiritual, and recognize opportunities in traumatic events (Henderson & Milstein, 2003, p. 2).

### 1.8 Research Questions

1. What are some of the leadership challenges and concerns faced by School Heads in navigating through some of the access, equity and quality related issues during the current pandemic crisis?

2. What is the institutional and/or systemic preparedness in managing and leading through the current pandemic crisis?
3. What are some of the unique practices and processes initiated by School Heads to make quality education accessible to all children during the current pandemic crisis?
4. What is the role of school leadership and resilience in navigating through the current crisis?

## **1.9 Chapterisation Scheme**

In the first chapter leadership, resilience and crisis management are tried to be defined. This was followed by trying to establish connection between the three aspects and framing the research questions. In chapter 2, the review of related literature, the researcher examined relevant related literature to get a deeper understanding of the constructs of leadership resilience and crisis management. By developing into these constructs the researcher was able to find the right theoretical framework for the study. Chapter 3 outlines the process of gathering and analysing data. This is followed by listing the findings and their further analysis in Chapter 4 and in the last chapter the entire study is summarised, along with discussing the implications of the study and finally concluding with the recommendations for future study.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Operationalization the 'leadership' construct

Leadership is a process or strategy for motivating Human Relations towards task performance for achievement of institutional or organisational goals. Jerry defines leadership as the activity of influencing people by 'useful' means to attain some goals of the organisation. Tannenbaum and his co-workers state "Leadership is the interpersonal influence exercised and directed through communication towards attainment of goals of an organisation." A leader exists only when people are ready and willing to follow him/her. Ridgeway (2003) says that for there to be leaders in any organisation hierarchy is necessary and that these hierarchies enable a leader to exercise leadership in the organisation. It further states that leadership is both assertive as well as social in nature. Assertive because a leader has to get work done by others and social because a leader is evaluated on his behaviour in a particular situation by the accepted societal norms.

There are many different schools of thought regarding the best suited leadership style in the educational establishments. Traditionally in schools a "top-down" (Dunlap and Goldman 1991) approach of leadership is followed where the power is centralised meaning that the power to make decisions like hiring of new employees, the distribution of resources, and the priority for development etc. are all taken by the person(s) on the top. Leithwood (1992) notes that the school is a complex structure made up of smaller parts which are highly interdependent on each other for successful functioning and believes in group problem solving. The concept of transformational leadership demands leaders to motivate and teach with a shared vision of the future, they are good communicators and are able to inspire their group as they expect the best from everyone and hold themselves accountable for bad results. Bass and Avolio (1994) maintain that transformational leadership consists of four dimensions - the "Four I's": *Idealised influence; Inspirational motivation; Intellectual stimulation; Individual consideration.*

Weiner (2003) thinks that transformative leadership is an application of power and authority which starts with questions of justice, democracy and the inquiry between a person's accountability and his social responsibilities. Shields (2010) believes that the aim of education in the transformative leadership process is to bring about an in-depth change refashioning of the wider community. Shields (2014, p. 325) says that the activities performed by the leader are "expanded to address a wider and perhaps more complex array of issues". Unlike other scholars for whom transformational and transformative leadership means the same, Shields (2010) is of the opinion that "transformational leadership focuses on improving organisational qualities, dimensions, and effectiveness; and transformative educational leadership begins by challenging inappropriate uses of power and privilege...that create or perpetuate inequity and injustice" (p. 564). In her paper Shields (2014) has highlighted eight precepts of transformative leadership:

" (1) the mandate to effect deep and equitable change; (2) the need to deconstruct and reconstruct knowledge frameworks that perpetuate inequity and injustice; (3) a focus on emancipation, democracy, equity and justice; (4) the need to address the inequitable distribution of power; (5) an emphasis on both the private and public good; (6) an emphasis on interdependence, interconnectedness, and global awareness; (7) the necessity of balancing critique with promise; and (8) the call to exhibit moral courage" (p. 333).

The Distributive Leadership builds on the transformational leadership theory. This leadership style in essence talks about how leadership is not vested in a single person, principals in case of schools, but rather it is spread over the whole of the organisation i.e. school. Harris (2012) thinks that as schools have become more complex and web-like and that in order to take quick decisions in accordance with the changing environment different suggestions and inputs are needed from various sources. In a nutshell it means that depending upon the capabilities and expertise of people in the organisation the leadership is shared with them in order to accomplish complex tasks (Spillane, 2006). School leaders here give up their leadership powers to individuals who in place of the leader continues to work towards the shared vision and goal for the school all the while assuming the mantle of the leader. In order for distributive leadership to

be successful the leader first and foremost needs to develop enough trust between him and his followers so that he does not feel queasy in handing over his leadership to them.

Leadership style is also critical in determining an organisation's performance as well as the morale of its members during a crisis. Charismatic leadership behaviour is most suited for periods of high uncertainty where a leader is expected to provide strength, provide aim and vision to its followers. Effective leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organisation can become. Through their magnetism, persuasion and inspiration they enlist others in their dreams (Kouzes and Posner, 1987, 1995,2002).

A self-sacrificing leader is widely regarded as a plus by the followers during the crisis but once the crisis has passed this trait paints a picture that the leader is lacking in ambition and is seen as a soft target by members. While transformational leadership is good for bringing about change needed in order to increase the efficiency of the school, Kouzes and Posner 's work (2002) supported the cognitive theory of leadership, where an observable set of skills and abilities can be developed in any motivated individual. Most of the contemporary leadership frameworks fit within these broad concepts. Distributive leadership makes one feel more related to the organisation, however neither are suitable to be employed in crisis situations. Transformational leaders being charismatic can stimulate the minds of their followers so as to align the followers' views with theirs. If during the crisis the leader gets stressed out or decides to take a risky decision, he will be able to convince the followers that his view is correct and the followers will agree with the leader which can result in a precarious situation and can even spell doom of the organisation. In this regard one's thought goes logically to situational leadership which believes that there is no single best style of leadership and that the style of leadership should change to match the situation the leader finds them to be in. This type of leader imbibes confidence and followers and allows them to reach the leader for advice in difficult times like crisis.

F.E. Fiedler's (1967) three contingency dimensions define the key situation factors that determined the leadership effectiveness. These were 1) Leader-member relations 2) Task structure 3) Position power, where task-oriented leaders performed better in situations of high or low control, while relationship-oriented leaders performed better

in situations of moderate control. The key difference between contingency and situational leadership is that contingency leadership theory emphasises that a leader should match the right situation, whereas situational leadership theory believes that a leader should be adaptable to the challenges (s)he faces. A challenge typically requires intense cooperation among a variety of organisations, many of which may have never worked together before (Boin and Hart, 2012). Such cooperation across vertical and horizontal borders must be orchestrated to accomplish a state of coordinated behaviour. One of the few empirical studies done by Rigby et al. (2020) identified three promising practices for P-12 school systems: treating families as equal partners in learning, continuing to provide high-quality learning opportunities for students, and decision-making that is coordinated, coherent, and inclusive. Equity oriented leadership technique further adds in a better crisis management.

Drennan and McConnell (2007) say that crises are two faceted in nature as they provide opportunity along with loss. Opportunities which may arise from a crisis and they maintain that not acting upon this aspect of crises is a folly. Therefore, one can say that crisis is the one of the most effective stimuli for change as it upends their daily life. In the absence of a crisis it is nigh impossible to usher an organisation from a state of comfort to a state of growth as humans by tendency want to preserve their status quo. This state of growth necessitates someone to emerge and exhibit good leadership skills and ensure that the organisation avoids crashing down. Changes are always accompanied by stress, exertion, uncertainty, risk, opposition from the people so it is the duty of the leader to tackle these with resilience and ensure a smooth transition.

## **2.2 Characteristics of successful school leaders**

Scholars like Hallinger (2018), Eacott (2019), Hoogsteen (2020) believe that the context decides whether a leadership is successful or not. Research done by authors like Bush (2019), Bush and Glover (2014), Leithwood et al., (2019) has shown that competent educational leadership should be willing to learn and evolve and that not only leaders but all the members should inculcate the same characteristic. They also point out that leadership should bring about development in the people of the institution and its community as well as push for equity and social inclusivity. The medium of these all is the principal who leads the school from the front. Some other research done

by Hoque et al. (2011), Bell (2018), Díez et al. (2020) have backed the idea that a principal should be the origin point of change and be creative to bring in new ideas and pedagogical changes. They must be flexible, enrich the relationship with the community, lead academic planning while motivating the other members of the school and delegating work to them as per their capabilities. So, the principal must bring about development in his staff for them to work effectively. Leithwood (2010) says that the principal should lead and motivate the teachers on the path of professional development as well as keep an eye on their development. By ensuring their development the leader boosts the teacher's self-esteem which enables them to perform better at their work along with making the teachers feel part of the team.

### **2.3 Leadership skills/approaches that support managing of school crisis**

Very few scholars have employed crisis leadership in educational settings to tackle dangerous and unexpected events which require constant review. Smith and Riley (2012) have used the classic crisis management theory to map out the actions of a leader. According to them a leader should first and foremost detect a crisis, be prepared for the same, have a steadfast resolution, ready to learn and help the institute to recover. After performing a comprehensive review of the literature and applying different crisis management models from different fields to educational settings they ascertained nine main features of crisis leadership in education. They are: good communication skills, creativity, decision making, gut feeling, respect for others, positive outlook, adjustability, use existing resources to build new products and have knowledge of how things work. Sutherland (2017) also mentions almost identical leadership characteristics. The only key difference being that he highlights the importance of the existence of trust in a crisis hit community to build a good teamwork amongst the members of the community.

Hallinger (2003) thinks that based on the surrounding populace and the school's setting a school leader decides which strategies to apply and which to refrain from for a favourable outcome and mitigating crisis. Muffet-Willett and Kruse (2009) have mentioned that during crisis a leader works in an intricate and an uncertain environment where he/she is bogged down by stress and dissection from various sections of the community. Similarly, Boin et al. (2005) have identified the five tasks which they

believe are essential for crisis leadership: analysis of the situation to make sense, decision making, implementation, motivating others and taking responsibility aside from being accountable. Another scholar Weick et al. (2005) maintains that when leaders encounter a crisis, it's important for them to reach the solutions via a blend of action and sensemaking. According to them sensemaking is the quality which helps us to act when our surroundings have changed and are not what they used to be.

Scholars like Seeger and Ulmer (2003), Bauman (2011) and Ulmer (2012) have given importance to values and ethics in how the leaders mingle with others during a crisis. Values and ethics give a background to help one to understand the leader's actions in handling the crisis. During a crisis a leader must exude safety, be able to handle mental stress and should have plans to stabilise and restore the organisation whilst working in tandem with stakeholders and other institutions. Leader should make him relatable to t[his followers to incite a common vision to guide the decision making. Lastly Mutch (2015) put forth three sets of factors namely dispositional, relational, and situational which sway a leader during the crisis.

#### **2.4 Steps for inclusion and equity**

With the changing times our NEP 2020 aims at holistic development of students. A policy brief presented by OECD in 2020 highlights holistic approach to education especially in the time of the pandemic. Along with student's learning their social as well as emotional needs are to be met. With the closing of the schools in 2020 due to the COVID-19 pandemic students lost access to schools for a prolonged period of time. Though this closure has impacted all the students, the impact on students from poor and diverse backgrounds will be substantially more than what will be on students who are not dependent on the government and schools to provide them with extra help and assistance. This will widen the already big gap between these two categories of students. Another impact of the closing of schools is that the students from poor backgrounds will lose the feeling of belonging to the schools and will slowly lose the self-esteem they had built by attending the school. These feelings of belongingness and self-worth are most important for inclusion. As per OECD policy brief of 2020 students belonging to families having low income, immigrants, minorities, special needs students are those who have been hit the hardest by the closure as they miss out on the

resources available to them in schools that facilitated their learning like the mid day meals, the social and emotional care they received at the school. And they are at the risk of falling even further behind which will be the loss of equity for them.

As per the brief, different strategies are being taken up in different countries for different areas of inclusion and equity in the period that the schools are closed. The most commonly used strategy was setting up virtual classrooms to continue the teaching learning process. But students belonging to vulnerable families seldom have access to devices required for virtual learning. So, some governments and civil society organisations helped the students by giving them tablets, computers and internet connectivity. They sometimes even went as far as setting up classes on TVs, radios etc. Some other examples are: Chile distributed nearly 125,000 computers with an Internet connection across the country. They also gave out hard copies of study materials to more than 380,000 students in rural schools, disadvantaged areas and locations with a poor internet connection. In the United Kingdom, Dyslexia Assist and National Autistic Society (NGOs) developed and shared material for children who need special education. In Slovenia private donors collected thousands of electronic devices and donated them to vulnerable children who did not have access to a computer.

## **2.5 Resilience and its role in effective school leadership**

Luthans and Avolio (2003: 256) in their study have noted that increasing one's capacity for resilience is an important part of leadership development. Sutcliffe and Vogus (2003) maintain that an organisation's effectiveness can be improved by increasing their resilience. But both are of the same opinion that there haven't been many studies which try to understand the relationship between these variables. Though not plenty, there are some literatures which talk about resilience and leadership. Spillane (1999) in the context of resilience in school leadership defines it as the identification, acquisition, allocation, coordination, and use of the social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning (cited in Offutt, 2011, p. 9). The literature also points out that there is a direct relationship between the stress experienced by the leader and their ability to remain resilient when they are in close touch with adversities for a long period of time (Ledesma 2014) meaning the more resilience a leader has better will be their analytical and logical decision making in spite

of continued exposure to disruptions. Bass (1990) says that some leaders can transform crisis into opportunities for growth by making their followers think that crisis are events which can be overcome by adopting creative and unique solutions to stressors. The concept of Resilience is dotted with notions of growth and improvement which lies in line with the main focus of leadership which is to facilitate growth in both organisation as well as its members. By being resilient one can mitigate the harmful effects of stress as resilience enables growth of protective factors. Leaders also play an active part in managing stress levels of their followers so as to prevent burn out and drop in efficiency. A resilient leader can influence their followers to rise above their comfort zone so as to help the organisation in times of high demand/ stressful situations. A resilient leader in times of uncertainty can motivate others, dispel their fears and make them see the light at the end of the adversity and drive them to reach that goal without himself/herself falling prey to the adversity. Such a leader instils hope where there is none and gives purpose to people who lose their way. Followers gain confidence when they see their leader resiliently facing demanding situations which in turn increases their output which would have been hampered if the leader himself was trying to offload the responsibility to someone else. A resilient leader can share his/her life experiences with their subordinates which may help them to develop protective factors to the same stressors and this will ensure that those same stressors do not cause disruptions in their life. This can also teach the followers what actions to take and what to avoid if they one day find themselves in a similar situation. The literature on both leadership and resilience points out that there are some variables which are common to both like communication skill, empathy, encouraging others, being proactive, optimistic, self-awareness etc. this leads one to believe that there may be a positive relationship between both resilience and crisis managed leadership. The inclusion of these variables in both constructs may highlight that there is a deeper relationship between the two constructs which requires further examining. While it is difficult to quantify resilience in satisfaction and effectiveness nonetheless it looks reasonable to say that resilience can help leaders to lead better.

## **2.6 Resilience and its role in crisis management**

Crisis, as we have understood, is a period of time when one's normal life is disrupted suddenly without any warning. This period of crisis is usually marked by heightened



levels of stress. In today's time and environment, we are subjected to stress all the time in all walks of life. But over the course of time, we adjust to them or we can say we develop a resilience to what we can call as the background level of stress and learn to cope up with it. During crisis the stress levels shoot through the roof which lead to birth of negative emotions within one's psyche. One becomes gripped by fear and helplessness and because of these fears their ability to understand their surroundings and situation analytically starts to diminish which triggers a sequence of events. They lose their ability to think rationally and positively, they start to lose track of their goals, their creativity takes a nosedive and they start cutting themselves from others. These just pile up more stress on oneself. And to be honest these reactions are completely natural but also not unsurmountable. Here resilience plays a key role in managing stress and protects us from this negative frame of mind. It helps us provide the necessary grit and gumption to bounce back and adapt to the crisis. More often than not during a crisis one experiences personal loss as is evident in the recent Covid-19 pandemic where almost every family has gone through case(s) of fatality and in some extreme cases perishing of entire families. This loss is not easy to deal with and many strong-willed individuals also find it hard to cope up. Being resilient allows one to cope up with these kinds of losses quickly, though the gap can never be filled, and adapt to such situations and move forward. Resilience also allows for growth in people whereby people after experiencing such adversity can develop qualities which will help to protect them in similar future conditions. Crisis presents us with a unique opportunity to break the existing operating structure and move towards a more robust design much more easily and with less resistance than what would one experience in normal situations. Though we say easily the stress accompanied with change will not be absent, moreover it might be compounded with the existing stress of uncertainty and adversity. Resilience again helps in acclimatising oneself with the new surroundings and way of doing things more easily and quickly. One might start to feel loneliness in crisis similar to what a quarantined person experienced during covid but being resilient makes it much easier to find creative means to stay in touch with others. Also, reliance helps one interact more comfortably with others and help them get rid of their loneliness. Resilience makes one more flexible making it easier for them to react quickly to events outside their plan and change their plans accordingly. It also provides one with mental strength to deal with primal emotions and helps to keep one on the right path in crisis.

## **2.7 Confronting Crisis: Role of School Leadership**

Whitla (2003) says that some crises are straightforward eliciting a decisive reaction in the leadership. But the current crisis is not so straightforward and can be classified as a compound crisis. For the uninitiated a compound crisis where a first crisis has already struck after which multiple crises hit simultaneously or near about the same time before the first crisis is mitigated in its entirety. Leaders during the crisis draw upon their pool of leadership qualities to help them manage the crisis. School leaders perform similarly focusing on some key crisis leadership principles. In particular communication and the use of existing resources to build new concepts/programmes are very important. It can also be said that communication is an important activity which the leader should not forget in the pre-crisis stage, during the peak of the crisis or during the ebbing of the crisis. The leaders should also be creative to find new solutions, flexible to try new things and should respect others around him. He /She should also be decisive in their decision as there will be consequences of delayed decisions. And lastly the leader should be resilient under stress, expectations and pressure. School leaders also tap in their schools' strong suites and its backdrop so as to lead resolutely. The community should feel interconnected to the school so as to help out. Also, in times of crisis professional rivalry must be forgotten and schools should help each other without any hesitation or reservation.

In most of the communities, educational leadership is focused on test performance and their effectiveness is measured by the student's scholastic achievements. But this covid-19 compound crisis laid bare the need to move on from test result focused leadership to a leadership that takes care of the needs of the community and the society. So, there is a need to shift from instructional leadership to community leadership. Moving forward community leadership will become more integral citing the growing complexities and the ever-increasing list of problems faced by the society. During the pandemic when the schools closed the principals were assigned more and diverse roles which included but were not limited to being the main communicator with the school communities, harbinger of technology, logistic handler, making a shift to online education, in government schools they were tasked with food distribution, as seen in West Bengal, to tracking the spread of virus in the community. They also had to counsel the parents, students who were worried about the exams and loss of study. According to Cohen et

al. (2017) in education field crises are generally limited to crises which usually require a quick response to handle the effects of the crises.

Scholars are of the opinion that crisis management is primarily focused on finding/creating strategies to guide the institute back to normal after the crisis. Both crisis leadership and crisis management might appear to create an opening for and a push for change but their core objective is returning to the previous normal as soon as possible. Jin et al. (2017) lists some frequently used crisis management methods namely deciding on the targets, a thorough understanding of the school's environment, deciding on the strategies to be used, sound implementation strategies and finally evaluation of the actions taken. Boin et al. (2010) says that a leader should be careful not to give out conflicting messages and that his communication should be cohesive and should be unambiguous. The leader should also be open to feedback from the community so that they can incorporate any useful information/suggestion. During the crisis a leader is constantly under stress mentally, emotionally and physically. Thus, if they don't care for themselves there is a significant chance of them feeling fatigued and out of energy and motivation. McCallum et al. (2017) has meted out some wellbeing tips: Reflect on one's actions, be mindful, manage one's emotions, view problems as a means to grow, self-care and celebrate success. So we can conclude that a leader should prioritise communication, base their actions on the collective values held dear by the community, and also take care of their own mental and physical being.

## **2.8 The Kouzes and Posner Leadership Model: “The Leadership Challenge”**

Kouzes and Posner's book '*The Leadership Challenge*' began its inception in 1983 as a research project with the aim to figure out what practises leaders employed to lead others when they were performing their role as leaders to their utmost potential. In this process they interviewed hundreds of managers so as to ascertain what their personal best experience was. This led to them becoming aware of a pattern of behaviour that people used to lead so as to deliver extraordinary results (Kouzes and Posner, 1987, 1995, 2002).

Subsequently after studying in depth the personal best cases, they unveiled a model of leadership followed by the development of The Leadership Practices Inventory (LPI),

a measurement tool to measure the leadership habits, actions and accomplishments unearthed in the due course of their research. A total of more than 3,000 managers and their subordinates were asked so as to figure out the limits to which the managers employed their practices. They learned that good leaders had certain practices that stood out during the course of discharge of their duties to do their best. In conjunction with that they also learned that few practices differed based on the industry and profession. This finding led them to conclude that the leadership process helps normal managers to perform extraordinarily themselves as well as do the same for others (Kouzes and Posner, 1987, 1995, 2002).

The crux of their findings are surmised as follows:

**a. Challenging the Process.**

A leader cannot be passive i.e., in order to lead others to success, a leader should look out for the right moment to shake up the status quo or to alter the basic way an institution functions. To perform at a higher efficiency, a leader should constantly look out for and embrace challenging opportunities to test their mettle. A leader, when trying to alter the status quo, should seek progressive alternatives to better the institution, be a risk taker but at the same time do not shirk responsibility and be answerable for their actions. A leader knows that risks are inherently coupled with chances of mistakes and failures, so they should use such disappointments as stepping stones. By coming up/seconding new ideas, leaders exhibit the will to challenge the system in order to implement these steps to add to their existing arsenal of products, services etc. A leader should treat mistakes as steps to new opportunities and therefore should not shun away from failures but instead encourage it. When one accepts failures, they acknowledge their part in it and don't push the blame on someone else as well as they learn from their mistake. (Kouzes and Posner, 1987, 1995, 2002).

If a leader seeks out the best results from others, then they must be alert to opportunities where people can perform to their full potential. For a leader it is vital that they have knowledge and clear understanding of the skills and capabilities of their followers thereby allowing him to strike a balance between opportunity and the difficulty of the task as perceived by the follower. The leader should set realistic goals so as to prevent

build-up of frustration. It's imperative that the leader alone should not be challenged, he should expose the followers to challenges as long as they are manageable by the followers. Challenges make one aware of their hidden skills and potentials. Kouzes and Posner point out that when provided with support and opportunity ordinary managers perform extraordinarily in the institution. (Kouzes and Posner, 1987, 1995, 2002).

### **b. Inspiring a Shared Vision**

Successful leaders are ardent believers of the opinion that they can bring forth a significant change by envisaging the future and building an ideal and unique image of what the institution is to metamorph into. Through their mesmerism, coaxing and motivation they engage others in their aspirations. (Kouzes and Posner, 1987, 1995,2002)

Kouzes and Posner said that visions help to set the schedule, provide guidance and a sense of worth to the future. A vision paints today tomorrow's scenery. Deeper the leader's conviction regarding the future, the better they will be able to express it to their followers. Kouzes and Posner found that a leadership vision though essential, is only fruitful when the leader can help his followers in envisioning what the leader's future image is. The image in a followers mind is highly influenced by how the leader conveys that particular image. Therefore, it is highly pertinent that leaders use vivid ways of expressions to unambiguously express their vision to their followers. Concerning leaders Kouzes and Posner (1987) (p. 42) mentions, "Through skillful use of metaphors, symbols, positive language, and personal energy, they generate enthusiasm and excitement for the common vision".

### **c. Enabling Others to Act**

A realistic leader knows that he cannot do everything in the institution alone so he emphasises nurturing teamwork and supportive relationships with co-workers. "It takes partners to get extraordinary things done in organisations" (Kouzes and Posner, 1995, p.18). Leaders thus eagerly involve followers in planning and give them a voice in the process of taking decisions. Leaders aim to establish an ecosystem of trust and respect. Leaders instil the feeling of collective success in the followers. For any institution to be productive teamwork is tantamount. By teamwork, leaders direct the powers and

resources there in the institution to get the desired outcome. Employees are bound together by the collective vision and institution values and by working together, they realise that they can complete their charges productively. Leaders should try to present their followers with chances to mingle and work together so that they can encourage each other to act in a positive way. When followers see their leader as supportive and insightful, they are likely to be more devoted to the leader and work harder to achieve the institution's goals. (Kouzes and Posner, 1987, 1995, 2002)

#### **d. Modelling the Way**

Leaders need to have an ideology which forms a backbone for their actions, a high yardstick to measure the institution performance by, a set of precepts to govern and treat the followers and a particular manner in showcasing that they practise what they preach. The uniformity between their speech and actions gives the leader his/her credibility and his principles serve as the maxims for others to get a feel of what is at the core of the institution and how to conduct themselves. Kouzes and Posner state that when a leader is 'visible' it improves the leader's approachability and it also exalts the values and ideologies advocated by the leader. Such visible leaders act as role models for those steadfast in following the institution's way. Kouzes and Posner (1987, 1995, 2002)

#### **e. Encouraging the Heart.**

In a successful team, the members partake in the rewards achieved by their efforts. Leaders acknowledge people aiding the successful accomplishment of the project and motivate the staff by celebrating team's success on a regular basis. They feel proud of their teams and by making this known the leaders let followers comprehend how essential they are to the institution. It's impossible to imagine that there is someone who does not need encouragement and motivation at all. In general people tend to lose steam mid-way in a difficult task and often require some pep talk or support by their leaders to continue on the arduous path to realise the goals set by the institution. Successful leaders have a track record full of accomplishments and are knowledgeable about how to tackle tough situations as they have also gone through some kind of similar experience. They thus know what is required and how it is to be done. Kouzes and

Posner believe that there are three criteria which are important for setting up a system to reward performances:

1. Employees know what is desired,
2. Making the feedback available to them,
3. Meeting out rewards to only the deserving ones.

Leaders should be creative with the rewards instead of over dependence on formal rewards. On the spot and surprise rewards are most of the time more satisfying, endearing and motivating than pre planned rewards. When everyone celebrates success in a group, they feel that they are like a cog which is part of a grand machine thereby increasing their oneness. Rewards motivate people to work better as it fulfils their higher order/spiritual needs. (Kouzes and Posner, 1987, 1995, 2002).

Thus we can summarise that leaders primarily are tasked with getting things done and motivate others to achieve their goals. They strive to create a productive work culture, develop the group vision and sustain a positive ecosystem at the institution. Based on their research spanning well over two decades, Kouzes and Posner collected compelling statistical evidence that '*The Leadership Challenge*' model helped improve leadership skills. This model prioritises on-hands skills and believes that these skills can be imparted to and utilised by school principals to better their leadership. This formed the base reason for selecting this approach and also a validated instrument exists to measure and compare the leaders.

### **2.8.1 Measurement for the Kouzes and Posner Leadership Model**

Kouzes and Posner's (1993) instrument, the 'Leadership Practices Inventory' (LPI), came about by an amalgamation of qualitative and quantitative research methods and case studies. Through these they promulgated five leadership practices, namely: challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart. The LPI measures the leadership empirically on the basis of these five leadership practices. The LPI also informs the leader as to what limits he or she has incorporated these five practices. The LPI contains thirty statements in total. Each leadership practice uses six statements to measure said practice with the help of a five point-Likert scale. These statements pertain to each of the numerous leadership

actions a leader takes. The options for the Likert scale are: rarely or very seldom, once in a while, sometimes, fairly often, very frequently or almost always. To figure out the leader's score, the values of the items marked for each scale will be added. The score lies between 6 to 60, with 6 being considered low and 60 being considered high. Based on the scores we can figure out which leadership practice is used primarily by the principal and so on. High LPI scores represent strong areas while low LPI scores correspond to areas they are less confident about.

## **2.9 Crisis lifecycle model**

Prewitt et. al. (2011) in his research says that for most part crisis leadership has been thought to be synchronous with reactive leadership. The idea behind this thought is that since a crisis is said to be unpredictable and unannounced. Social psychologists like Jetten et al.,2020 indicate that during the times of crisis effective leadership should focus on developing a sense of shared identity, where leaders bind people together and are seen 'to stand with them' (p. 30).

This leads one to believe that it is not possible to take effective steps in advance and therefore one must first see what the crisis entails and then tackle the said crisis. However, an effective leader should be intuitive enough to see the advent of crisis on the horizon. Thus, a leader can be proactive and plan accordingly to mitigate the crisis and its negative impact on the organisation.

The crisis lifecycle is defined over time scale on the horizontal axis and uncertainty (aka disequilibrium) on the vertical axis. The vertical axis signifies the amount of stress felt by the members of the said organisation. This axis can further be separated into the comfort, learning, and danger zones. The comfort zone is the status quo zone i.e. the preferred state of equilibrium of organisations and bureaucracies. Since changes lead to stress, most organisations endeavour to reduce stress in order to preserve the status quo. Unfortunately, organisations that desire to stay in their comfort zone eventually fail to stay abreast with the continuously changing environment.

Learning zone comes next. This zone is marked by a minimum amount of stress which acts as a stimulus for any organisation to produce change so as to cope with stress. The authors say that bigger the learning zone the bigger is the ability of an organisation to



handle stress. Learning zone is topped by the danger zone. The gap between the learning zone and the danger zone highlights the amount of stress which would be sufficient to break apart the organisation. Crisis typically propels the stress level in any organisation to jump into the danger zone. It is the duty of the leaders to manage stress levels such that stress is adequate enough to bring about changes (i.e., in the learning zone) in the organisation but less than what the organisation can withstand safely.

Leaders have a choice to use either technical or adaptive techniques to manage stress levels within the organisation. Technical responses foster quick solutions but are usable only for well understood problems. However, in situations where the adversity or crisis is not well understood or there is no existing expertise or procedure an adaptive solution is used. These solutions are geared towards mitigating the core issues that are producing the stress. Heifetz explains,

“adaptive solutions tend to demand a more participative mode of operating and shift responsibility to the primary stakeholders (and) problem solving takes place in their hearts and minds” (Heifetz, 1994, p. 121).

At heart, “crisis leadership is recognizing that technical solutions may be essential to diminish immediate danger, but are insufficient for long-term organisational growth; which requires innovative and adaptive approaches” (Goethals, 2004, p. 291).

The horizontal axis of the crisis lifecycle model is composed of three phases: preparation, emergency, and adaptive. In the absence of any crisis an organisation is considered to be in the preparation phase. Preparation phase as its name implies relates to a state where the crisis is yet to approach. A good leader should be able to discern the impending arrival of a crisis and start preparing. Complacency during this phase leads to increased losses during a crisis. The second stage marks its beginning by the onset of the crisis. This phase is characterised by off the charts stress and disequilibrium. This is a very critical phase since the survival of an organisation depends on how well leadership is demonstrated by the leader. The last phase i.e. the adaptive phase is usually thought to begin when the worst of the crisis has been seen through and the organisation is transitioning to a new normal and starts to learn from its successes and failures during the crisis.

### **2.9.1 Role of the leader during the three phases:**

1. During the preparatory state a leader should instil in the employees a sense of security and should increase his dependability amongst the staff by being at the forefront of things. He should ensure a safe environment conducive to work in. Secondly, he should try to make the employees aware of the need to charge for the better. He should understand the core ideology and identity of the organisation and ensure that these are retained when changing the shape of the organisation to keep it in sync with the changing environment. Bazerman & Watkins (2004) are of the opinion that leaders oftentimes are unable to come out of the denial state or the awareness of crisis forewarnings. Thirdly the leader should prepare a long-term plan for the sustainability of the organisation.
2. In order to successfully see off the Emergency Phase a leader should be realistic, should have a good vision to be able to look at the big picture, be calm and composed and must be able to think of innovative solutions. The lack of these may lead the organisation to impending doom. Stren (1999) says that the leader's foremost aim should be to successfully contain the threat, bring semblance to the organisation and ensure the safety of the people. Mitroff (2004) says that in the beginning of the emergency phase there is a serious lack of correct and factual information. So a leader should focus on the core purposes while formulating an initial plan of action. This phase is full of stress so a leader should always remember that one's analytical ability is hampered by stress and thus should think twice before taking any quick decision. The leader in this phase should ensure that a solid communication network is set up so as to disseminate any information that throws light on the crisis quickly and accurately so as to assure the people.
3. The Adaptive Phase marks the organisation's return to a stable state. The leader should try to address the root cause of the crisis so as to prevent a repeat of the crisis. The leader during this phase can help the organisation to move towards change and subsequently grow. They can develop new procedures, modify the workplace culture, and help the organisation to be in sync with the times. The leader reallocates the organisation's resources and focuses on survival.

Prewitt et. al. (2011) in the framework lists some of the strategies they found to be beneficial during the time of crisis. One must keep in mind that not every strategy is applicable in every crisis situation. Also, these strategies are not limited to be used during a certain phase in the crisis lifecycle model. A strategy may be apt for only one phase of the crisis or it may cover several or all phases of the crisis. Each strategy should be viewed as a tool that the leader can use in crisis leadership.

- **Lead from the front:** According to Harvard business essentials: Crisis management, 2004) “During periods of crisis, people look for a strong leader. They don’t look to committees or to teams; they look for a confident, visibly engaged leader to pull them through”. But during crises many leaders take the back seat and do nothing substantial. The leader must be accessible, calm and confident, courageous, focused, and dedicated. When a leader takes the centre stage it gives the people a sense of assurance, direction, as well as it inspires and motivates people to do their very best for the organisation. A leader who is invisible during a crisis loses the trust and respect of his subordinates as well as his absence disheartens the people and as a result they stop caring for the organisation.
- **Be courageous:** Courage is often misconstrued as lack of fear, but in actuality it is the ability to do something even after being afraid of it. A leader should be courageous and be the first person to raise his hand and say that they'll do something about the crisis. Courage is contagious so the courage of the leader becomes a source of courage for others and thus people put in more effort for the organisation.
- **Be committed:** A leader should be committed to ensure that the given task is successfully completed. A leader who is committed to the organisation by his action transmits positivity to others and helps them to buckle down and achieve the common goal.
- **Have a clear understanding of the end goal:** Regardless of the phase of the crisis a leader must always have a clear picture about the end objective lest they derail the organisation. Leaders during crises are so focused on reacting that they are bound to lose perspective.

- **Continuous Planning:** a clear and unambiguous plan helps the employees to work towards the objective of the organisation. Since the situation during a crisis is prone to change frequently it is necessary for the leader to keep updating the plan so as to not fall behind the crisis and then be faced with an uphill battle to catch up to the crisis.
- **Be proactive:** Lack of action taken by the leader is the fastest way to fail during a crisis. By being proactive a leader can shield the organisation from the worst impact of the crisis and ensure a speedy recovery from the same.
- **Have good communication skills:** A leader during a crisis should be the one to spread information with everyone so as to give authenticity to the information. They should ensure that the communication is fast, honest, and transparent and done at the appropriate time. Also, the information should be presented in such a manner so as to curb the spread of fear among the people as well as give them hope.
- **Be a team player:** Any organisation's success depends not solely on the leader albeit it also depends on the members working there. Every organisation has some objectives which the leader should understand and then they should identify the human resource, skill set required in them, and the attitude needed to achieve the objectives of the organisation. A leader should develop a rapport with the members to understand them better and gain their trust and support. This makes the team members feel wanted and valued which in turn motivates them to look out for the organisation above and beyond the scope of their job profile.
- **Profit from the crisis:** Winston Churchill said, "Never let a good crisis go to waste." When the crisis ends the leader should meet with his organisation. A proper explanation of what happened and why it occurred, the steps taken to overcome the crisis and the present situation of the organisation. With an eye on the threat the leader should forward as fast as possible with measures to eliminate the crisis completely, failure of which may lead the crisis to transform and attack the organisation again. The leader should analyse what decisions were right and what were a miss and learn from the crisis. The leader should use the attention and opportunity the crisis has presented him with and introduce new changes in the organisation which will make it future proof.

This model of crisis leadership has been selected as the theoretical base of the research as it encompasses both the criteria of how the leader should work in crisis as well as it deals with crisis as a stimulus which can bring about changes in the organisation.

### **2.10 Theoretical Construct of Resilience**

It is believed that depending on how the crisis is managed the outcome varies. Crisis management entails thinking of it as the aggregate of activities which are aimed at reducing the influence of the crisis. To measure how impactful the crisis management has been there are proposed dimensions to check crisis management. It is to be noted that Boin et. al. (2013) list building resilience as one of the important component of crisis management. Kolar (2011) believes that process-based approach provides for increased admittance of contextual factors, and acknowledges that building up resilience involves a complex relationship of risk and protective factors across individual, social, and organisational levels. Spillane (1999) in the context of resilience in school leadership defines it as the identification, acquisition, allocation, coordination, and use of the social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning (cited in Offutt, 2011, p. 9).

In the field of humanities resilience is usually touted as the ability to recover from negative life experiences and become stronger while overcoming them (Henderson & Milstein,1996). As seen in the literature in the field of resilience, there is a consensus on the fact that the core of resilience is the ability to “bounce back”. This is what we want in a leader, to face difficulties and then “bounce back” from those difficult times to operate normally without showing signs of mental and emotional weariness. In terms of human growth and development resilience is a necessity. It gives character strength to leaders to guide their wards to a better future in spite of a bleak present, facing dire situations beset with magnitudes of stress accompanied by failures. Bernard (1991, p. 1) says that resilience pushes one to develop —social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose.

Resilience as a character trait gives an individual the capability to favourably rebound from unfavourable situations. The literature in this field outlines a multitude of variables that shape resilience. These variables include positive attitude, strong coping skills, a sense of coherence, self-awareness, optimism, strong social resources,

adaptability, risk-taking, low fear of failure, determination, perseverance, and a high tolerance of uncertainty (Bonanno, 2004; Carver, 1998; Masten, 2005; O’Leary, 1998; Patterson et al., 2002; Ungar, 2004). Beardslee (1989) identifies that people who had a close confidant during adversity fared better than others. Masten (2005) also notes that the presence of an adult improved the way one tackled adversity.

## 2.11 The Metatheory of Resilience and Resiliency

Richardson (2002) talks about how Resilience and resilience theory has evolved in his metatheory. He presents his theory as three waves of resiliency inquiry wherein the first wave dealt with finding out developmental assets and protective factors which made one resilient. Second wave describes resilience as a process which through disruptions and reintegration helped to achieve qualities essential for resilience. The third wave talks about the postmodern and multidisciplinary view of resilience in which resilience is seen as a force which fosters the growth of a person through adversities.

### *Three Wave of Resiliency Inquiry*

	Description	Outcome
First Wave: Resilient Qualities	Phenomenological descriptions of resilient qualities of individuals and support systems that predict social and personal success.	List of qualities, assets, or protective factors that help people grow through adversity (i.e., self-esteem, self-efficacy, support systems, etc.)
Second Wave: The Resiliency Process	Resiliency is the process of coping with stressors, adversity, change, or opportunity in a manner that results in the identification, fortification, and enrichment of protective factors.	Describes the disruptive and reintegrative process of acquiring the desired resilient qualities described in the first wave; A model that helps clients and students to chose between resilient reintegration, reintegration back to the comfort zone, or reintegration with loss.
Third Wave: Innate Resilience	Postmodern multidisciplinary identification of motivational forces within individuals and groups and the creation of experiences that foster the activation and utilization of the forces.	Helps clients and students to discover and apply the force that drives a person toward self-actualization and to resiliently reintegrate from disruptions.

*Table 1- The Metatheory of Resilience and Resiliency, Glenn E. Richardson (2002)*

## 2.12 Confronting Crisis: Role of resilient school leaders

**Issac (2003)** points out in his study on the related literature that there are five key characteristics for head teachers that help them in facing adversity. For this he referred to Patterson, 2001; Hagevik, 1998; Abdullah, n.d.; Conner,1993; Bernard, 1995; Higgins, 1994; Henderson & Milstein, 1996; Flach, 1988.

1. **Proactive:** Being proactive here refers to having a tendency to solve problems on their own instead of waiting for a solution to be given to them. Such leaders are not dependent on others yet they know when to ask for help.
2. **Positive:** For a resilient person any unfavourable situation is a step on their journey of self-improvement. They seek to learn from failures so as to find out the most efficient way to tackle that problem.
3. **Focused:** Resilient people are focused, committed to the cause and have a clear picture of their goal despite facing any external adversity
4. **Flexible:** This quality makes a resilient person understand that no plan withstands an actual scenario and has to be adjusted accordingly. They are therefore very adaptable and have short response time to change in adversity. Such school leaders have a handle on how to incorporate diverging opinions on a matter without jeopardising the objective.
5. **Organised:** The ability of resilient individuals to manage simultaneous operations effectively is dependent on them being organised. This trait also helps them to sort and process information at a rapid pace so that the information can be used to generate an efficient plan of action against the crisis.

In the world of educational leadership Patterson et. al. (2009) define resilient leader as a person who exhibits the capacity to bounce back, learn from, and progressively evolve when acted upon by continual adversity or crisis. They believe that four action skills are very important to improve one's resilience, namely persevering, adapting, exhibiting courage while making decisions and being responsible. Bennis (2007) believes that resilience is the centrepiece of successful leadership and strongly suggests that resilience is single handedly the most important characteristic of a leader. Kaden (2020) says that the leaders in schools had to reassess and think how much change and support was necessary in order to facilitate the teachers and students to move forward

and embrace new technology necessary to teach and learn in the virtual world. Netolicky (2020) says that the principals were even required to look after the emotional stability and emotional health of both teacher and pupil as they both had reservations and fear about their future as the pandemic refused to die down.

Maya Kaul et. al. (2020) says that some principals were found to be basing their reaction to the COVID-19 pandemic in the hierarchy of needs theory proposed by Abraham Maslow in 1943 in his paper titled "A Theory of Human Motivation". In Maya's study the school leaders figured out that until the student's physical and psychological needs were not fulfilled, they would not be able to give their hundred percent to studies and thus the whole teaching learning process would be not worthwhile. Just the fulfilment of needs was not enough, there were extreme logistic problems to be solved so as to ensure access to technology and setting up an unobstructed communication channel. In the study four central themes emerged shaping the actions of the leaders. They were: preference to basic needs, access to teaching-learning via the use of technology, stable communication modes and taking care of the social and emotional aspects of learning. The principals also focused on the wellbeing of teachers and their families.

### **2.13 The Mowbray Personal Resilience Framework**

Everyday people are subjected to a multitude of stresses at work. Here resilience plays a key role in helping them in prevention of stress build up. Mowbray defines resilience as:

“the capacity to mobilise personal resources to form an attitude to tolerate and overcome such adverse events without experiencing stress, and to increase psychological immunity as a consequence of such events.”

Mowbray believes that Resilience is a choice. One's being resilient basically comes down to the answer to the question 'what's in it for me'? Every time one is in an uncertain situation or in a pinch this question is generated consciously or unconsciously in their mind. One can either decide to leave such a situation behind and believe that decision will not have any consequence (passive resilience) or stand up to the challenge by actively drawing on one's resilience (active resilience). Passive resilience is generally employed as protection against challenges that one perceives as too difficult,



complicated or beyond their ability to handle. They endure the situation and try to carry on normally without handling the cause of the said situation. Active resilience is the way of dealing with the event in order to remove the stress causatives. In this framework Resilience is broken down in 7 elements.

1. **Self-awareness:** If one knows their own strengths and weaknesses, they can decide whether or not they have capability to handle the situation.
2. **Determination:** If one knows the core of what drives oneself then they can exhibit determination to reach the end.
3. **Vision:** If one knows what they want to achieve in life then that will help them to develop the mental fortitude to cope up with the stress and will help them in pursuit of their goal.
4. **Self-confidence:** This helps one to perform under high pressure situations by developing the belief that they can achieve anything.
5. **Organisation:** If one is organised then they can withstand chaotic scenarios by reducing anxiety of how to handle the situation.
6. **Problem solving:** If one is aware that they can handle various types of problems then they possess confidence and flexibility and are not overwhelmed by the challenging circumstances.
7. **Interaction:** By being good in interacting with the people around one, a person can effectively ask for help from others in order to face difficult situations.

#### **2.14 The Role of Demographic variables in crisis management**

There have been studies conducted regarding the demographic variables like age, gender, years of experience, education, religion, status etc. They have been shown to impact a leader's working style (Epitropaki and Martin, 1999; Yukl and Fu, 1999). These variables also affect one's social interaction through which perception about them and their attitudes are determined by others (Tsui and O'Reilly, 1989) therefore they are important in ascertaining leadership ability. The age difference dynamics has an effect on leadership effectiveness (Eagly, 1987) as older employees disregard young managers and young managers show restraint towards older employees. Leadership has been traditionally a male dominated field with women reaching leadership positions quite recently. Heilman et al., (1995) says that male and female managers possess

varying leadership qualities which are the result of their respective genders. Similarly, Goleman (1998) maintains that leadership ability is related to motivation, integrity, self-confidence, intelligence and emotional intelligence. These skills can be improved upon with the help of education therefore education is widely regarded as an important indicator of leadership ability. Therefore, it stands to reason that these variables will also have some impact on the crisis leadership ability as it is very similar to normal leadership ability but with a small caveat that it focuses only on how one leads during the time of crisis. The study will try to determine whether this thought holds up to the examination or not and if a relationship is found between the two then the nature of relationship will also be studied.

The present review of related literature has thrown light on the various aspects related to Resilience, Crisis Management and Leadership abilities. Research works done on these topics at various intervals of time by the Investigators has revealed some interesting results. To conclude, the review of related literature reflected the existence of some gaps. Hence in the present scenario, there is an urgent need to study more on building a resilient leadership during a crisis.

### **2.15 Research Gaps**

During the course of the research after going through the existing literature the researcher came across the fact that there is not a lot of research done which directly relates leadership and resilience together. This is also true for the relationship between resilience and crisis management. Another gap that was observed was that most of the crisis management theories and crisis leadership models are designed by keeping business organisations in mind. There is a lack of models which are designed specifically for educational settings and are not just extended from the traditional theories of crisis management to be applied in educational settings. In the same vein there is a very serious lack of literature on crisis leadership and resilience in the Indian educational setting. The literature review highlighted that most of the literature on resilience and leadership as well as crisis management and resilience were qualitative in nature with nary a thought given to use quantitative techniques for the research. If we move on to the COVID-19 pandemic in particular there are global studies that have been conducted even though the pandemic is still fresh but not a lot of literature is

available regarding the pandemic and its effect in the context of the Indian educational system. Similarly, the focus of the researches that have been done are the students and the ways in which they have been impacted by the pandemic. There is a lack of literature on the effects a crisis has on the physical, psychological, social and emotional aspects of school leaders and teachers. In this research the researcher has tried to find the link between these 3 aspects which can be used in future by other researchers as well as individuals to understand crisis management in the context of resilience. This study also hopes to provide some empirical data as to whether at all resilience among the heads can help in facing challenges efficiently. The findings from this study may help policy makers, education leaders to develop strategies to deal with crisis effectively as well to convert crisis into an opportunity to bring about change so as to keep the institutions abreast of its ever-changing surroundings. Most of the recruitment done for school leadership is internal, meaning that a teacher is first promoted to vice principal and then the vice principal is made the principal. By working at the same institute, the would-be principal is already well aware of the job requirements of the role. But when a person outside of this environment is brought in then his research can help in direct recruitment of the principal as the administration can pinpoint the qualities, they are looking in their leader and can make appointments by assessing the LPI and RAQ scores which highlights the various dimensions of leadership and resilience of the interviewee. Another thing to note is that the primary objective of crisis management is to return the institution to normal and opportunity for change comes later.

## **CHAPTER III**

### **METHODOLOGY**

Chapter One and Two provided the conceptual background for the study of leadership and resilience and their relationship to the School Heads especially during the challenging times as it was witnessed in the last two years after the outbreak of the coronavirus pandemic. The previous chapters also support the strengthening of leadership and resilience for school improvement and better crisis management. School Heads have played a very important role as a nodal connector between the government and students. They always needed support and cooperation to sustain their role as leaders. With the evolution of the concept of resilience their characteristics have been developing significantly to thrive their productivity as leaders especially in the present challenging scenario. Chapter three describes how the survey was conducted, the means of data collection from the population, the instruments used to collect data, and the result of the statistical analyses of the collected data. This chapter describes the two survey tools and the demographic variables that correlate the leadership preparedness and resilience characteristics. In conjunction with the above an examination of the data collection instruments, the Resilience Assessment Questionnaire (RAQ) and The Leadership Practice Inventory (Self) is also provided.

The purpose of the chapter is to figure out the relationships among the leadership practises, dimensions of resilience, individual demographics of principals and the characteristics of the school leaders which guided their actions in high pressure situations and also how they used their skills to handle those situations. The specific research questions addressed in this study are:

1. What are some of the leadership challenges and concerns faced by School Heads in navigating through some of the access, equity and quality related issues during the current pandemic crisis?
2. What is the institutional and/or systemic preparedness in managing and leading through the current pandemic crisis?

3. What are some of the unique practices and processes initiated by School Heads to make quality education accessible to all children during the current pandemic crisis?

4. What is the role of school leadership and resilience in navigating through the current crisis?

Results from analysis of the data from this research can be further used to develop literature in this field of leadership in crisis situations in conjunction with resilience dimensions. The 'Leadership Challenge' model school leaders with a quantitative assessment tool is selected to further enumerate their leadership capabilities that has impacted their school to perform better. The LPI provides school leaders with a way to assess their leadership behaviour, their leadership strong points and drawbacks which can help them identify areas for improvement. The research in tandem also provided the school leaders who participated with their personal resiliency scores. Enhanced resilience characteristics may equip principals with the capabilities to bring about much needed change in the way the processes are carried out in their institutions so as to create a sustainable ecosystem to help navigate them the difficult challenges they encountered during pandemic. This research may provide insight to the school administrators as to in which way they should curate new and relevant programs for the growth of staff and self. Further knowledge of the relationship between resilience and how to overcome disruptions to reach homeostasis following disruptions and efficient leadership behaviours and practises will help the school leaders to perform better in discharging their duties.

### **3.1 Research Design**

This is a mixed method study which employed a survey method of collecting responses from the principals who agreed to be part of the study. The survey was administered by sending an e-mail containing the link to the questionnaire on Google forms to the school leaders. Since the respondents were spread over a vast geographical area as well as due to the prevalent COVID-19 travelling restrictions and lockdown guidelines this mode was preferred for conducting the survey. As per Creswell (2003), a survey provides a "numeric description of trends, attitudes, or opinions of a population" (p. 153). According to Babbie (1990) the objective of a survey is to generalise some information or trait from a sample to a population so it becomes easy for the researcher to derive

behavioural patterns regarding the target population. Babbie also mentions three objectives for any survey: description, explanation, and exploration. By the use of two standardised tools, the Resilience Assessment Questionnaire (RAQ) and the Leadership Practices Inventory (Self), the researcher tried to find, if any, how the resilience dimensions and the leadership practices were related in the context of crisis management. The study examines two independent variables, resilience and leadership, and their effect on the crisis handling skill of school leaders and the steps they had taken in that regard. The method of collecting data with the help of a survey granted an effective, budgetary means to interact with the respondents for gathering information about a specific number of school leaders and hypothesising to the whole population of school leaders.

### **3.2 Participant Selection**

For this study the population consists of all Heads of school across the country. Since the purpose was to study the role of leadership and resilience in managing crisis purposive sampling, technique was used. With the support of the National Centre for School Leadership, a list of schools that fulfilled the following criteria was invited from all the states:

1. School leaders who have undergone the school leadership training and development with NCSL, NIEPA at some point.
2. Schools nominated by the state authorities as ones who navigated successfully through the challenges of COVID-19 pandemic.
3. Willingness of the sample school and school leaders to join the research.

This curated list of school heads consisted of 400+ principals pan India. The principals were from government, government aided as well as local authority schools. No preset demarcation of age group and gender of the respondents in the schools was done. Owing to the pandemic situation and the continued close down of schools all school heads were to be contacted through virtual mode only hence the correct emails and contact numbers was very essential. Verification of which reduced the sample size to 300. The set of tools were sent to all 300 school heads of which only 38 responded to all the survey tools thus reducing the sample size to only 38.

The researcher had no intention of generalising the research findings since crisis and response to crisis is more of an individual phenomena and would differ from person to person based on their own exposure to and experience in managing crisis.

### **3.3 Delimitations of the Study**

1. The study was conducted on Principals/Head Teachers of the Primary, Secondary and Senior Secondary schools, only.
2. Responses of those school heads who answered all the survey tools completely were only considered.
3. Responses were obtained through the online mode within the span of two months after which the google form links were closed.
4. Follow-up sessions were conducted for the School Heads showing either moderately high or moderately low correlation between dimensions of leadership and resilience.
5. The schools were of both urban and rural origin and from government and private management.

### **3.4 Limitations of the Study**

- The study was conducted through online mode only and does not include any field evidence. This was owing to school closures and post closures the covid 19 protocols.
- The study was conducted using standardised tools to measure the leadership and resilience scores of the school head however its reliability and validity in the Indian school context was not conducted. Nonetheless WhatsApp interactions with the respondents to clarify doubts if any and google meet were conducted.
- The leadership score and resilience score were limited to the responses given by the school heads only because in majority of the cases we could not avail the responses on teacher ratings of school head

### **3.5 Data Collection Instruments**

Two main traits of research instruments are their reliability and validity. For any standardised instrument its reliability is the ability to produce consistent results at

different times. According to Kouzes and Posner (2002, p.5) reliability is the volume of measurement errors present in the instrumentation because of which the results vary for reasons that are independent of the respondent. They believe a reliability score above 0.60 to be good. Validity of any instrument is threefold which are content validity, construct validity and concurrent validity (Creswell, 2003). For LPI (Leadership Practices Inventory, Self) in depth studies have been carried out regarding its reliability and validity. Similarly, some studies have been conducted for the Resilience Assessment Questionnaire (RAQ) developed by Derek Mowbray in Iran to ascertain its reliability and validity.

The online questionnaire used for collection of data consists of five different sections with each section collecting data for a specific objective:

- Section 1: Background Information about the respondent
- Section 2: Leadership Practices Inventory
- Section 3: Resilience Assessment Questionnaire
- Section 4: Leadership Challenges and Concerns
- Section 5: Preparedness for Crisis management

Section one pertains to basic demographic data that will be used for finding themes in the leadership ability and personal resilience scores. The second section contained the The Leadership Practice Inventory (Self), developed by Kouzes and Posner, to be filled out by the school leaders themselves to gauge their leadership actions and behaviours in five different areas namely challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart which have been already discussed in Chapter Two. It is a 30-item questionnaire with six statements pertaining to each leadership area and uses a 10-point Likert scale. The 10 statements on a Likert scale range from: (1) almost never; (2) rarely; (3) seldom; (4) once in a while; (5) occasionally; (6) sometimes; (7) fairly often; (8) usually; (9) very frequently; and (10) almost always. To calculate the respondent's leadership practice score, the value earmarked for each item for each area of the scale has to be added. The total will lie in the range from a low of 6 to a high of 60. On ranking the scores from lowest to the highest the researcher can determine which leadership practice area the principal feels most confident about and so on (Kouzes and Posner, 1993). This result will also



help identify the school leader's strengths and weaknesses relating to his leadership practises.

The third section contains the Resilience Assessment Questionnaire (RAQ) developed by Derek Mowbray (2011) and is used to measure the personal resilience of the School Heads in seven different areas, namely: Vision, Determination, Interaction, Relationships, Problem Solving, Organisation and Self Confidence which have been discussed in chapter two earlier. The RAQ is a 35-item questionnaire with 5 statements corresponding to one of the seven areas. It uses a 5-point Likert scale with statements ranging from 1 = No never to 5 = Yes always. Points 2 3 and 4 are shades in between. To calculate the respondent's personal resilience score, the value earmarked for each item for each area of the scale will be added. The total will lie in the range from a low of 7 to a high of 35 for each area. On ranking the scores from lowest to the highest the researcher can determine which resilience dimension the principal feels most confident about and so on. This result will also help identify the school leader's strengths and weaknesses pertaining to the resilience dimension.

The fourth section consists of questions related to challenges faced by the principals and their concerns. It consists of 23 questions with the questions being either close ended, multiple choice or open ended in nature. The final section dealt with 9 questions seeking answers to the preparedness of the school leaders to face. Some questions in section four and five have sub parts as well. The answers in both the sections were coded and analysed further to figure out similarities, if any, present.

### **3.6 Data Collection**

The questionnaire was sent to all 300 school principals who were either nominated by the states or had undergone the school leadership training at some point and whose email addresses were found to be functional. An email containing the link of the google form questionnaire was sent to all the school heads along with a set of instructions, the purpose of the survey, the benefits of the survey, the purpose of the dissertation research and what the researcher hoped to study via the research. They were assured all the help they needed to fill the form irrespective of the time and day. Privacy and confidentiality of all the information and anonymity of their identity was assured and was maintained at all stages of the study. Approximately three weeks were given to the principals to fill

the form as per their convenience. A gentle reminder was also given to the principals regarding the closing date of submission of the questionnaire. The responses then obtained were exported to Excel spreadsheet for further analysis. Also, after the initial round of completion of the survey tool; another link which had the leadership practice inventory and the self-designed questionnaire on the challenges faced was circulated to be filled in by the teachers from the respective schools. The school heads were requested to encourage their teachers to fill survey tools and rate their school heads on the LPI scale and also share the challenges the school faced during the pandemic and the efforts made. Only three school principals could get this data from their teachers. In the second phase post analysis of data in round 1, a google meet was conducted with a select few school principals on the basis of the results obtained from the LPI and the RAQ tools. In the interview where they were asked questions regarding their experiences and actions, they took during the COVID-19 pandemic.

### **3.7 Data Analyses:**

The researcher analysed the acquired data for answering each research question in this study. For the first two research questions regarding the leadership challenges and concerns and the institutional preparedness in navigating through the access, equity and quality related issues; the responses of the school heads were coded and categorised following which qualitative content analysis was done. For the third question narratives of the school heads were taken into account to understand their leadership practices and school processes while for the fourth research question responses from the questionnaire were analysed to look into how the two independent variables, dimensions of resilience and leadership practices interact with each other using the Pearson Product Moment correlation. It helped to determine correlations among leadership practices and resilience characteristics of the school principals. The results generated by the PPM were then examined to determine if there were significant correlations of the five dimensions of the LPI responses to the seven dimensions of the Resilience Assessment Questionnaire. The LPI and RAQ scores were then compared based on demographic variables. Regression analysis was done to see if the Leadership practices affect the resilience in any significant manner. In order to further understand how the leadership and resilience turned out on field the school leaders' interviews were transcribed and analysed for recurring themes. A case study method was used as a

strategy of inquiry (Denzin and Lincoln,2005; Merriam 1998; Yin,2003). A multiple case study approach is chosen to document the various challenges faced by the School Heads and how with their unique leadership practice and resilience were they able to handle and mitigate it during the pandemic. A comparative analysis of the different school cases further helps understand schools in different contexts.

### **3.8 Reliability and Validity of LPI & RAQ**

When Leadership Practice Inventory (Self) was tested for internal reliability the LPI is above 0.60 on a consistent basis with some studies even citing scores from 0.71 to 0.97 According to Kouzes & Posner (2002) Test-retest reliability is at 0.90 and above for the five leadership practices. The authors were also satisfied with all the three aspects of validity (Kouzes & Posner, 2002).

The RAQ test has been standardised for professional managers, businessmen, bureaucrats, artists, and the graduate student population. The RAQ has a test-retest and split-half reliability of 0.94 and 0.89 respectively and validity of 0.89. A study conducted in Iran examined the Derek Mowbray's psychometric scale (2011) in the field of resilience. And it reported that the reliability coefficient of the test using test-retest and the Cronbach's alpha were 0.94 and 0.65, respectively. In order to determine convergent validity, the correlation between the scores of Mowbray's resilience scale was calculated using the Connor-Davidson's scale (2003), and the value obtained was equal to 0.66 (p 0.01).

### **3.9 Summary:**

This investigation studies the relationship between the two variables (leadership practices and resilience) to administer the actions taken by the school principals during the pandemic. Data from thirty-eight schools of both rural and urban location with private and public management have been collected. Responses were collected through emails, google forms and online meetings where each potential participant was requested to share their experiences through semi structured interviews. The survey also included two commercial tools, *Leadership Practices Inventory and Resilience Assessment Questionnaire* to determine the relationship and differences between the variables (through Pearson Product Moment Correlation, regression analysis).

The results obtained through the study can enable the school principals to assess the effectiveness of their leadership where their strengths and weaknesses can be administered and utilised to become better leaders. The study also assessed the resiliency scores of the participants and its role in crisis management. The data also studied the areas for improvement during any undeclared challenge which needed to be addressed by the school principals. This study adds to the information on the scholarly literature in the field of school leadership.

The remaining two chapters of this dissertation will be arranged as follows-

1. Chapter Four under the heading of 'Results' presenting the interpretation and analysis of the data gathered during the study.
2. Chapter Five presents the entire summary of the study, reviewing the findings, conclusions, educational implications with discussion followed by limitations and recommendations for future research in this area.

## CHAPTER IV

### ANALYSIS AND RESULTS OF THE DATA

The analysis was performed to determine the relationship amongst the dimensions of leadership practices, resilience and individual demographics and the crisis handling capabilities of the School Heads in schools. The data was collected by using an online survey consisting of five sections. This chapter reports the investigation and subsequent tests regarding the four research questions introduced in Chapter Two. Firstly, the result of analysis regarding the participants' responses is reported followed by a detailed explanation of the analysis for each research question.

#### 4.1 Demographic composition of the Sample

From the list curated by NIEPA consisting of 400+ school principals only 300 could be reached via email of which only 38 school leaders filled out the questionnaire (~10%). Out of the total sample of 38 the number of responses from the rural areas were 21 (6.5%) and the responses from urban areas were 17 (28.33%). Out of the 38 respondents 21 were males (55.26%) and 17 were females (44.74%). The mean age of the respondents was 52.04 years. The minimum age amongst the respondents was 29 and the maximum age was 63. Amongst the respondents, their mean experience as a teacher was 21.77 years with the minimum experience of 3 years and the maximum of 36 years. Similarly, the mean experience as principals was 12 years with the minimum experience as 4 years and maximum experience as 25 years.

#### 4.2 Determinants of demographic variables over the LPI and RAQ scores

The data was further segregated into various categories to find if there was any indication of leadership score and resilience score being impacted by the different demographic variables.

##### 4.2.1 Gender and its impact on LPI and RAQ Scores

First of all, gender was taken up as a determining factor for LPI and RAQ scores. It was observed that for 'female' the PPM correlation was 0.17 and interestingly for 'males' it was found to be 0.41, indicating that in males resilience and leadership were more

tightly related as compared to females. Furthermore, a regression analysis was carried out by taking LPI score (converted to percentage) as independent variable and RAQ score as dependent variable.

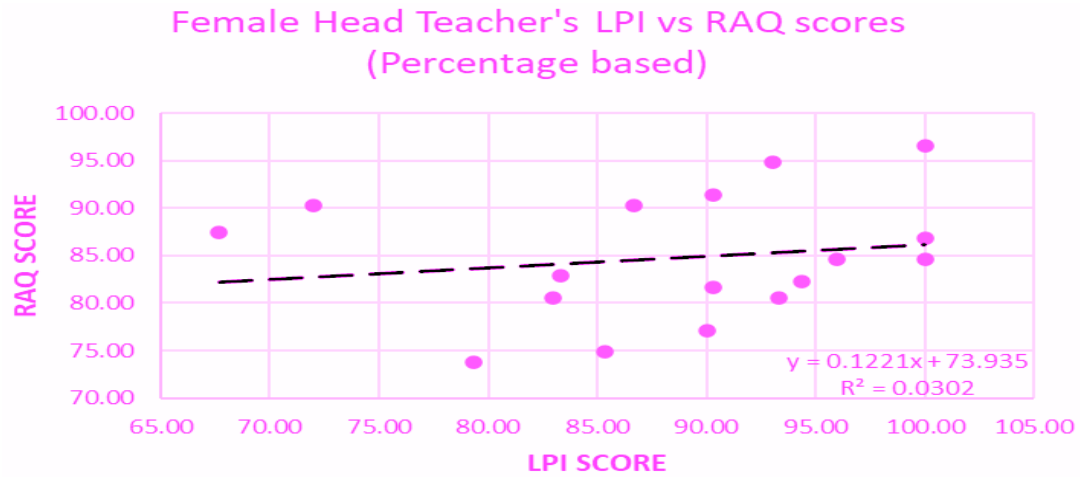


Fig 2- Correlation between LPI and RAQ Scores of Female School Heads

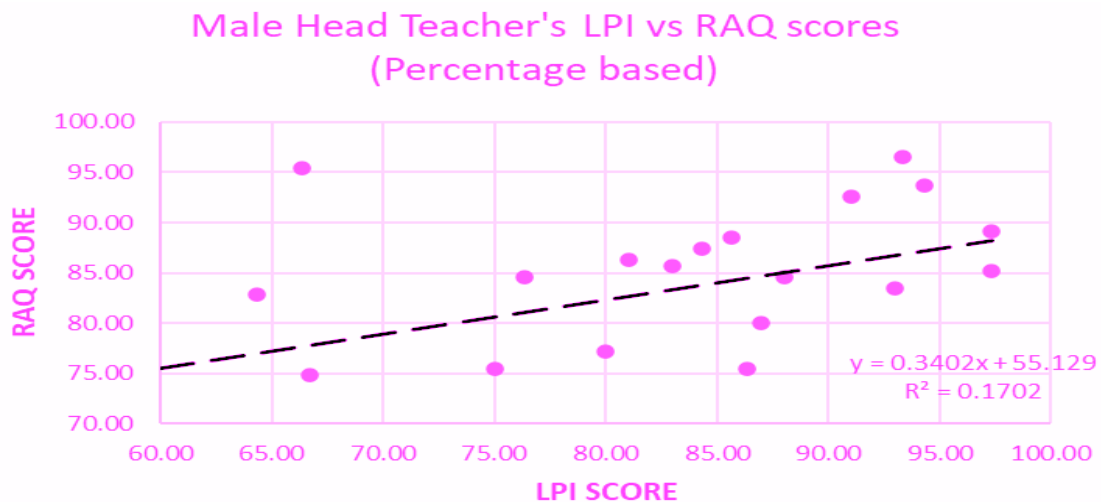


Fig 3- Correlation between LPI and RAQ Scores of Male School Heads

It was observed in both the cases i.e., males as well as females that no significant regression was found. In case of females the  $R^2$  was found to be 0.03 while for males it was found to be 0.17. A graphical representation is made for the same.

#### 4.2.2 School Location and its impact on LPI and RAQ Scores

The next demographic variable that was taken up was the locality of schools i.e. whether they were based in urban areas or rural areas. After finding the PPM between LPI and RAQ scores based on geographical setting it was observed that for 'rural' areas

the PPM correlation was 0.38 and interestingly for ‘urban’ areas it was found to be 0.33. In this case it was observed that in both the geographical settings the PPM correlation score is almost the same indicating that one geographical area does not give the leader any significant edge over the other. Also after doing a regression analysis, with Leadership as independent variable and Resilience as dependent variable, it was found that the  $R^2$  for both cases was found to be 0.15 and 0.11 respectively, indicating that for *School Heads belonging to different geographical areas there is not much difference as to how their leadership or resilience is related to each other.*

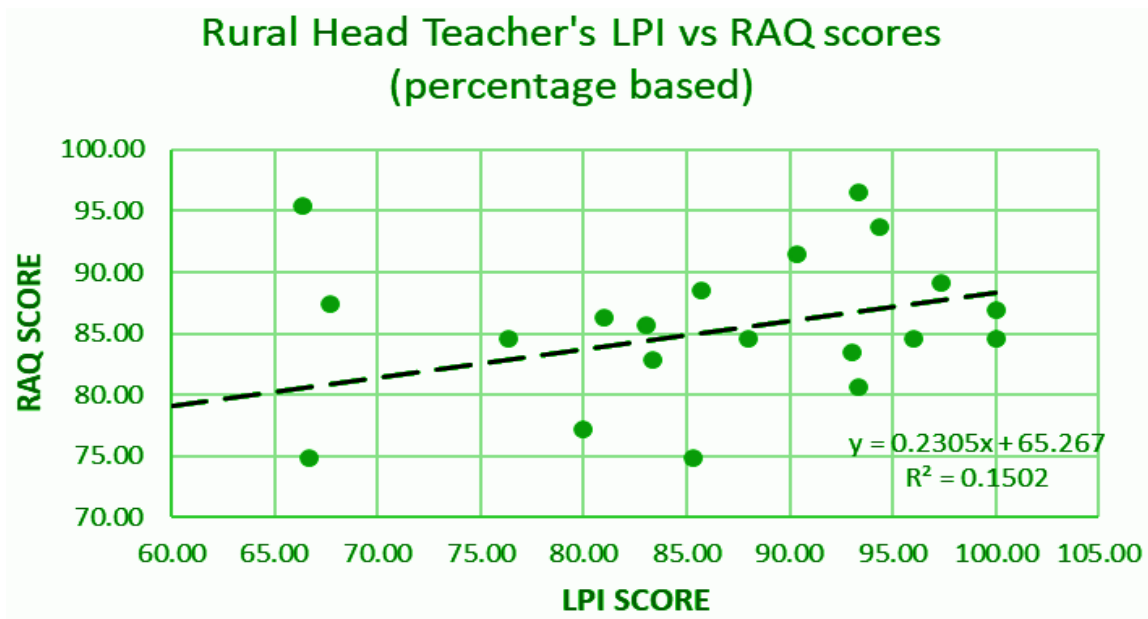


Fig 4- Correlation between LPI and RAQ Scores of Rural School Heads

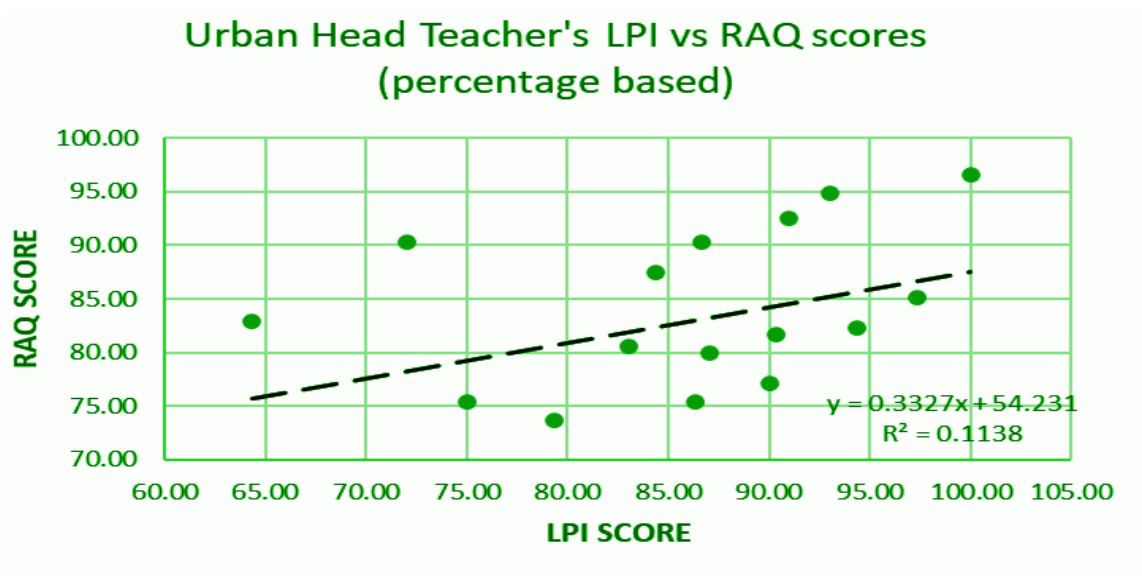


Fig 5- Correlation between LPI and RAQ Scores of Urban School Heads

### 4.2.3 Age and its impact on LPI and RAQ Scores

The demographic variable taken up next was the chronological age of the respondents. The data collected was sorted on the basis of the age of the respondents from lowest to highest. The ages were further grouped into 3; namely age less than 50 years, age between 50 and 55 years and lastly aged 55 plus. The sorted data was then used to plot a histogram in which the X-axis corresponds to the age and the Y-axis represents the percentage scores of both LPI and RAQ questionnaire. The groups were analysed for PPM and it was observed that the first group i.e., age less than 50 years had the PPM score as 0.55. The other groups of age were also analysed in a similar fashion and it was seen that the PPM for the second group that is age between 50 and 55 years was 0.39 and lastly for aged 55 plus the PPM was 0.28 respectively. This shows that lesser the age the correlation (more than 0.5) between Leadership and Resilience scores. But care has to be taken in generalising and extending this finding to all principals as the number of respondents were only 38 and the result of this group of principals might not necessarily be applicable to other principals. So, this finding is not representative for all and it might be just a chance result or one-off result. In the graph down below the blue columns represent the LPI score and the orange column represents the RAQ score. From the graph one can see that the highest average of both scores belong to the age group 50-55 years. Observing closely the correlation between LPI and RAQ scores and

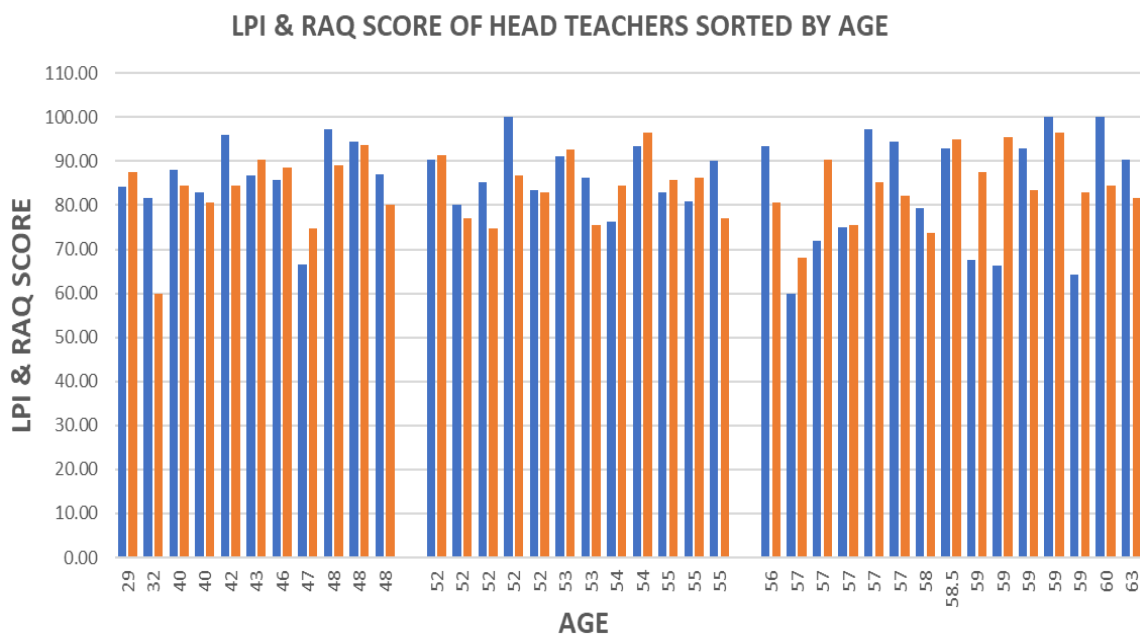


Fig 6- Histogram showing Age wise LPI and RAQ Scores of School Heads



the age we find that young leaders have high leadership scores but resilience comes with experiencing adversities and navigating through them which comes with age. So as one advances in age the resilience increases. Although both leadership and resilience are subject to one's contexts, situations, personal factors and hence even at an advancing age we see some of the school leaders have shown high leadership as well as resilience score. Age on the whole does not have a bearing on the LPI and RAQ score as evident by the PPM correlation which was found to be -0.06 between age and LPI score and 0.18 between age and resilience.

#### *4.2.4 Experience and its impact on LPI and RAQ Scores*

The same process was carried out for the next two demographic variables i.e experience as a teacher and experience as principal. Firstly, experience as teacher was sorted from lowest to highest and then a histogram was plotted. The experience was categorised in three categories. The first of the three being experience from 0 to 15 years, the next being 15 to 25 years and the last being 25 plus years as experience. Here also the 3 groups were analysed for correlation between LPI and RAQ scores. In the first group which had experience as teachers for 15 years or lesser the PPM score came out to be 0.22. For the second group having experience of 16 to 15 years had the PPM score as 0.53 and the last group had the score as 0.46. This can mean that leaders who belonged to the second group showed significant correlation between their LPI and RAQ scores. The third group also shows near significant correlation meaning that their scores also had positive correlation. For the first group though the correlation was positive, it was not significant. In the histogram the black column represents LPI scores and the green column shows RAQ scores. After studying the histogram, it was concluded that the leaders who had teaching experience between 15 to 15 years had the best average LPI and RAQ scores. It is seen that the teachers having 15 years or lesser experience had the biggest variance in terms of scores attained. *It is also an interesting observation that initially the LPI scores exceed the RAQ score but later on as the experience gained increases the resilience score overtakes the leadership score.*

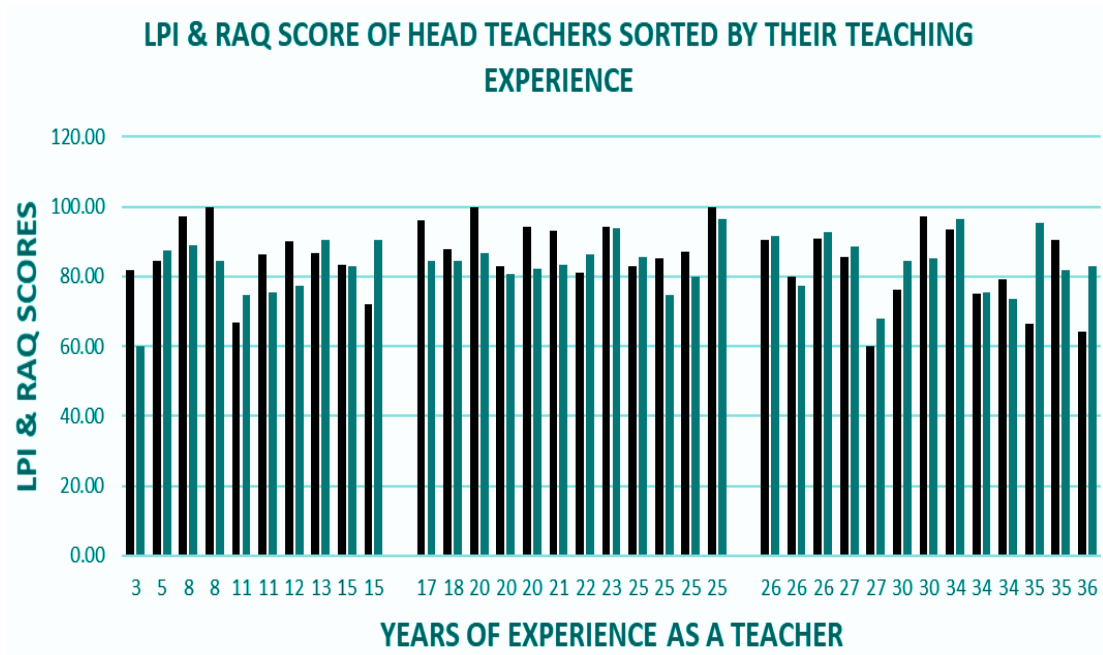


Fig 7- Histogram showing LPI and RAQ Scores of School Heads based on Years of Teaching Experience

The final demographic variable to be analysed in the same manner was experience as principal. Like the previous variables this one was also sorted from lowest to highest and then a histogram was plotted. The experience was categorised in three categories. The first of the three being experience from 0 to 10 years, the next being 10 to 15 years and the last being 15 plus years as experience. Again, the groups were analysed for PPM in the same way as the preceding variables. The first group having experience less than 15 years had their PPM score as 0.18. Similarly, the second group having experience as principals between 10 to 15 years had a PPM score as 0.66 and the third group having experience more than 15 years had 0.25 as their PPM score. This can be seen as that the second group having experience as principals between 10 to 15 years has a significant positive correlation LPI and RAQ scores. Though the other groups also had positive PPM scores but they were not significant. In the graph the yellow column shows the LPI score and the green column represents the RAQ score. Here it was observed that the group having more than 15 years of experience had the best average scores for both leadership and resilience. They also had the maximum LPI scores as well. It can thus be said that their *experience in leadership positions helped them to get better at leadership as well as resilience.*

**LPI & RAQ SCORE OF HEAD TEACHERS SORTED BY THEIR EXPERIENCE AS A PRINCIPAL**



*Fig 8- Histogram showing LPI and RAQ Scores of School Heads based on Years of Leadership Experience*

As indicated in Table 1 below, research question one utilised the Pearson Product Moment (PPM) correlation to figure out the relationships between resilience dimensions [Vision, Determination, Interaction, Relationships, Problem Solving, Organisation, Self Confidence] and leadership practices [Challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart] of high school principals. The statistically significant level was set at  $p \geq 0.50$ . In other words, the correlation value between the resilience and leadership determinants were said to be statistically significant when they were greater than or equal to 0.50. The PPM measured the degree of linear relationship between two variables. The magnitude of the correlation (from 0 to 1) indicated the degree to which the data fit on a straight line. This statistic was used to assess the relationships between the two predictor variables, namely, resilience dimensions and leadership practices.

**Table 2: Pearson Product Moment (PPM) Correlations Among Resilience Dimensions and Leadership Practices of School Principals.**

		<b>Challenge the Process</b>	<b>Inspire a Shared Vision</b>	<b>Enable Others to Act</b>	<b>Model the Way</b>	<b>Encourage the Heart</b>
<b>Vision</b>	Pearson Correlation	0.239214808	0.268206170	0.191029553	0.238011486	0.373531760

<b>Determination</b>	Pearson Correlation	0.212907778	0.195178200	0.11340718	0.168837779	0.356577404
<b>Interaction</b>	Pearson Correlation	0.020979331	0.173924182	0.145711041	0.005849968	0.084354038
<b>Relationships</b>	Pearson Correlation	0.032691436	0.145110570	0.104050057	-0.08227593	0.217157476
<b>Problem Solving</b>	Pearson Correlation	0.501426815	0.485161485	0.418908715	0.348367191	0.571212022
<b>Organisation</b>	Pearson Correlation	0.371264182	0.278654303	0.217262823	0.23458501	0.170900597
<b>Self Confidence</b>	Pearson Correlation	0.437479524	0.343958674	0.363868086	0.302961706	0.499795945
	N	38	38	38	38	38

Statistically significant, positive relationships were observed among:

- Challenge the process and Problem Solving ( $r = .50$ )
- Inspire a Shared Vision and Problem Solving ( $r = .49$ )
- Encourage the Heart and Problem Solving ( $r = .57$ )
- Encourage the Heart and Self Confidence ( $r = .50$ )

This is to say the other dimensions of leadership and resilience do not have a significant impact on each other. The other correlations despite being positive had moderately lower values of PPM showing lesser relationship between the dimensions of leadership and resilience. By looking at the PPM value in the case of the dimensions of Challenge the process and Problem Solving we can say that since in the dimension Challenge the Process the leader is looking out for challenges to solve and having found one, he/she is eager to solve the problems thus having a high correlation between these dimensions can help the institute to solve a lot of their problems easily. In the dimension Challenge the Process the leader is not afraid to take risks, welcome new ideas and employ them if need be. In case of crisis many a times traditional problem-solving techniques either don't work or are not as effective as required. So, a leader with a high score in this dimension can easily tackle new challenges born out or adversities. Similarly, a leader during a crisis has to take a lot of risks in order to solve the problems, thus this dimension will help in solving the problems more effectively.

In the next dimensions of Inspire a Shared Vision and Problem Solving we can say that a leader by making his/her envisaged future known clearly to the followers (s)he can help them by giving the followers guidance as to in which direction (s)he wants the problem solving to focus on so that the institution can reach the imagined/desired future. In times of crisis a school leader by helping his/her team understands clearly how (s)he is visualising the institution to be after the crisis and can lead to better problem solving as all of the team members will focus their efforts in one direction meaning that time as well as resources of both the institute and the followers, which are scarce during the crisis, are used effectively and the problem is solved as intended and as fast as possible.

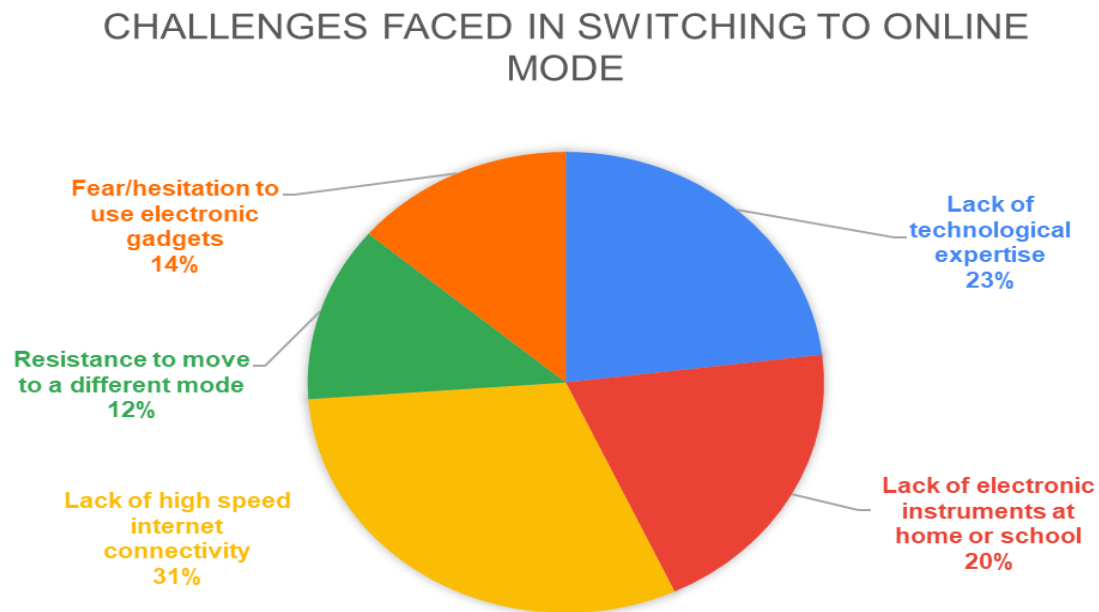
For the dimensions of Encourage the Heart and Problem Solving we can say that a leader by motivating the followers and by rewarding and recognising the followers for their efforts make the followers feel valued by the institute thus making them feel that they are the core part of the institute and thus the followers put extra effort for solving the problems of the institute. In times of crisis a follower might feel down or might feel that due to lack of resources they might be axed as they don't think themselves to be essential/valued at the institute. So, by recognizing them and giving them some motivation goes a long way in effective problem solving in times of crisis where every hand is required to be focused on solving the institute's problems.

For the last dimensions of Encourage the Heart and Self Confidence a leader by rewarding and recognising the followers for their efforts makes them feel that they have contributed positively to the institute thereby boosting their self-confidence. High self confidence levels increase the productivity of the follower and make them feel like they can achieve anything. In a crisis situation there is a lot of pressure on the followers to perform so as to produce favourable results and having a high confidence level will help them to perform in challenging situations as they will have the conviction that anything can be achieved by them. This will make navigating a crisis more manageable and easier.

Getting these values also provides a premise for the three research questions formulated whose theoretical interpretation is provided based on the responses made by the participants.

### 4.3 Leadership challenges and concerns of School Heads

The school leaders were almost unanimous (97%) in iterating that their staff was equipped with the technological know-how to conduct online classes. While the 97% were equipped with the technological know-how, 55% of them still had to face a challenge when they initially switched to online mode. Almost 40% of principals were not sure whether the staff faced any challenge. Only 5% of teachers did not face any challenge. Also, two schools had trained their teachers for challenges in

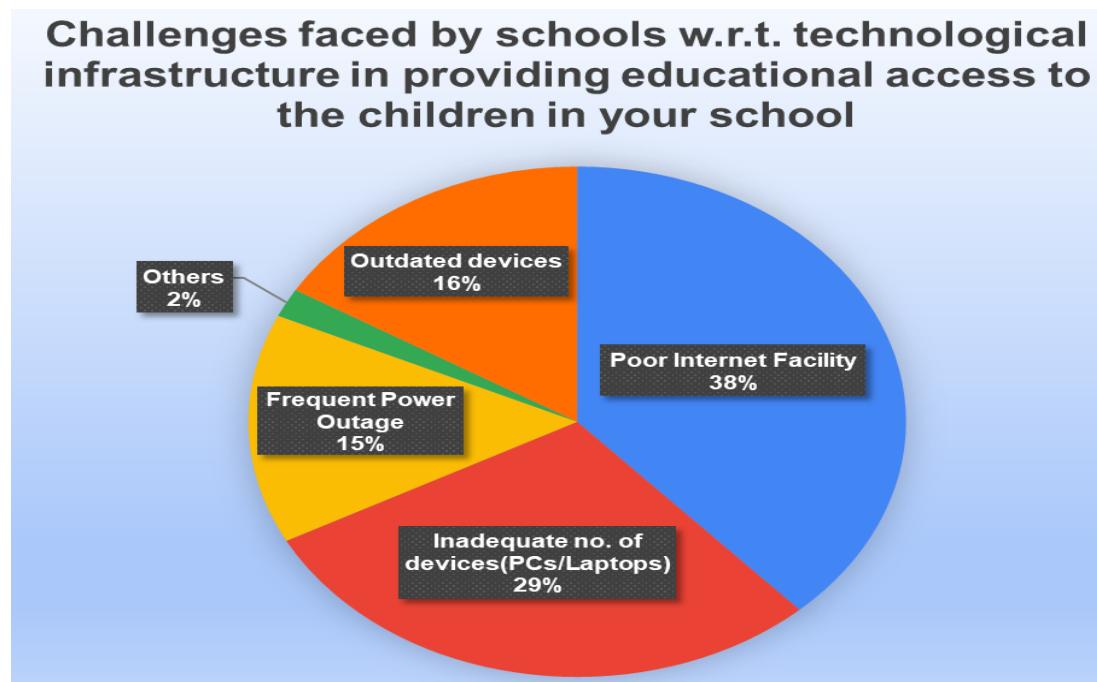


*Fig 9- Pie-chart showing the various challenges faced by School heads while switching to online mode*

advance with technological knowledge. When the school leaders were asked to expound on the challenges faced by them when they switched to online mode, the biggest hurdle that came to the forefront was that of the internet connectivity (31%) with lack of technological expertise (23%) and lack of electronic devices (20%) following thereafter. The leaders were called upon by their followers to provide them with high-speed internet connectivity at their respective schools. Though one can say that schools in urban areas have internet access, it is mostly for administrative work and not for being used by multiple teachers simultaneously. In rural areas the problem to get internet access was much exacerbated by the lack of internet providers. In order to overcome this the leaders asked their teachers to teach with audio clips which could be sent to many students at once. The fears of the teachers were assuaged and they were

made to see that the various platforms that were being used were user friendly and committed to the cause of learning. The leaders were frequently called upon to inspire, motivate as well as make the teachers feel safe in the process of change. We have already talked about the fact that disruptors cause stresses and impact the work output. The leaders had to dispel these fears of change and make the teachers reach the new homeostasis as soon as possible. By doing this the resilience of the teachers would increase and they would not be disrupted by similar disruptions in future. The leaders themselves have to be resilient in order to not succumb to the pressure/stress which could make them take hasty or wrong decisions for the future of the organisation. The demographics data points out that the mean age of the principals was around 52 years. This made the change from offline to online even more daunting as in general the aged people find it difficult to get accustomed to the new technology. The leaders not only had to train themselves as well as embrace the change since without them modelling the way for the followers there would always be some dissension and reluctance to trudge the new path.

The schools were also challenged with regards to the technological infrastructure present in their schools in their bid to provide educational access to the children in the respective schools. The challenges included poor internet facility (38%), inadequate



*Fig 10- Pie-chart showing the various challenges faced to provide educational access to students*

number of devices like PCs/Laptops (29%), frequent power outages (15%), outdated devices (16%) and with 2% leaders saying that the android device was with the parent when they tried to reach the student. The leaders had to be very resourceful in order to meet the needs of the students on a tight budget. The funding from the governments is usually delayed by the departmental red tapes and in the pandemic where the offices were running on fifty percent capacity the delays severely crippled the endeavours of the schools. The need to upgrade the infrastructure of schools, especially schools run by the government has been known for a few years but the impetus to bring that change was missing as people by nature try to preserve the status quo. The pandemic brought about the final push needed to make the decision to switch.

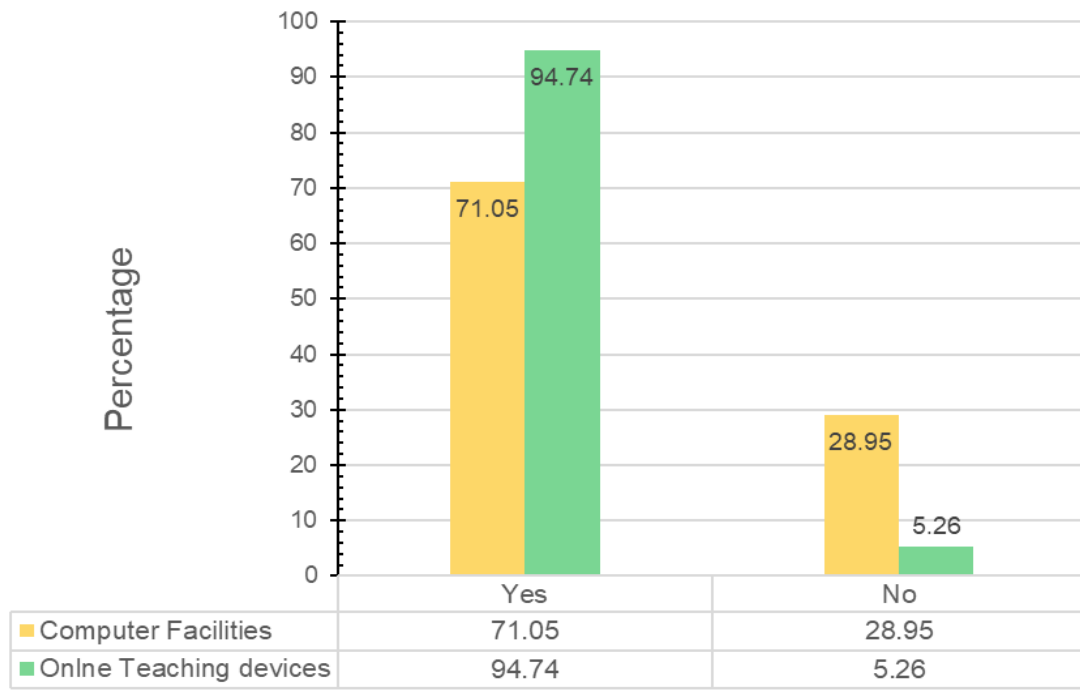
Students highly depended on their parents to meet their device needs and most parents either could not afford or were apprehensive about giving a smart device to their ward unsupervised as they consider the online environment dangerous for the child's susceptible mind. This also led to a challenge that the schools had to deal with. The school leaders have to adjust the time table to allow the students to be able to attend classes.

#### **4.4 Institutional and/or Systemic Preparedness in navigating crisis**

The pandemic hit the education sector very hard like it did to many other sectors. What made the situation worse was that we had never faced such a situation before so everything was more of trial and error. If something works then more of it and if it doesn't then try something else. Even for things deemed working correctly the process had to be tweaked to streamline it to meet a vast, multicultural and multi class-based society like India's. The schools usually are supposed to make plans to deal with various crises like fire, earthquake, floods etc. but the kind of crisis the pandemic brought was a first for most so the institutional preparedness was least in many schools since schooling without coming to school was never thought about. The pandemic brought the world to a standstill and changed our way of interaction with one another. The Indian schooling system is steeped in interaction between the various stakeholders that form a part of the



## Teaching Infrastructure in Schools



*Fig 11- Histogram showing availability of teaching infrastructure for online learning*

school ecosystem. So, when the system was asked to change overnight it took many trials and errors with inputs from the government as to what the SOPs should be. To find the system preparedness for online mode of education the respondents were asked about the availability of infrastructure needed to conduct online classes. Out of the total 71% of the school, School Heads said yes for availability of basic computer facilities and 94% said that the staff was in possession of technological devices needed to conduct online classes. This was mainly possible due to governments push for Digital India, a flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. For this the students were tried to be made digitally aware. But not all schools were ready in that regard and in schools where there was no computer facility 81% of the schools used e-learning platforms (hardware/social platforms-WhatsApp/zoom) and only 18% opted for physical/door to door facility to reach out to children during lockdown. The School Heads were faced with an uphill task of suddenly changing the teaching methods. The traditional model of students coming to school was uprooted in this pandemic and the practice was replaced with a new way of teaching to students. The School Heads had

to be able to convince the class teachers to agree to door-to-door teaching in such a dangerous situation wherein the public was being asked to stay at home. Furthermore,

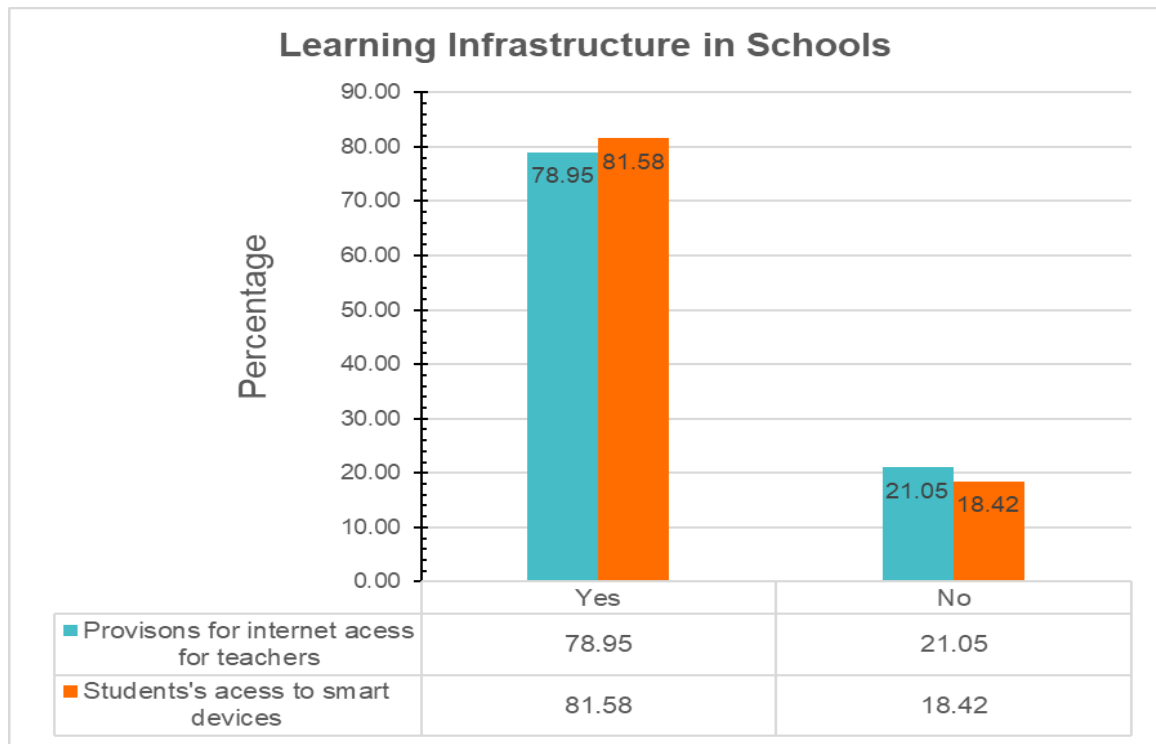


Fig 12- Histogram showing accessibility to SMART Devices by students and teachers

they also had to convince the parents that allowing the children to study with the teachers who are coming to their doorstep is in the best interest of their child. These all activities had to be managed along with coordinating with the government and providing manpower when called upon. These called upon the leader to dig deep and use their various aspects of leadership to effectively tackle these challenges.

The schools had to arm the teachers to be able to take online classes. From the responses to the questionnaire, we were able to ascertain that 79% of schools made provisions to provide internet access to staff to conduct classes from school. Though high still there were school leaders (21%) who were unable to arrange the facilities needed by the teachers. They might be bogged down by the lack of resources as well as the suddenness of the situation might have been the reason that they were not able to provide the necessities. The leaders had to manage the logistical problems along with handling pressure from various stakeholders in the bid to bring some semblance to the pandemic

stuck institution. Even in situations where the principals tried to arrange for the needful the lack of manpower and lockdown restrictions made the task hard to complete.

When the school leaders were asked about the student’s ability to access the online mode of education in detail, it was seen that 42% of schools agreed that more than 50 percent of students had access to smart devices. In the same vein 40% of schools reported that more than 50 percent of students had access to internet facilities. Moreover in 50% of schools it was reported that only a small percentage (10-20%) of students were very hard to reach through any kind of online or offline mode. The high percentage of accessibility in the children made it easy for the principals to jump over the chasm and move forward with online education as the majority of the students were able to access the online classes. The preparedness of the students i.e. their accessibility along with the preparedness on the part of teachers as well as that of the principal to provide the necessities required for smooth running of the institution were the major factors which enabled the smooth running of online classes.

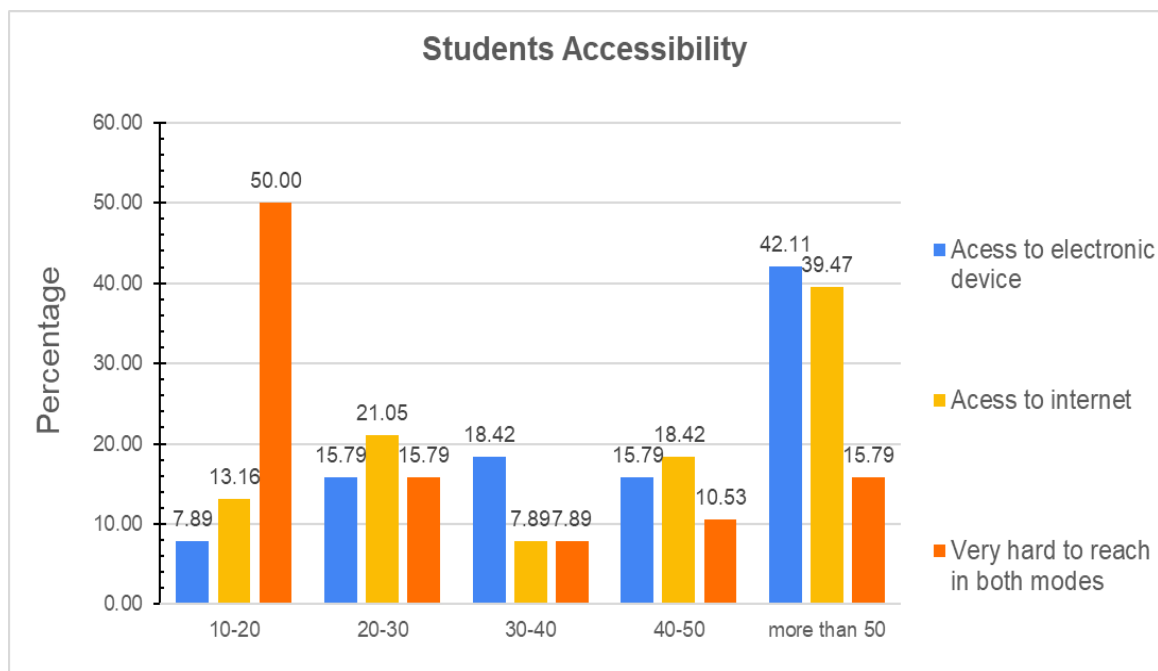
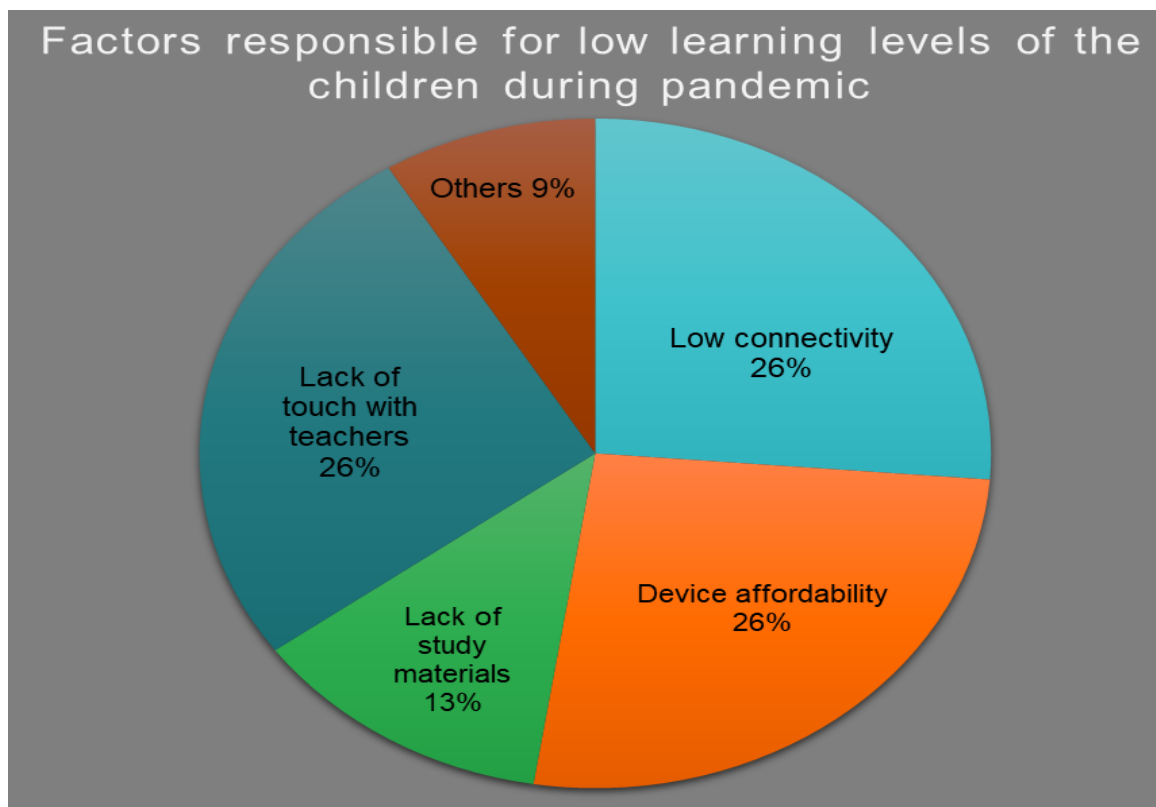


Fig 13- Histogram showing accessibility of students to SMART Devices percentage wise

There was a visible drop in education levels of students during the pandemic. According to a UNICEF report at least 80 per cent children in India between the age group of 14-18 years reported lower levels of learning during COVID-19 pandemic than when

physically at school. When the respondents were asked about the reason behind this drop, they cited various reasons. Around 26% of the respondents believed that the main reason was the low connectivity that the students had. Another reason was device affordability. Old phones sometimes were unable to satisfactorily perform when the students were studying or there were many programmes which would not run on older devices. There were numerous families whose livelihood was affected due to the lockdown because of the pandemic. In such situations the families would rather focus on feeding the family and making ends meet rather than invest their savings in a new device, be it a laptop/PC or a mobile phone.



*Fig 14- Pie Diagram showing various factors responsible for low levels of learning among students*

The third reason was the lack of touch with teachers with again 26% of the principals agreeing with it. In a class the majority of the students are average in their understanding of new concepts. This necessitates the presence of a teacher whom the students can approach in order to clear their doubts. The lack of such contact coupled with hesitancy by the students to reach out to their teacher privately on messaging apps led to a drop in student's learning level.

Around 13% of the School Heads reported that the lack of study materials was yet again a reason for low learning levels. Most of the students are new to online learning so they are not informed of places where they can get study materials they require. Due to the closure of factories and publication offices there was a serious shortage of books for the students. This issue was profound in areas where the students depend on the school to provide them with the necessary study materials. So, the students had to spend a good chunk of the academic session without any way to read what was taught or to practise questions or simply learn the subject matter. There were some unique responses from the respondents as well. Someone said that there was pressure from the parents due to which they could not perform well, another leader said that because of low accountability not enough importance was given to the students' learning. Gap in the family environment and school's expectation was another reason for low learning levels with some saying that there was no place in the home where the student could concentrate on his studies while for teachers it was not possible to reach the scattered student population living in remote areas because of which they could not attend classes and thus lagged behind the learning curve. The parents in some other cases also contributed to low learning levels because students were engaged in household chores since school closure to them was learning closure for all.

However, a lot of positive stories of collaboration and support also came to the fore; with the majority of the respondents (79%) saying that the community or parents were

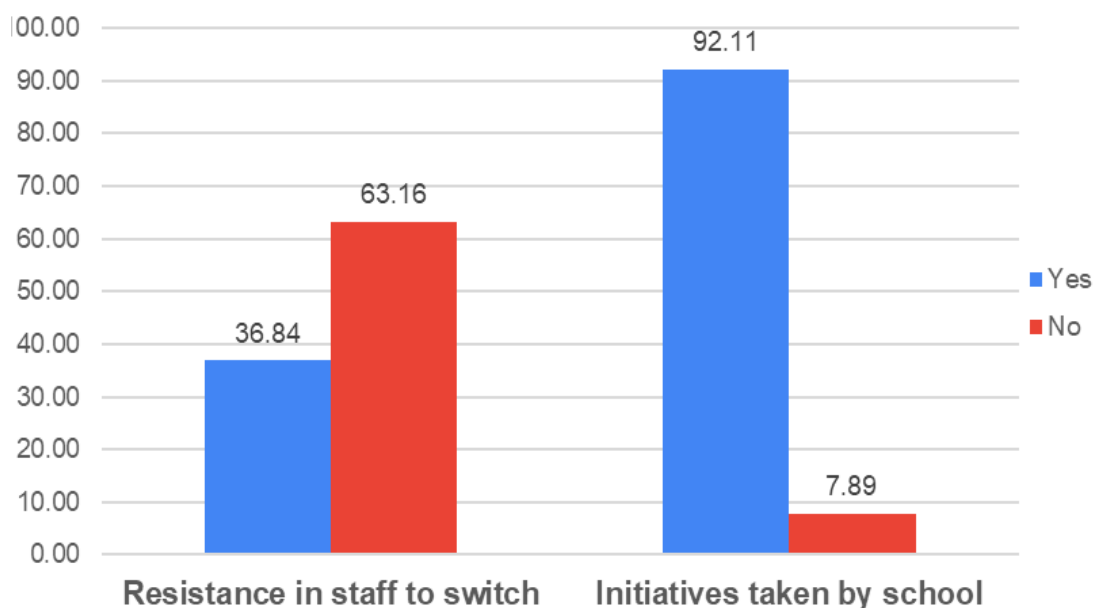


Fig 15- Histogram showing staff participation in online education

involved in reaching out to children who could not be reached by the school. In the lockdown there were various stories of communities coming together to help financially weak families in teaching their children. In some areas the principals also spearheaded campaigns to bring the community together and help those who were under privileged. For this they got in touch with the parents of the students and with their help and support the school could help the weaker section of the community financially, emotionally, technologically as well as physically. Normally human beings resist any kind of disruptors which in the case of education and pandemic was shifting to a new mode of education. For teachers who had spent their entire career teaching a class physically the change was very daunting yet a big portion of the respondents (63%) did not face any resistance when the new mode of online learning was introduced. There were a good number of principals (37%) who did face some resistance but that is to be expected.

The principals with their good leadership were able to dispel the cloud of doubts that the teachers had and get them all geared up for teaching in the new normal. Keeping oneself and the institution up to date with the changing times is the role of a good leader. Here also in the pandemic when the need arose the principals (92%) took initiatives to improve the technological skills of the staff so as to keep them relevant and help them to be able to take online classes with increased efficiency. Among the initiatives taken by the principals a significant amount (60%) chose to

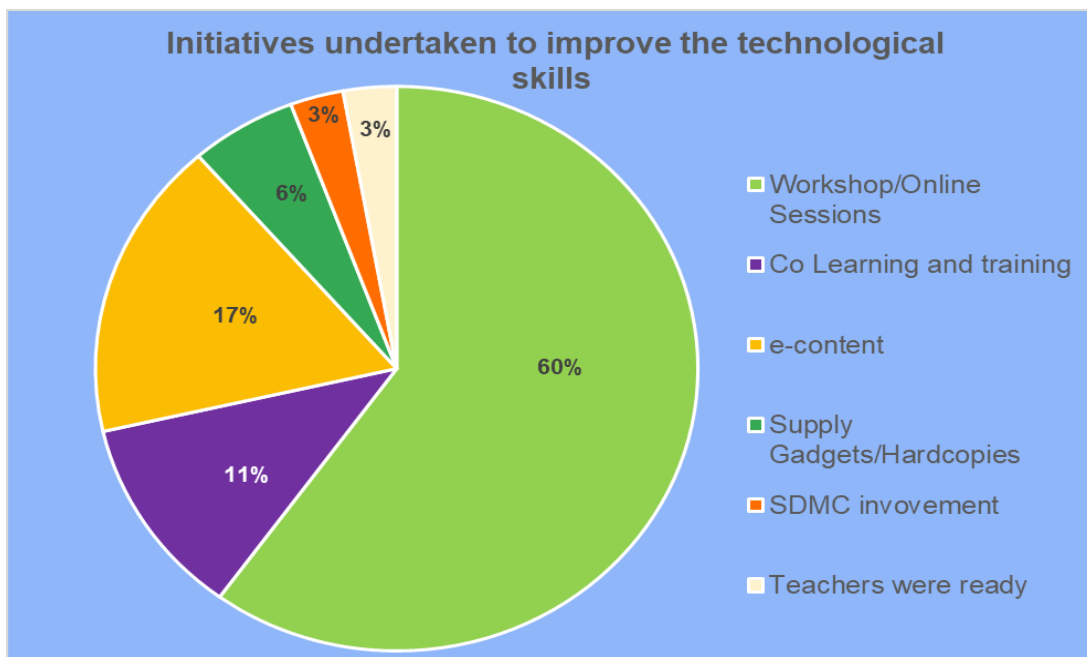
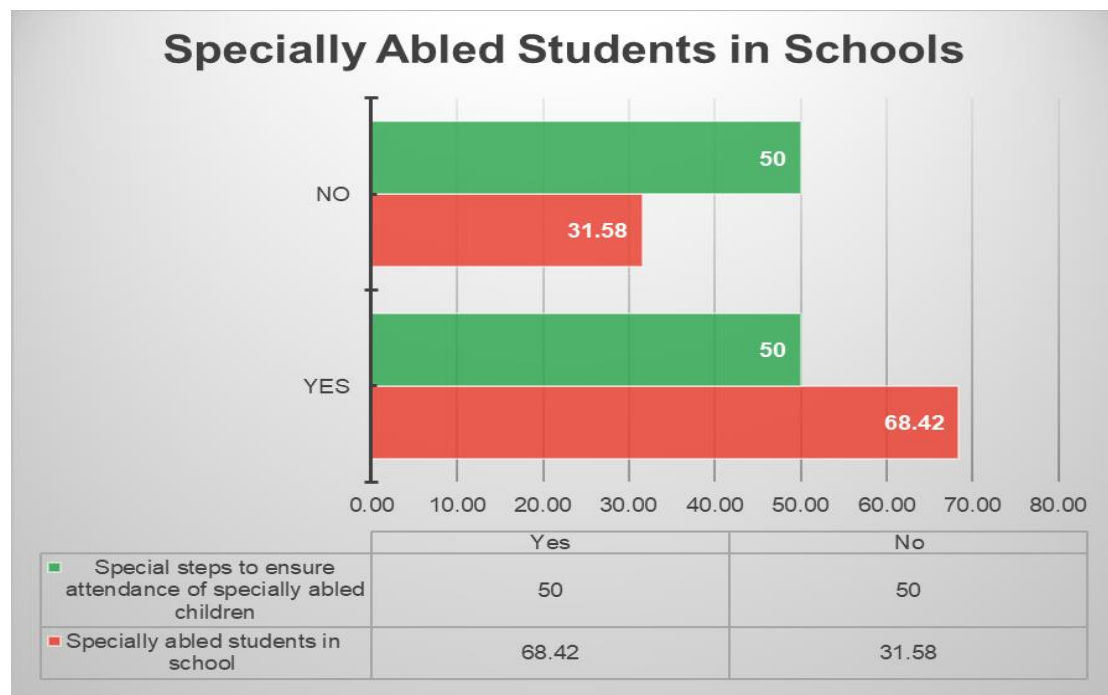


Fig 16- Pie chart showing various initiatives taken by the school to improve technological knowledge of students and teachers

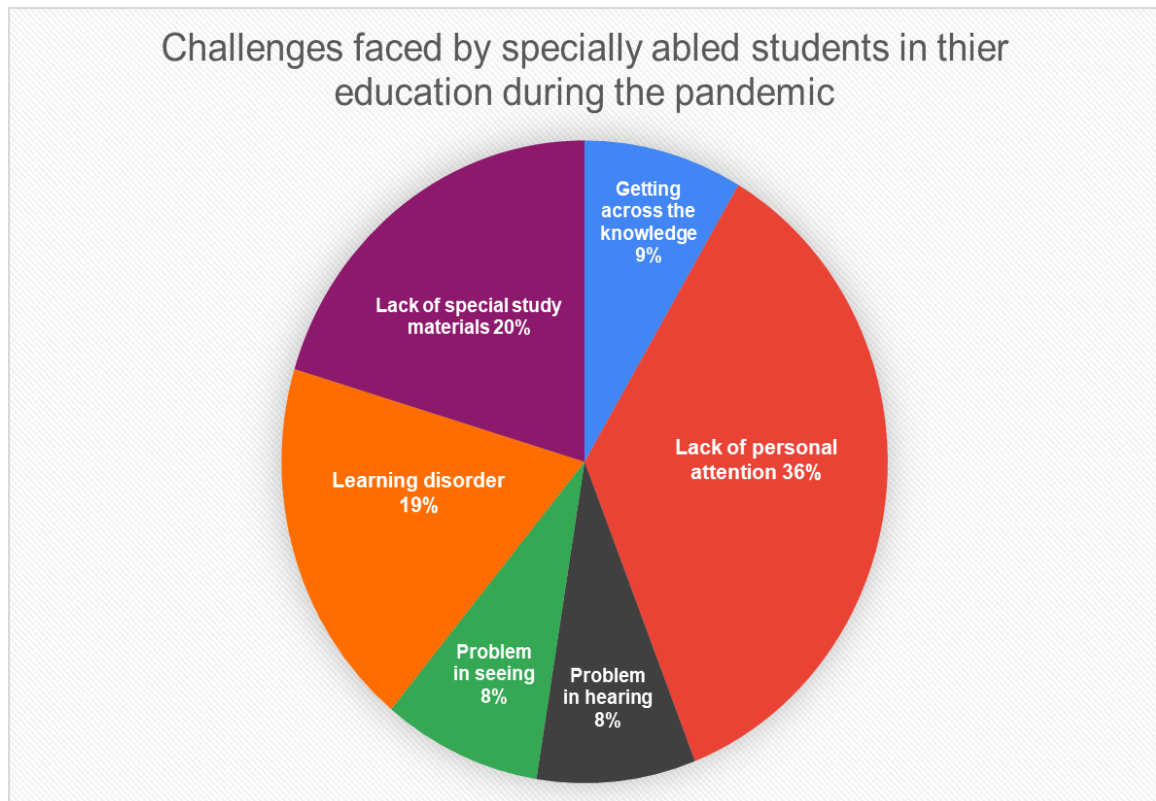
conduct workshops either in school or conduct online courses. Based on the LPI scores we can say that the principals challenged themselves to be better (at online teaching) and in the same way encouraged their staff to increase their proficiency at the same. Some principals (17%) asked their technologically adept staff to create e-content to which the teachers can refer to gain the required skill for online classes. There were also instances where the principals created and promoted an atmosphere of co-learning and training each other so as to perfect the online teaching skills of their teachers. There were also cases where the principals had hardcopies of instructions distributed to the same effect. One principal in particular got the SDMC involved in training the staff.

With regard to students from various socio-economic backgrounds participating equally in the online classes 44% of schools said that very few instances of that happened, 40% also recorded that student from various socio-economic backgrounds participated equally and 16% said that this could not be ensured. 68% of schools said that there were specially abled students in their school. But interestingly 50% of schools took special steps to ensure attendance of specially abled children while 50% did not. Teaching specially abled children is a challenging task in the best of times but the teachers were faced with challenges to ensure quality education was provided to them during the pandemic.



*Fig 17- Comparative Bar Graphs showing Special Children in School and School's initiative towards their online learning*

The biggest roadblock was lack of personal attention (35.59%). Since the teachers could not give that special care, the learning process for these children was hampered.



*Fig 18- Pie chart showing the major challenges faced by specially abled children in online learning*

The next biggest hurdle was the lack of special study materials (20.34%) as they require access to materials that are specially designed for them. This was not possible during the pandemic. Third obstruction was the learning disability (19%) which prevented successful assimilation of what was taught. Getting across the knowledge, problems in hearing and seeing were all chosen by 8.5% of principals as hamperers to education.

A student has various needs that have to be fulfilled for an effective teaching session to take place. 32% of teachers when faced with the difficulty of attention deficiency exhibited in the students, used interaction with the students as a means to overcome this difficulty. 24% of principals said that Teacher Effort/Special Educator/Study Materials helped to teach better. 18% also used parent teacher meetings both online as well as offline to ensure better understanding by parents of what needs to be done for effective teaching. 21% of schools did not take any initiative in this regard.



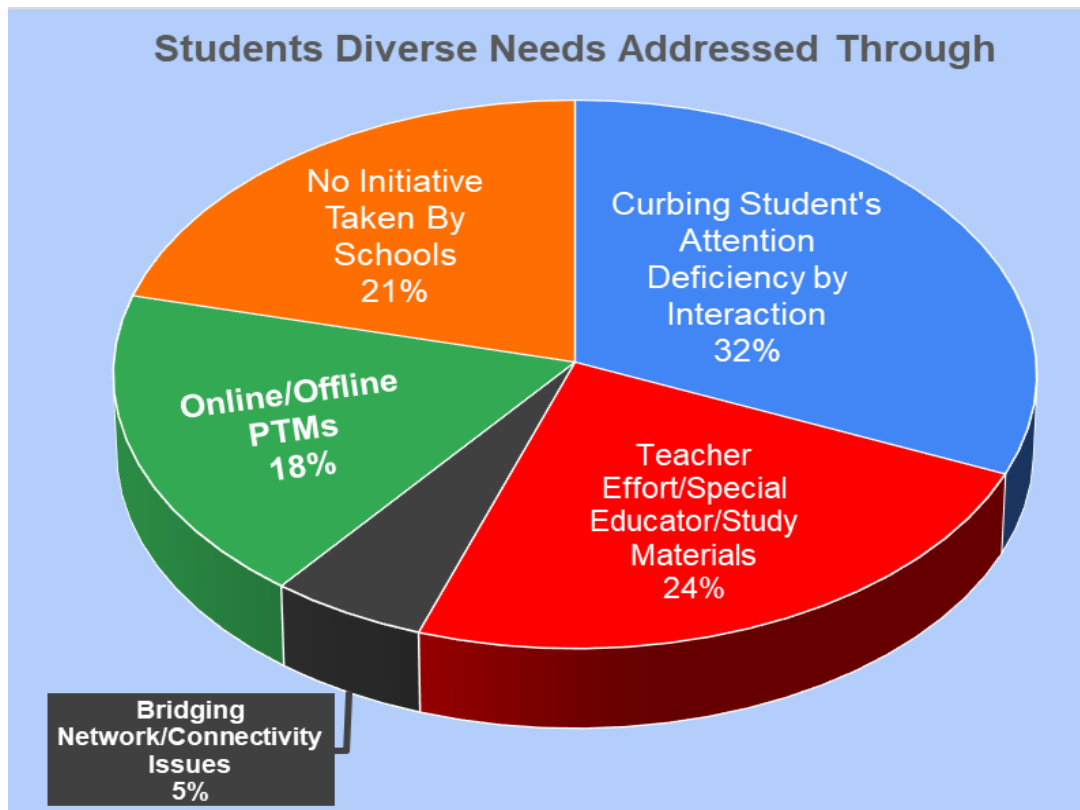


Fig 19- Pie chart showing the various ways in which students with diverse needs were addressed

During pandemic it was widely reported that there was a visible drop in the education levels seen in students. 87% of principals agreed with this and only 36% of schools

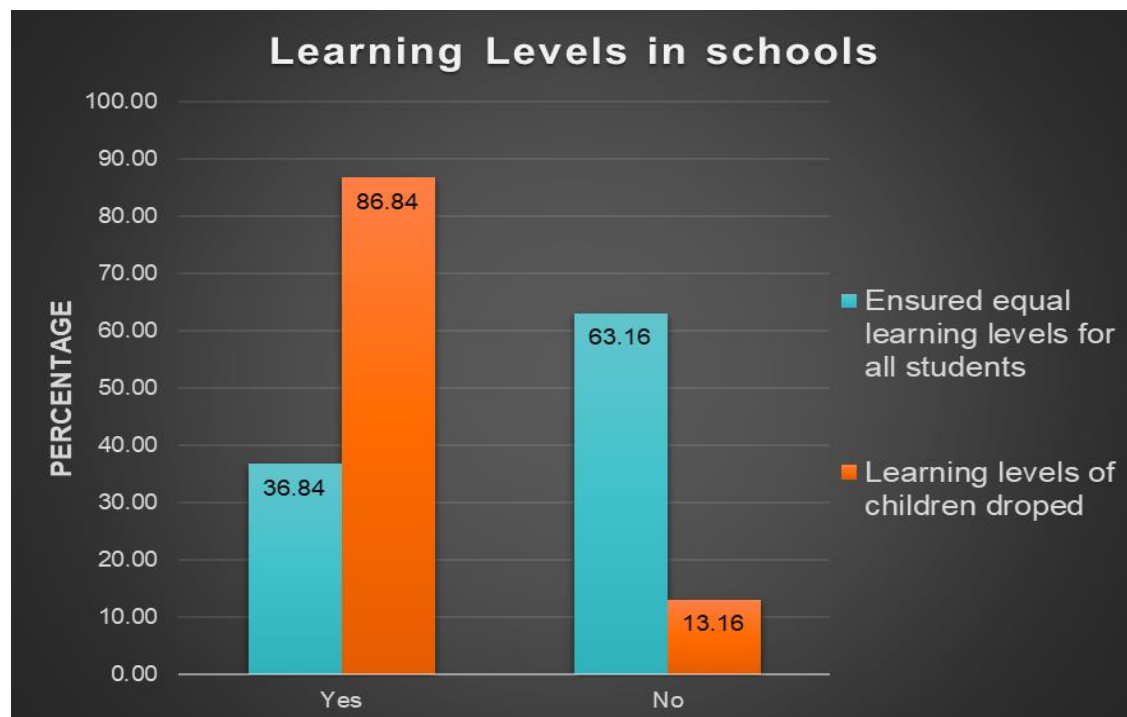


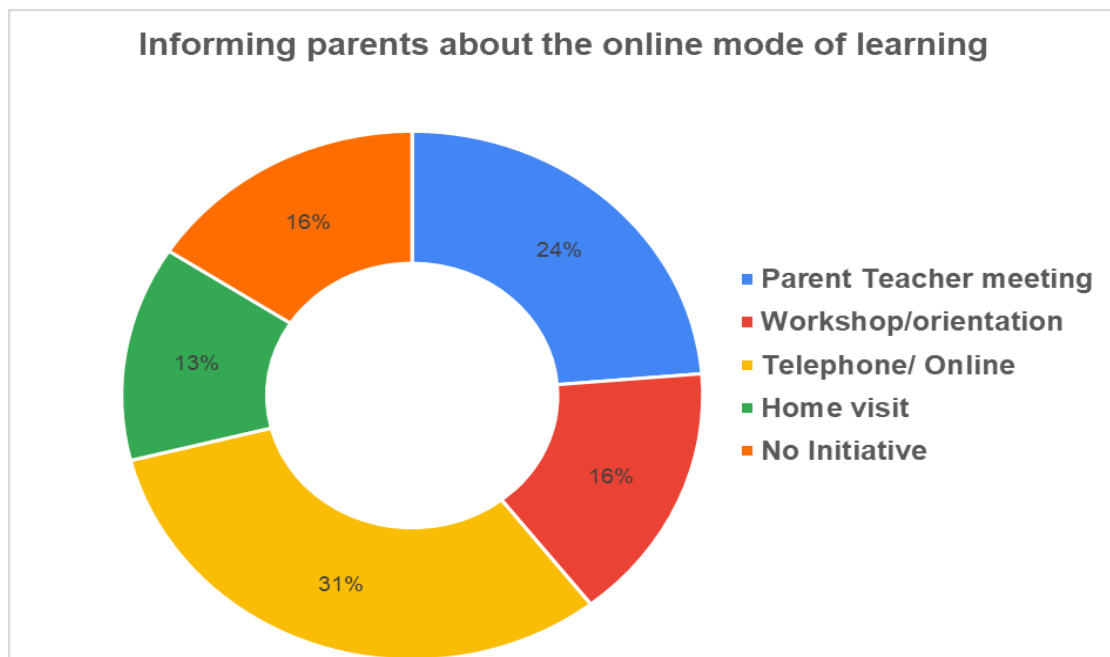
Fig 20- Histogram showing a comparison between different learning levels of students

were able to ensure equal learning levels for all students during the pandemic. Thus, not just access but equity and quality of education was also affected and teachers and leaders also had no ways in some cases to reach out and ensure adequate learning levels for all children.

#### **4.5 Unique Leadership Practices and Processes that supported crisis management**

The principals tried their best to get the teachers acquainted with new teaching methods as well as training oneself in the process. Thus, as a practice we found that modelling behaviours was practised by almost all school leaders. Leaders believed that as leaders they cannot expect their staff to learn and perfect at new skills and changes unless they themselves master at it and reach to a coach's position wherein they can scaffold they can staff. 84% of the school leaders arranged workshops for the skill upgradation of their teachers and made them familiar with the new model of teaching worked out for distance learning. Teacher development came up as a second major leadership practice wherein the school leaders invested their time and energy in scaffolding their staff through the technological nuances and the changed pedagogical trends.

Another stakeholder that is often overlooked when one talks about education in pandemic are the parents/guardians of the students. At the end of the day, they were the



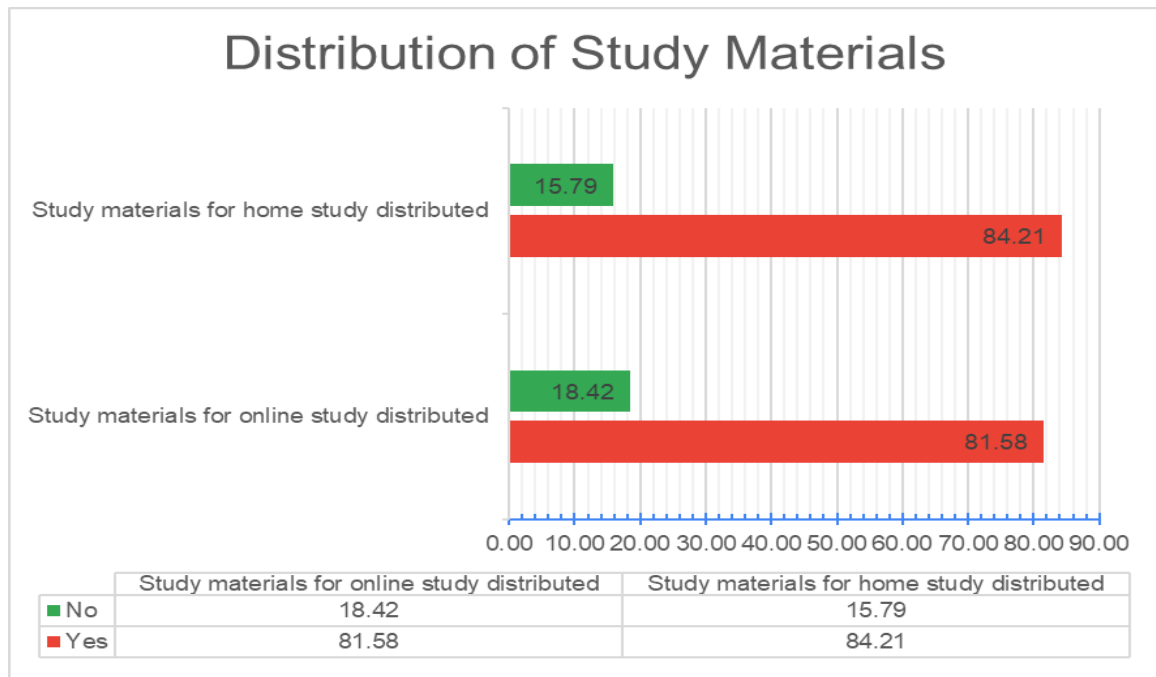
*Fig 21 - Pie diagram showing parental role in online learning*

ones who had the final say of whether or not to agree with the new mode of education. Most of the parents were and some of them are still not well versed with the technology but still it was very important for schools to engage them. So, it was a no-brainer for the school leaders to take the parents in confidence in order for successful classes to take place. Continuous communication with the parents through WhatsApp and phones helped them keep aside their apprehensions and worries and support the teachers' and schools' efforts in educating their children. Some of the school leaders (24%) conducted virtual PTA meetings (where it was possible); others (31%) contacted parents on phone or through WhatsApp; yet others made household visits (13%) to intimate the parents; yet others (16%) conducted small mohalla meetings and workshops to make parents aware of their invincible role in child's education. There however were a few school leaders (16%) who took no initiative in this regard. Thus, engaging the parents and community as equal partners in the process of educating children was another practice common to school leaders who demonstrated high LPI and RAQ scores and managed crises with efficiency.

The School Heads used various methods at their disposal in accordance with the situation as well as the comfort level and safety of the parents in mind. Where the pandemic was less severe parent teacher meetings were conducted, where pandemic was severely raging their digital means of communication were used. The School Heads had to deal with anxious parents who were filled to the brim with questions born from the uncertainty of that time. They had to calm them down along with giving them various assurances on a multitude of topics relating to online learning. The principals had to always keep their cool and make the parents also feel relaxed amidst all the turmoil that they themselves would be going through. Thus, it was the resilience and farsightedness of the school leaders that was being tested each moment. How you performed was not dependent on what you did rather how you did.

The school leaders understand the importance of learning materials. They also understood the need for diversified study materials for understanding the concept and for practice; some being virtual exercises while. As a famous saying goes, a needle cannot be used in place of a sword and vice versa. As the studying techniques and requirements differ when the student studies offline vs to when one is in an online class therefore school leaders saw to it that both kinds of study materials were made available

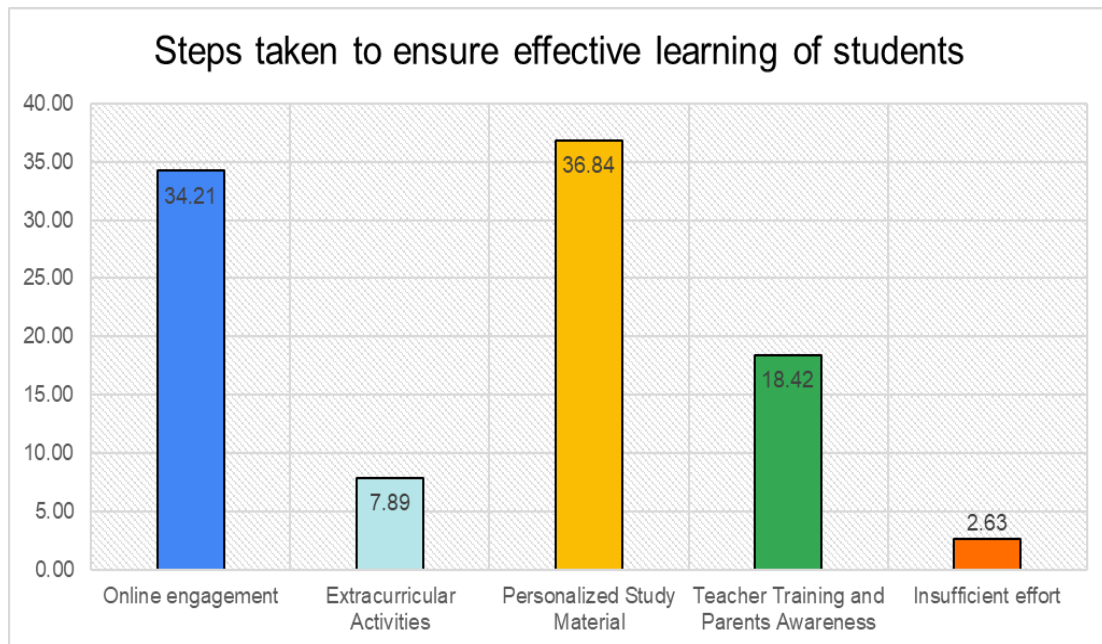
to the students. 82% principals distributed study materials for online study and 84% principals distributed study materials for home study.



*Fig 22 - Histogram showing various ways of distributing study materials*

The principals employed various methods for distribution of the study materials. The main mode for distribution (44%) was that of parents/ guardians collecting a hardcopy of the study material/notes physically from the school. As adults they could be expected to follow social distancing rules while collecting the study materials, thus it was arranged so. Another popular method (42%) was distributing the materials via online means of emails, google drive etc. by which many students could access the content simultaneously as well as it would help save papers and in turn trees. On the other hand 13% of schools did not distribute any kind of study material.

The duty of schools doesn't end with just dispensing knowledge. They also ensure that what is being taught is being soaked up by the students so as to create an atmosphere where effective teaching and learning can take place. The principals in these tough times of pandemic were determined to not let the students suffer, so they tried various methods to ensure effective learning of students.



*Fig 23 - Histogram showing various ways of ensuring effective learning for students*

The most implemented method (36%) was the use of personalised study material. The existing study material was given a makeover by the subject teachers to make them online friendly. Children in particular have a short focusing period and on top of it they are easily distracted when it comes to learning through virtual mode; either by the temptations and pop-ups that keep coming on the internet or by the activities back home. Coupled with it the differential learning pace of the children, the attention span, controlling the newly acquired freedom, lack of interest etc. compound the issue. In order for students to feel engaged and interested, the teachers of 34% schools made continuous efforts to make the children feel relaxed amidst the different subject classes and also counsel them wherever needed. There were schools (18%) who started awareness programmes for parents and encouraged teachers to bring them on board for ensuring effective learning of the students. Additionally for the holistic development of the students some schools (8%) organised extracurricular activities. Furthermore, to check the study levels amongst the students almost all (95%) schools conducted some kind of tests. The teachers also took to individualising the online tests and assignments (37%) so as to make the student feel more included and confident of what he was being taught. Some schools (15%) also took to student preparation through orientation programmes.

Inclusive accessibility was hard to ensure in the pandemic still a lot of effort was put into it. In places where the students could not attend online classes due to economic and logistic reasons the school principals ensured that no child would be left behind and they took steps for children who could not join the online learning mode of education.

### Steps taken for children who could not join through online learning modes

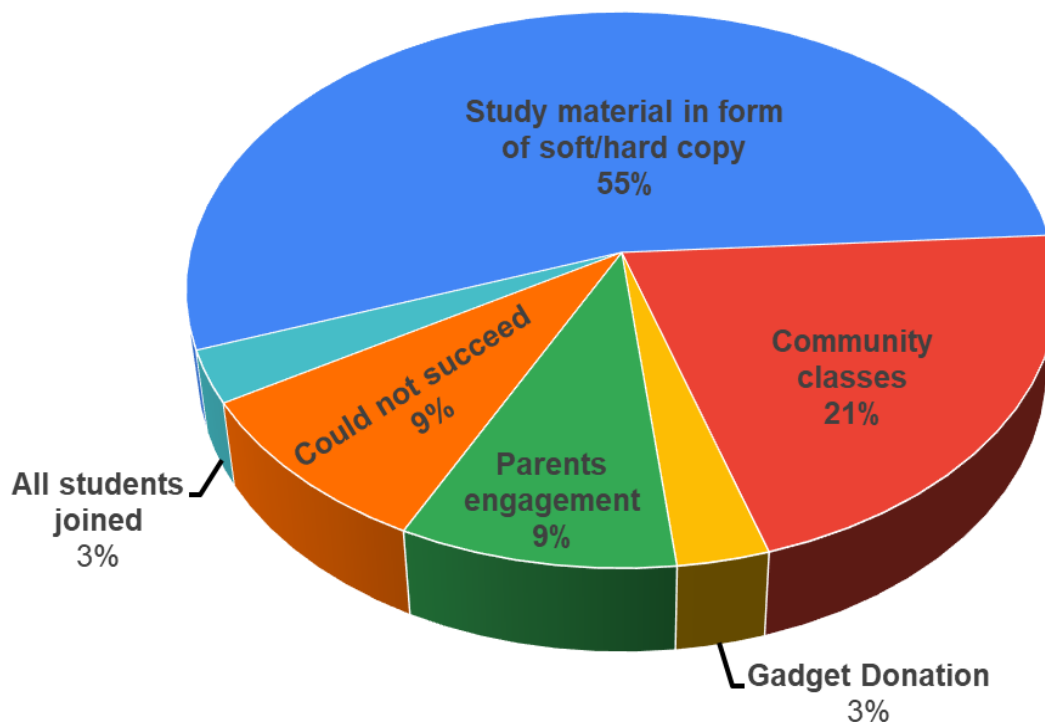


Fig 24 - Pie chart showing several steps taken for students unable to join online classes

Almost half of the schools (55%) said that they distributed the study materials in the form of soft or hard copy which the student could peruse as per their own convenience. Community classes were conducted (21%) by schools where those who didn't have means for online classes could study. There were cases where the parents did not allow the students to attend classes. In such cases around 9% schools took to engaging the parents and making them a part of the education process so as to make them feel more responsible for their ward's education. One school initiated a novel programme of gadget donation in which families with extra or redundant smart devices were implored to donate them to the other needy students in the school. Some schools (9%) said that they were not able to be successful in this endeavour.

Just taking steps for engaging students and parents does not end the process, instead it is the start of the journey. There had to be proper follow ups to ensure that the steps taken for engaging parents and students were taking the desired effect. Not only that,

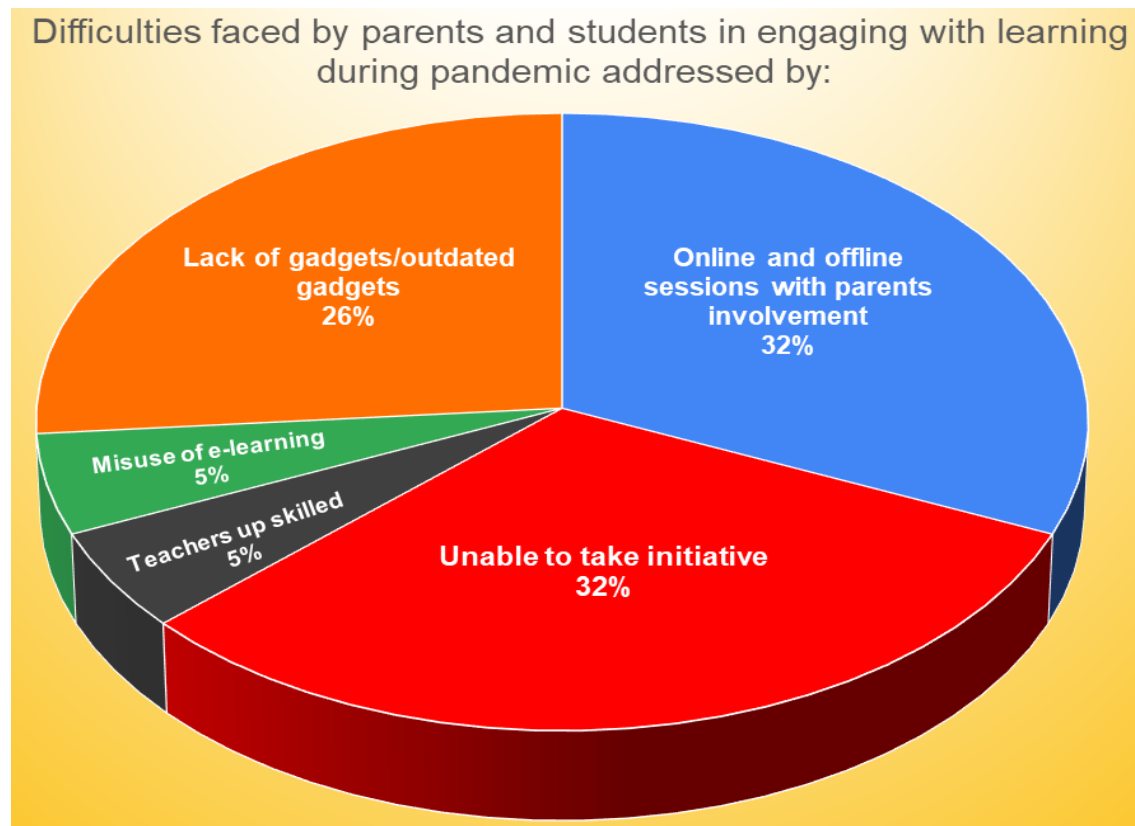


Fig 25 - Pie chart showing several difficulties faced by students and their parents to take online classes

the digital literacy of the country leaves people exposed to a host of problems that if not addressed will put them off the wagon and once someone loses heart it becomes nearly impossible to bring them back on board. To prevent this the principals made sure that the difficulties faced (if any) by parents and students in engaging with learning during pandemic were addressed promptly and decisively.

To understand and address the difficulties of the stakeholders some schools (32%) organised online and offline sessions with parents involved to solve the problems being faced by them. A lot of the problems (26%) were either due to lack of gadgets or due to the outdated gadgets being used by the students. The parents were helped to navigate this problem by telling them what to do to get the most out of their devices. There were also schools (5%) who upskilled their staff to handle the problems raised by the

students. Concurrently a small percentage of schools (5%) reported that there were cases relating to misuse of e learning which were dealt with as and when they occurred or were found out. On the contrary there were a hefty portion of schools (32%) who were unable to take initiative in this regard.

With all said and done there were still some hesitations and problems that plagued the students and teachers to switch to the new mode of education. In order to address the problems of both (teachers and students) in enabling them to switch to the changed mode of learning the majority of the schools (65%) decided to organise confidence boosting workshops, counselling sessions to resolve their problems and doubts. Some schools (13%) decided to hold online training events to help the teachers and make them feel more confident in taking the classes online. An impressive 21% said that such activities were not possible at their schools.

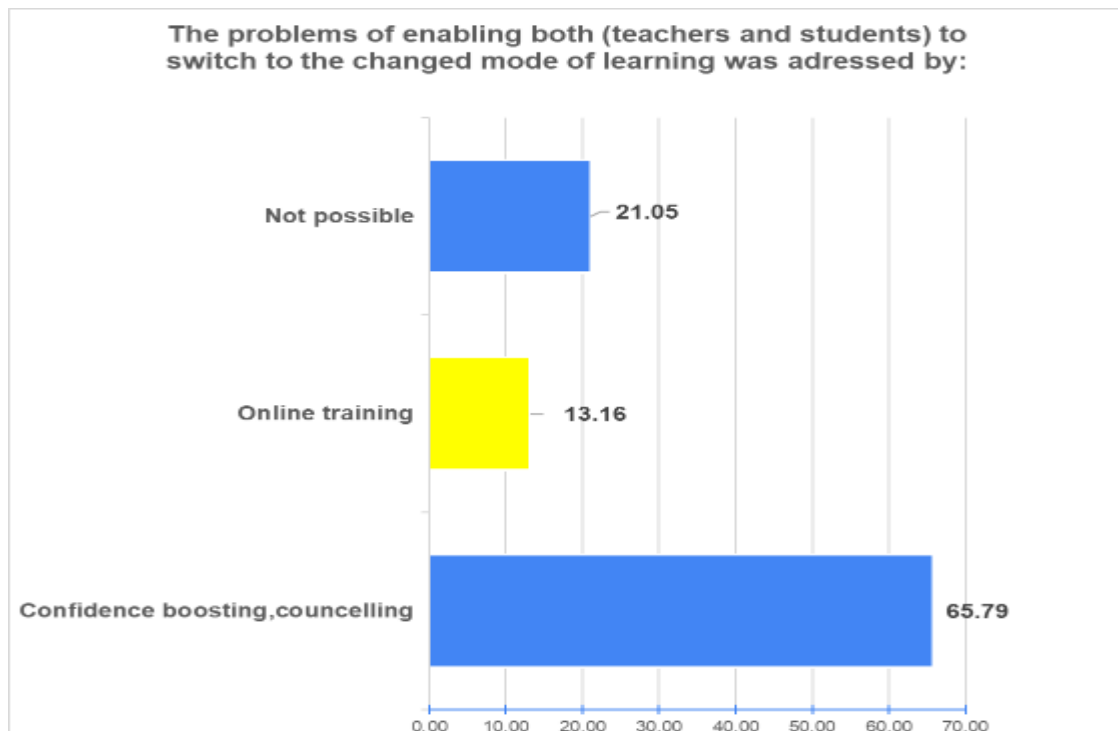


Fig 26 - Bar graph showing different programmes undertaken by students and teachers to ease online learning

#### 4.5 Voices from the field: Case Narratives of Schools, their Leadership and Resilience amidst the Pandemic

##### Case 1:



## **School Context**

Principal in Case 1 had joined the present school in July 2020. The school is a senior secondary school located in the Buhana block in the Jhunjhunu district which is run under the Rajasthan State Government. This school has a rural locality and most of the students belong to the poor socio-economic class and access to SMART Devices was a challenge.

## **The Technological Challenge, the Accessibility and Equity issues and the Learning gaps**

While 60% of students could be connected through one means or platform or another; there were a significant 40% of students who could not be connected to the online classes. In order to remove this learning gap among students WhatsApp groups were formed and worksheets were circulated as whatsapp messages. Teachers' team visited homes of the students and distributed study materials, YouTube links would be shared on whatsapp groups and students were encouraged to meet in small groups in their neighbourhood and study together to overcome the scarcity of devices,doorstep education was provided in cases where nothing else seemed to work for students due to want of technological device, know-how and connectivity.

Though students would be connected on WhatsApp, using the device during day time became difficult, as the fathers would take their phones with them to their place of work. The principal had to play the role of a guide to both; the parents and teachers and orient them on the use of the different technological tools for teaching-learning. Teachers were also not aware of the use of technology. With the introduction of the Social Media Interface for Learning Enhancement (SMILE) Project of the Rajasthan state government, the capacities of teachers and students developed and student participation improved with it.

The school had two specially abled students (one orthopaedically disabled and another mentally disabled) while the physically challenged student received some support the mentally challenged student could not be provided specialised services owing to the severity of the degree of illness. The school principal mentioned that these children

largely remained mere beneficiaries of Samagra Shiksha and unfortunate but we could not do much for their learning.

For one year owing to the governmental norms no examinations were conducted, the year after the examinations were conducted through online mode and question papers were circulated through WhatsApp. While the honesty in attempting the questions could not be ensured through online mode, once schools reopened, we assessed the learning levels of students and found that children who could not be in touch regularly either through online or offline mode did not perform well and were far below their age-appropriate learning standards while children who regularly participated did fairly well. This number ranged anywhere between 20 to 40%. As a principal this has always been a cause of concern and with the reopening of schools, we are now trying to bring those left-out children back to schools and bridge the gaps.

### **The Challenge of School Development and Teacher Development amidst Pandemic**

The primary challenge was to convert the school into a tech savvy institution amidst the pandemic. Initially the teachers/students could not deal with technology. No one had any previous experience of using Google Docs, Google Meet, etc. When the first lockdown was imposed Staff Meetings were also done online through Google Meet. As a School Head initially I would organise the meetings. I too was not very techno friendly but I learnt from YouTube and gradually our teachers also learnt to conduct the meetings and classes on their own. I arranged for in-house training for our teachers and with the new skill being developed the initial resistance also gradually reduced.

### **Online learning and the Learning Outcomes**

By the time the second wave came up, students and teachers had got equipped in the use of technology. We started conducting online school assembly, classes and other curricular activities like self-defence classes and competitions through the online mode. Children enjoyed the new way of learning. Rather, some of them were excited about it and their participation was really good. SMILE project in Rajasthan came as a boon in building capacities of teachers and students in using social media platforms for learning,

conducting programmes like online quizzes all over the state and engaging students and teachers in joyful learning.

### **Researchers' remarks**

From the online interactions with the school principal, it was found that leaders' urge for learning, modelling ideal behaviours so as to mobilise and motivate staff to learn, encouraging heart, vision, problem solving skills, self-confidence and patience in dealing with change and initiatives actually made the difference. Standing strong amidst grief and pain and the pride in actually being able to serve people also contributed to the success of the school and demonstrates the resilience of the leadership at school.

### **Case 2**

#### **School Context**

The participant in Case 2 is a school head of an upper primary school of the Borigumma block in Koraput district of Odisha. This school is located in the rural areas of Kosaguda with only 75 students and 4+1 teachers in this rural upper primary school of Odisha. Students mostly belonged to the Scheduled tribe category. The school is situated almost 15 kilometres from the block headquarters. The demographic composition of the village is such that there are 98% Scheduled Tribe of which 88% are BPL.



*Fig 27 - The School and its Surrounding*

In 2012 I joined the school as an in-charge head master. The school then had no roads; rather it had big rocks on the road. There was no playground, no electricity, no computer, no gardens like herbal, fruit or flowers garden, no boundary wall, not even toilets. The classrooms were covered by bushes on both sides and the worst was that villagers used them as open lavatories. The dropout was as high as 33% and enrolment as low as 22 from grades 1 to 7.

### **The Technological Challenge, the Accessibility and Equity issues and the Learning gaps**

Being a school in a remote rural area catering to the needs of tribal children was very difficult. There was hardly any scope for the use of technology since neither devices nor network was available in the area so the question of technological know-how does not hold. I knew that I could not make technology my tool owing to the school context; I however had the benefit of being close to nature and I used every available thing in nature as a tool. The pandemic proved to be a blessing in disguise since because of school closures as school leaders and teachers we had more opportunity of being amidst the community and this helped us explore the teaching learning material that were



*Fig 28 – The transition of barren land to 'Miyawaki' Forest*

locally available in this manner to connect with the parents and the community. We worked upon a unique Japanese technique of growing forests in a short span of time. A

forest named 'MiyaWaki Forest' was built during the pandemic period with the support of the children and the community. It is a Japanese technique of growing trees without any harmful chemicals or fertilisers. Unlike conventional forests, trees only take 1-2 years to grow completely. This helped us transform our rocky, barren lands into lush green forests. This proved to be very motivational for the villagers and they started joining every little effort of the school. Boundary walls were also built of 100 and 200 metres through community support. Wall paintings with different social messages were painted. Thus, we worked initially on developing closeness and reaching out to every household.

Before the pandemic had hit, the mathematics books for classes 1-3 were prepared by me. With the support of an NGO, named Akshara Foundation, videos were translated from English to Hindi by the teachers (uploaded on Diksha Portal). The teacher would conduct a doorstep teaching programme for the students. The school adopted a more nature induced learning where a rock garden was made to conduct Maths and EVS classes, 'Shahid Stambh' and the Rock Garden was made for History and Geography classes, Clay Models were used to enhance the Language classes.



*Fig 29- Rock Garden made by the school- An open model for various curricular and co-curricular activities; and Shahid Stambh- A memorial where students learn about the magnificent struggle of the freedom fighters*

With support from the children, parents and community; all the rocks or trees on the roads were painted with teaching learning material so that students could study at their own pace and time following the social distancing norms as well. The community gave

over 3 acres of land to the school for building forests and gardens for educating these young learners.

Online learning is also now popularised in the region through TV/Radio Pathshalas and sharing the YouTube link of the videos developed by the teachers. The school has developed as many as 590 videos for children during the pandemic. To solve the problem of device deficiency, every two students share a smartphone. This arrangement is made at the community level.

### **The Challenge of School Development and Teacher Development amidst Pandemic**

Online Educational Training was undertaken by the teachers through the DIKSHA Portal as also the NISTHA training. I myself started making videos and started posting them on YouTube. About 590 videos of different subjects of classes 1-8 are still available on YouTube. These are shared with SCERT, Odisha and are extensively used not only by children of our school but also by many teachers and children across schools in Odisha. The teachers supported me immensely, helping cover various topics of all the subjects for these classes and we collaboratively achieved this feat. In this manner it was '*learn while you teach*' mission for all of us. The SCERT also supported by arranging for workshops for conducting Mass education programmes, which was propagated through YouTube videos, live streaming from the classrooms, etc. This is practised even now from 9:30-11:30 am every day in the school campus.

### **Online learning and the Learning Outcomes**

Our online teaching programme was not that successful, since our children are not used to studying through distance mode. Being situated in the remote rural area with more than 90% tribal population; most of them are kinesthetics learners and need to personally feel and touch and then perceive. We compensated for it by building community gardens that in turn boosted self-learning among the students. We therefore did not follow a specific grade-wise subject-wise syllabus during the pandemic since engaging the children creatively was more significant so if one were to evaluate the students using the grade-wise subject-wise syllabus perhaps our children may not perform upto the mark. We therefore cannot promise that there is significant

enhancement of knowledge among students but what we can assure is that there is no degradation of knowledge in them. I can certainly say that children have learnt a lot of life skills and in fact have acquired a lot of wisdom that would help them meet any of the life challenges and in doing so they have also learnt the subject level knowledge expected of them. Parents of most students are illiterate so when these students are assessed under a non- traditional examination format, they come up with the correct answers showing they have acquired a moderately good knowledge but under the traditional paper-pencil test they fail to grasp and write.

### **Researchers' remarks**

The researcher observed in the communication with the school leader; a sense of direction, passion and zeal to serve and transform not only the school but the entire neighbourhood through education. The school head with his exemplary leadership practices could make the school a learning centre where in 2021 the total dropout was nil. Public support enhanced the learning environment at school. The other schools in the vicinity also followed this school and went ahead to build a better learning environment for themselves.

The School Head integrated innovative learning practices and modelled the way for all other schools in the locality, developed a shared vision and showed the way through his ideation, leadership, determination and self-confidence. Indeed, all these qualities portray him to be a resilient leader where he was able to face and tackle the immediate challenge of propagating learning in a village so poor and backward, replacing online learning with nature induced learning.

In his words, “to me every school problem is a challenge to be fought collaboratively. Our main aim is to:

1. *minimise the gap between home and school*
2. *develop practical concept attach the students with nature*
3. *reduce dropout through multidisciplinary holistic education*

We are already on the path of transformation. To achieve this hard work , investment of finance and relationships is essential which I am gradually putting efforts at. All

the available sources were put to the best use, public contact was established and the school environment was made joyful.

Every year 2 to 3 new activities are inaugurated and implemented to change the school environment where academic upliftment of the students are done. As a school leader, I have received a number of awards at state and national level for implementing more than 30 innovative activities for the betterment of the school and its students.”

### **Case 3**

#### **School Context**

The principal in case 3 heads a secondary school in Angara block of Ranchi district. This school is located in the rural locality of the Childag area. At present there are over 2000 students. This school was no way ready for a change which was the first biggest hurdle for the school leader.

#### **Teacher Preparedness and Performance for conducting online classes**

When the pandemic first hit, the principal went through training himself at first and then one- third of the total teachers at a time were trained through various orientation programmes. Many software development programmes were conducted and organised in the school. Once the training was undertaken by all the teachers the online classes had begun for the students.

#### **The Technological Challenge, the Accessibility and Equity issues during the Pandemic**

The school could only reach about 40% of students in the first pandemic. ‘Moholla Classes’ could not be organised but each teacher was given responsibility village wise to distribute the printed documents of the study materials to the students who could not join the online classes (the remaining 60%). Over 50,000 INR was spent by the school in getting the study materials printed. To make learning interesting and engaging for them illustrative write ups in the form of cartoons and pictures were also used so as to draw students’ attention and in turn improve their academic performance.



Families in this school are very poor so all students could not join the classes at the same time, due to lack of devices at home. For this reason, the School Head decided to divide the classes in two halves-in the morning and the evening. This however did not have a significant positive result because of the limited internet availability (mobile data would be over by the evening).

### **Major Access and Equity oriented Challenges in the post pandemic phase**

Once the offline classes began, over 500 students showed up on the very first day showcasing their eagerness in school participation. But there was a large dropout level as well. Amongst 2008 students, only 1900 could be brought back to the schools. The number of boys dropout surpassed the girls who dropped out mainly for earning a source of living. Also, the biggest problem of the online classes ended up being the addiction of phones among the secondary level students, but with school timings being more regularised the engagement with mobile phones are eventually reducing.

### **School Assessments for examining the learning levels of students**

For the online examination, Questions were prepared on Google Forms by the teachers consisting of 20 marks multiple choice questions. Village wise invigilation of students was done by the teachers during these tests. The teachers were also in support of this way of conducting exams as marks could be auto generated online. Once offline classes have begun, a weekly assessment is conducted every Monday.

### **Researcher's Remarks**

From the online interaction with the school head, it was observed that a lot of novel educational practices were used by him, despite the continuous threat of controlling dropout levels and ensuring equal learning among every student. With his shared vision he interacted and built relationships with teachers, students and their parents which mitigated the challenges to a certain extent. All the other concerns were also dealt with a focused vision and self-confidence showcasing the presence of resilience in the leadership practices of the school head.

## **Case 4**

### **School Context**

The principal in the 4th case chairs a privately run secondary school in the urban areas of Maharashtra. The school is located in the Amravati Block in the district of Amravati itself. The school building has all the latest amenities and facilities. Well-furnished classrooms, computer and science laboratories, a well-maintained library is also a part of its infrastructure. Here both physical and e- Resources can be easily made accessible to every student.

This school had long undergone IT training much before the pandemic had hit.

### **Teacher Preparedness amidst the pandemic**

Teachers were available all round the clock for the students to help them in the digital academics. To ensure the teachers were in the right frame of mind, the management was there to support and assist them whenever they were in need. Workshops were organised every Sunday for the teachers named 'MEWAM'. Here the skills of the teachers to teach online were upgraded by showing various videos related to online teaching. DIET Sessions was also organised discussing the areas of Adult Literacy, Pre-primary education, experiential learning and every other component of NEP 2020 in detail along with all the teachers of the school. The workshop was conducted for a period of 20 days.

### **Student's accessibility and participation during the online learning**

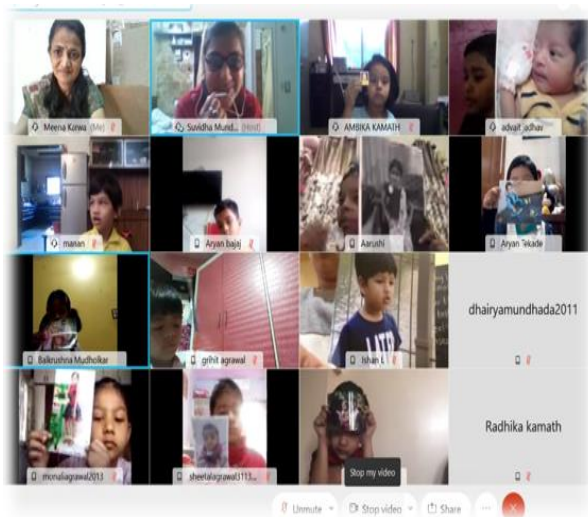
Sadly, there was a major drawback in our e-learning mode when 4 students admitted under RTE could not join online classes in the first year of the pandemic. They were provided with individualised study materials by the teachers, but the learning outcome could not be achieved to a complete 100%.

### **Learning Gaps and Learning Disparity**

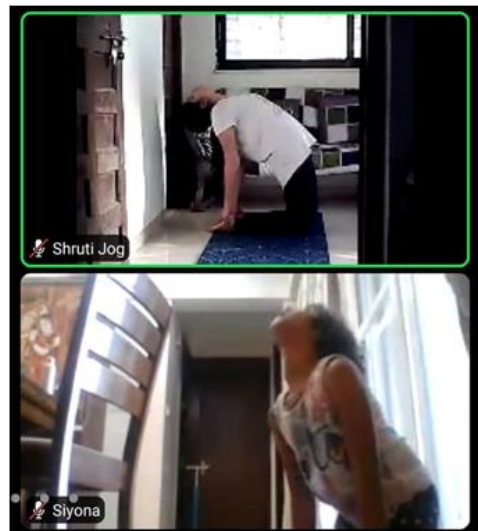
In the second year, learning outcomes could improve as the intra-student bonding increased. Hand holding was done with the affluent parents who wished to contribute and help the few students who could not regularise themselves with the online classes.

## Extracurricular activities during the pandemic

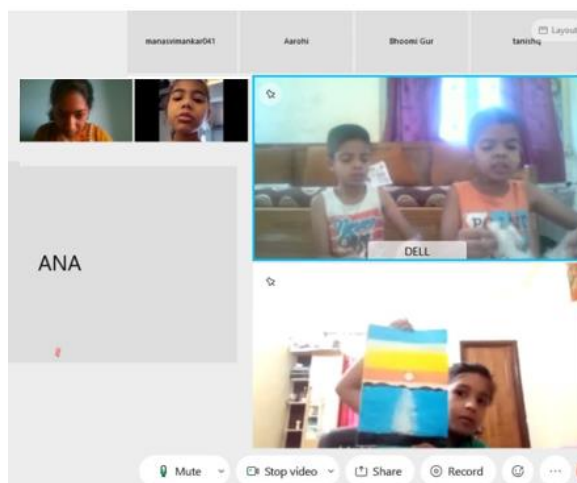
Co-curricular activities like virtual treasure hunt in collaboration with the parents were conducted for the primary students. Novel ideas among the teachers were welcomed and encouraged. During the pandemic, physical fitness was also given importance where Zumba classes, eye exercises (to minimise the impact of blue screen radiation) were conducted online. Assemblies and Online concerts were also organised online where renowned artists performed. Meditation, Quiet hours, Mind times were conducted both with the students and their parents. All of these activities helped the students to deal with the stress and monotonousness of not attending physical school for such a long spell.



Treasure hunt - Reliving their 5 years in pics



Yoga Session



Assemblies by Children



Zumba Session

Fig 30- Extracurricular activities during the pandemic.

### **Parental concerns regarding students' learning outcome during the pandemic**

The first phase of the pandemic was very critical where a sudden change in the mode of learning and propagating education was observed. The following year of the pandemic saw more of a relaxation where the different activities could be conducted and resources were optimised in a much better way. Parents were not allowed to over intervene with their child's learning. They received proper counselling and guidance from the teachers. The students and their parents were also a part of many periodic workshops to keep them engaged in several activities outside the regular curriculum.



**Counselling By Expert**



**Raksha Bandhan with Doctors**

*Fig 31- Activities outside the regular curriculum.*

### **School Assessments for examining the learning levels of students**

Till Grade 5, no traditional examination took place, students' learning outcome was assessed through classroom observation and their performance. There are two teachers in a classroom up to class 5 where one teaches and the other notes down the responses of each student through in-depth observation.

From Class 6 onwards, examinations were conducted where 40% questions were Objective types and 60% were of the subjective types. This was done in the form of worksheets and assignments where the students never consciously realised that they were undergoing an examination.



Quiz Session

Fig 32- Quiz session being organised.

### **Researchers' Remark**

The principal thoroughly is determined on the belief that interaction among students form an essence of the student-school bonding which should not be compromised upon. Being somebody who can inspire others by modelling ways for them to act, with a phenomenal relationship building capacity with his teacher, students, their parents and higher managerial authorities makes him a leader who is resilient to any change that will bring success to the entire school and the individuals associated with it.

### **4.5 Summary of the Results**

This chapter has presented the results of the analysis of the data for the investigation. From the sample of 379 school leaders 38 school leaders filled out the questionnaire. Firstly, the effect of different demographic variables like gender, locality, age, experience as a teacher and experience as a principal were determined by sorting the data as per the variable. Then the data was analysed for Pearson Product Moment correlation coefficient, regression analysis as well as trend analysis in some variables. For the demographic variable 'gender' it was seen that in males there was a significant correlation (0.41) between the LPI and RAQ scores and no significant correlation was found for females meaning that in males resilience and leadership had more impact on each other as compared to females. The same variables when analysed for regression showed that there was almost no relation between the two scores in females and a very slight dependence of resilience on leadership in males. The next variable that was analysed was the 'locality' which in this case means whether the school was in an urban

setting or a rural setting. Here both the locales showed similar PPM scores indicating that any one particular location did not offer an edge over the other. In terms of regression analysis, it was seen that in both the cases there was a very slight dependence of resilience on leadership in both the areas. For the demographic variable 'age' the chronological age of respondents was divided in three groups. It was seen that the age group of less than 50 years had a significant PPM score while the other two groups also had positive correlations but they were not significant. From the histogram it was seen that the highest average scores belonged to the age group 50-55 years and there was a large variance between the scores in the age group 55 plus.

The next two demographic variables, experience as a teacher and experience as a principal, were also similarly analysed. It was observed that leaders whose experience as a teacher was more than 15 years had a significant correlation between the LPI and RAQ scores. And for leaders whose experience as a principal was between 10 to 15 years had a significant correlation between the LPI and RAQ scores. Rest all of the groups had positive correlations but they were not significant. In the next analysis the Pearson Product Moment (PPM) correlations among resilience dimensions and leadership practices of school principals was calculated. It was observed that statistically significant, positive relationships were observed among: Challenge the process and problem solving ( $r = .50$ ), Inspire a shared vision and problem solving ( $r = .49$ ), Encourage the heart and problem solving ( $r = .57$ ), Encourage the heart and self-confidence ( $r = .50$ ). The other correlations despite being positive had moderately lower values of PPM showing lesser relationship between the dimensions of leadership and resilience.

Next the data was analysed in context of the research questions. For the first research question which deals with the leadership challenges and concerns faced by School Heads in navigating through the current pandemic crisis, it was seen that most school leaders believed that their staff was equipped with the technological know-how to conduct online classes. Half of the respondents faced challenges when they initially had to switch to online mode. Also, two schools had trained their teachers in advance with technological knowledge. In regards to challenges the biggest challenge they faced was that of the internet connectivity, lack of technological expertise and lack of electronic devices. With regards to the technological and infrastructure challenges the most

common challenges present in their schools included poor internet facility, inadequate no. of devices like pcs/laptops, frequent power outages and outdated devices. The biggest challenge in teaching specially abled students was lack of personal attention, lack of special study materials, learning disorder and getting across the knowledge.

When the data was analysed for the second research question which dealt with the institutional and/or systemic preparedness in managing and leading through the current pandemic crisis, it was seen that most of the schools as well as staff had technological devices needed to conduct online classes. And where there were no computer facilities, a large fraction of the schools used e-learning platforms to reach out to children during lockdown with a select few still opting for physical/door to door teaching. A conscious effort was made by the schools to provide internet access to staff to conduct classes from school. It was seen that the majority of the schools felt that only a small percentage (10-20%) of students were very hard to reach through any kind of online or offline mode. Majority of the principals involved the community or parents in reaching out to children who could not be reached by the school. Almost all respondents took initiatives to improve the technological skills of the staff and the most common method for this was to conduct workshops either in school or conduct online courses. It was seen that in less than half the cases students from various socio-economic backgrounds participated equally. For the specially abled students half of the participant schools took special steps to ensure their attendance while 50% did not.

With respect to the third research question which answered what were some of the unique practices and processes initiated by School Heads to make quality education accessible to all children during the current pandemic crisis, it was observed that for the skill upgradation of teachers school leaders arranged workshops to make them familiar with the new model of teaching. Nearly a third of the schools used telephone/online means to communicate with the parents, while other schools held parent teacher's meetings or organised workshops and some even opted for home visits to contact parents regarding change in the mode of education. Most of the schools distributed study materials for online study as well as study materials for home study. The main mode for distribution was that of parents collecting a hardcopy of the study materials physically from the school followed by distributing the materials via online means. Almost all of the schools conducted some kind of online test. To ensure

effective learning amongst the students. Most schools directly involved them or raised the parent's awareness. Teachers also individualised the online tests and assignments to make the student feel more included. Community classes were conducted by a few schools for students not having means for online classes. One school initiated a novel programme of gadget donation in which families with extra or redundant smart devices were implored to donate them to the other needy students in the school. More than half of the schools held confidence boosting workshops, counselling sessions to address the problems of teachers and students in enabling them to switch to the online mode of learning.



## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The chapter summarises and reviews the findings of the investigation of enabling resilience and leadership practices among the School Heads during a crisis by examining the results from the findings. These conclusions are based on the interpretation of the data generated during the study and were related to the review of literature. The researcher further provides implications for further research along with the recommendations of the study.

#### **5.1 Summary of the Investigation**

This study investigated the relationships among the dimensions of leadership practices and resilience, analysed the individual demographics of principals and studied how/what the principals faced during the pandemic. This study was specifically designed to answer the following research questions:

R Q1.) What are some of the leadership challenges and concerns faced by School Heads in navigating through some of the access, equity and quality related issues during the current pandemic crisis?

R Q2.) What is the institutional and/or systemic preparedness in managing and leading through the current pandemic crisis?

R Q3.) What are some of the unique practices and processes initiated by School Heads to make quality education accessible to all children during the current pandemic crisis?

R Q4.) What is the role of school leadership and resilience in navigating through the current crisis?

To obtain data for the study one online questionnaire was administered to the principals followed by an online meeting with them. The online questionnaire used for collection of data consisted of five different sections with each section collecting data regarding: Demographic Information about the respondent; Leadership Practices Inventory; Resilience Assessment Questionnaire; Leadership Challenges and Concerns;

Preparedness for Crisis management respectively. After that, case studies were generated by having online meetings with the principals. The data thus collected was analysed by the Pearson Product-Moment correlation to ascertain the relationships between leadership practices of school principals and resiliency dimensions; a statistical analysis was done on the demographic data of school principals and finally the data from the online meeting was converted into case studies and then analysed by the researcher to find relevant themes.

## 5.2 Review of the Findings

### Comparison of Kouzes and Posner’s Leadership Practices Models with Mowbray Personal Resilience Framework

Table 3: Significant Relationship Matrix

	Challenge the process	Inspire a shared vision	Enable others to act	Model the way	Encourage the heart
Vision					
Determination					
Interaction					
Relationships					
Problem Solving	X	X			X
Organisation					
Self Confidence					X

For purposes of discussion, Table 3’s crossed areas indicate the significant relationships found among leadership practices and resilience dimensions. The other dimensions combinations also exhibited correlation but their degree of correlation was low (less than 0.5) so they were not considered. Statistically significant, positive relationships were observed among Challenge the process and Problem Solving ( $r = .50$ ); Inspire a

Shared Vision and Problem Solving ( $r = .49$ ); Encourage the heart and problem solving ( $r = .57$ ); Encourage the heart and self-confidence ( $r = .50$ ).

So based on the analysis we can say that the resilience dimension of Problem Solving correlated with the three dimensions of leadership practices of school principals namely challenging the process, inspiring a shared vision and encouraging the heart. Thus, those principals, who according to Mowbray possess the resilience dimension of problem solving, are aware that they can handle various types of problems. They are also possessors of confidence and flexibility and are not overwhelmed by the challenging circumstances. This thus helps in enhancing the leadership practice of **challenging the process**. Principals who utilise this ability more tend to establish stability during uncertain times meaning they are able to guide their followers through these turbulent times. Kouzes & Posner (1995,2002) say that a leader must be aware of the fear and indecision pervading the follower in uncertain times. According to Wheatley (1992) the things that people fear the most in any organisation are unevenness, inconsistency and interruptions. So, a principal having both these dimensions can better tackle the situation to bring favourable results for everyone.

In a similar manner the principals possessing good **problem solving** skill can better **inspire a shared vision** so as to maintain the collective vision, which may be overlooked due to hindrances and lack of clarity. This collective vision prevents the teachers and staff from misinterpreting the aims and principles of the institution. Kouzes and Posner (2002) in their research found that when the vision is unambiguously stated by the leader then the productivity of the institution is way higher as it focuses the efforts of all the people involved in a certain direction which is beneficial for the growth of the institute which in turn will help the people who are part of it grow.

According to the analysis principals who possess good **problem solving** skill are also good in **encouraging the heart** of their staff. These principals are quick to recognise those who were responsible for the success of the project and give credit where it is due. This fuels their esteem needs (as per Maslow's hierarchy of needs theory) and they are satisfied with the institute and tend to be better at their work. This recognition and praise also motivates others to perform better so as to fulfil their needs. This also makes

the teachers and staff feel more valued and an integral part of the institution. The dimension **encouraging the heart** is also positively correlated with **self confidence**. The dimension of self confidence helps one to perform under high pressure situations by developing the belief that they can achieve anything. This coupled with the general human tendency to follow those who appear confident makes a self confident leader an attractive choice during uncertain times. These leaders by their behaviour exude stability and safety which are the most sought-after things in crises. The perceived availability of stability and safety encourages one to follow the orders of the leader so as to navigate the troubled times with the best outcome. In this way the dimension of self-confidence helps in one's leadership.

Regarding the research questions the researcher presents a concise report of the findings.

R Q1.) What are some of the leadership challenges and concerns faced by School Heads in navigating through some of the access, equity and quality related issues during the current pandemic crisis?

- Almost all school leaders (97%) said that their staff was equipped with the technological know-how to conduct online classes.
- 55% faced a challenge when they initially had to switch to online mode. Almost 40% of principals were not sure whether the staff faced any challenge. Only 5% of teachers did not face any challenge.
- Two schools had trained their teachers for challenges in advance with technological knowledge.
- The biggest challenge they faced was that of the internet connectivity (31%) with lack of technological expertise (23%) and lack of electronic devices (20%) following thereafter.
- The mean age of the principals was around 52 years. This made the change from offline to online even more tough.
- With regards to the technological and infrastructure challenges present in their schools the challenges included Poor Internet Facility (38%), Inadequate no. of devices like PCs/Laptops (29%), Frequent Power Outages (15%), Outdated

devices(16%) and with 2% leaders saying that the android device was with the parent when they tried to reach the student.

R Q 2.) What is the institutional and/or systemic preparedness in managing and leading through the current pandemic crisis?

- With regards to the availability of infrastructure needed to conduct online classes 71% of the School Heads said yes for availability of basic computer facilities and 94% said that the staff was in possession of technological devices needed to conduct online classes.
- In schools with no computer facility, 81% of the schools used e-learning platforms and only 18% opted for physical/door to door facility to reach out to children during lockdown.
- 79% of schools made provisions to provide internet access to staff to conduct classes from school. Though high still there were school leaders (21%) who were unable to arrange the facilities needed by the teachers.
- About the student's ability to access the online mode of education it surfaced that 42% of schools agreed that more than 50 percent of students had access to smart devices. 40% of schools reported that more than 50 percent of students had access to internet facilities. 50% of schools it was reported that only a small percentage (10-20%) of students were very hard to reach through any kind of online or offline mode.
- 97% of the school leaders reported that the teachers were equipped with the technological know-how to conduct online classes.
- Around 26% of the respondents believed that the main reasons were the low connectivity that the students had and device affordability. The third reason was the lack of touch with teachers with again 26% of the principals agreeing with it. Around 13% of the School Heads reported that the lack of study materials was a reason for low learning levels.
- Some unique responses from the respondents were about pressure from the parents so they could not perform well, not enough importance was given to the students' learning, gap in the family environment and school's expected environment and lastly no place at home where the student could study.
- It was not possible to reach a small number of students living in remote areas

- Principals said that there were cases of students being engaged in household work by their parents.
- 79% principals said that the community or parents were involved in reaching out to children who could not be reached by the school.
- 63% of respondents did not face any resistance when the new mode of online learning was introduced while 37% principals faced some resistance.
- 92% principals took initiatives to improve the technological skills of the staff. 60% chose to conduct workshops either in school or conduct online courses. 17% asked their trained staff to create e-content for other teachers. Some principals created and promoted an atmosphere of co-learning and training. Other principals had hardcopies of instructions distributed to the same effect. One principal in particular got the SDMC involved in training the staff.
- 44% of schools said that very few times students from various socio-economic backgrounds participated equally, 40% said that students from different socio-economic backgrounds participated equally and 16% could not ensure this.
- 68% of schools said that there were specially abled students in their school. But only 50% of those schools took special steps to ensure attendance of specially abled children while 50% did not.
- The biggest challenge in teaching specially abled students was Lack of personal attention (35.59%), lack of special study materials (20.34%), learning disorder (19%) and getting across the knowledge, problems in hearing and seeing were all chosen by 8.5% of principals.
- 32% of teachers faced difficulty with the attention deficit shown by the students. 24% of principals said that Teacher Effort/Special Educator/Study Materials helped to teach better. 18% also used parent teacher meetings both online as well as offline to ensure better understanding by parents what needs to be done for effective teaching. 21% of schools did not take any initiative in this regard.
- 87% of principals reported a dip in learning levels of the students. Only 36% of schools were able to ensure equal learning levels for all students during the pandemic.

Q 3.) What are some of the unique practices and processes initiated by School Heads to make quality education accessible to all children during the current pandemic crisis?

- 84% of the school leaders arranged workshops for the skill upgradation of teachers and making them familiar with the new model of teaching being suggested by the government.
- 31% schools used telephone/online means to communicate with the parents, 24% held parent teacher's meetings, 16% organised workshops and 13% opted for home visits to contact parents regarding change in the mode of education. 16% of schools took no initiative in this regard.
- 82% principals distributed study materials for online study and 84% principals distributed study materials for home study.
- The main mode for distribution (44%) was that of parents collecting a hardcopy of the study materials physically from the school. While 42% distributed the materials via online means and 13% of schools did not distribute any kind of study material.
- To ensure effective learning of students 36% of schools used personalised study material.
- The teachers of 34% schools carried out some form of online engagement so as to connect with the students as well as make them feel relaxed while 18% of schools started awareness programmes for teacher training and parents
- For the holistic development of the students some schools (8%) organised extracurricular activities. One respondent said that no such measure was taken at their school.
- 95% of schools conducted some kind of online test.
- Different ways were used for online engagement for ensuring effective learning amongst the students. The most employed means (39%) was directly involving them or raising the parent's awareness. 37% of the teachers individualised the online tests and assignments to make the student feel more included, 15% schools took to student preparation through orientation programmes and 5% of schools did nothing.
- Community classes were conducted by 18% schools for students not having means for online classes.
- One school initiated a novel programme of gadget donation in which families with extra or redundant smart devices were implored to donate them to the other needy students in the school

- To address the difficulties of the stakeholders 32% schools held online and offline sessions with parents. 26% of the problems were either due to lack of gadgets or due to the outdated gadgets being used by the students. 5% schools upskilled their staff to handle the problems raised by the students.
- 5% schools reported cases relating to misuse during e-learning which were dealt with as and when they occurred or were found out. 32% of schools were unable to take initiative for stakeholders.
- To address the problems of teachers and students in enabling them to switch to the online mode of learning, 65% of the schools held confidence boosting workshops, counselling sessions, 13% of schools held online training events and 21% said that such activities were not possible at their schools.

Q 4.) What is the role of school leadership and resilience in navigating through the current crisis?

The school leadership and resilience have played a central role in navigating through the current pandemic crisis of COVID-19. The main qualities expected from a resilient leader while he/she is navigating a crisis as per Preweit et. al (2011) Crisis Life Cycle Model are

- Have good communication skills
- Lead from the front
- Be committed
- Be courageous
- Have a clear understanding of the end goal
- Continuous Planning
- Be proactive
- Be a team player
- Profit from the crisis i.e. bring about a positive change in the organisation

With this context when the actions of the school leaders was analysed, a lot of similarities were observed between the model and the actual actions being taken. The leaders in this study not only focused on the communication between the school, the parent and the community but also tried to build a two-way communication channel between students and the teachers. Parents in the community were made aware of the



change in the mode of education, they were being given frequent updates regarding the activities of their child and information regarding the pandemic. WhatsApp groups were made on the instructions given by the principals so as to quickly disseminate information, stay in regular contact with parents and provide them with a mode to contact school officials for any clarification that might be needed. For students as well online groups were created for quick doubt resolution, homework submission and for students to be able to inform the teacher of any other problem that they might be plagued with or if they wished for some guidance or even if they just wanted to connect with other students socially. Communication helped prevent the feeling of isolation which might have led to depression and affected the student's life in a very serious manner. The leaders themselves lead from the front and they themselves went to parents who were hard to contact to inform them about the situation and the mode change in the mode of education. Only when they were seen braving the risk of pandemic could they ask their followers to do the same. It was the same for when the teachers had to shift to online mode many principals first learnt themselves and then helped the other teachers.

The principals were courageous in the face of the pandemic and did not shy away from their duties citing the risk of infection. Even when schools closed, they had a lot of tasks to do that were assigned to them by the government. They were also not afraid to try different solutions to the problems of access and inclusivity that the students had and gave their full support to such projects. The general standard in India by which a student's worth is determined is by their learning levels. So the principals had a clear goal that the students should not suffer academically as well as in their holistic development. To this effect the principals distributed personalised study materials, organised co-curricular activities and one principal in particular was able to organise the whole Annual Day virtually. Another principal organised door to door contact with students and parents by herself and teachers to increase enrolment and to reduce drop outs. The principal also saw to the distribution of study material, Mid-Day Meals and even sanitary napkins for female students. Some even conducted P.E classes online to make the students active and help them stay fit. Principals were very proactive during the crisis and were continuously changing their operating procedures so as to not lag behind. They knew that there would be difficulties faced by teachers in conducting

online classes, so they organised workshops, conducting personal sessions with teachers and motivating them and counselling them. One principal responded that:

“Our School has had a culture of technology training since 2005. Almost every teacher was ready. During lockdown we were used to meeting online once in a week and discussing the problems faced by teachers at micro level. Any new tool explored by the teachers. For example How to use white board effectively; How to check the descriptive answer sheets online; How to set the background to avoid visibility of home settings; How to use PowerPoint effectively where video can be embedded and slide can be used to write on screen; Tools like GeoGebra ,wakelet and many more.”

We know that crisis is a time when a leader can easily bring about changes in the institute. In the case of the pandemic as well, school leaders were able to bring about change in the skill level as well as the disposition of the teachers, students and parents. The parents were made to understand that technology does not cause the child to go astray and is helpful as well. The teachers were made to give up their reservations on technology and the hesitancy they had to incorporate technology in their teaching style. Students were also introduced to new forms of teaching and learning and they also became able to incorporate E-learning to supplement their education. By the use of these resilient leaders were able to navigate the crisis with the least amount of losses both to the institute, teachers, students and the community which included the parents as well.

### **5.3 Implications**

1. The research can be referenced by school leaders to see what steps were taken by previous principals when they were subjected to a pandemic.
2. These can also form the basis for future research in the field linking resilience, leadership and crisis management.
3. The research can help the policy makers to understand what worked in the pandemic and develop strategies based on that.
4. It can also be used to prepare a crisis management plan for schools when faced with a similar situation.
5. This study can be used by the school administration to address the need for

upgradation/installation of new devices wherever necessary.

6. It can also be used by other school leaders to see what worked for other schools and then they can implement those strategies by modifying it to their needs.
7. The results from the questionnaire can help school principals to gauge the strengths and weaknesses of their leadership ability and resilience which they can then use to better themselves.
8. The study can help principals who want to bring about change in their schools by providing them with the knowledge of the subtleties of change and how to tackle the change process smoothly.
9. This research can help in direct recruitment of the principals where significant LPI and RAQ scores are required mainly in areas that are prone to crisis or where the school is plagued with a lot of problems.

### **5.5 Limitations of the study**

1. The biggest limitation was physical access to the schools and the School Heads to conduct the study due to COVID-19 lockdown restrictions.
2. The sample size was small due to which the results cannot be accurately generalised for all schools. The study population may not fully represent the entire population and the final results obtained may also not be applied to predict the ways the other School Heads across the country may have dealt with the crisis.
3. Because of the vast socioeconomic and cultural diversity in India the results may not be generalizable for other countries. So the way in which the final results have come out from the study of the selected sample might not give a true picture for all the School Heads who have tackled the Covid 19 pandemic worldwide.
4. The response from the principals in the sample was limited due to various uprising reasons during the pandemic. Most of the respondents were overburdened with various administrative work so being a part of several follow up discussions from time to time was not possible for each one from the selected sample.

## 5.6 Recommendations for Further Study

After conducting the present study, the following recommendations may be proposed for future research in this area.

1. A similar research having its roots in this study can be conducted with the aim of involving more schools in more districts across India where all their work can be studied in greater detail.
2. There should be more research on the role played by resilience in educational settings as resilience is not just limited to “bouncing back” from a setback. It also encompasses keeping control on one’s emotional and physical health during adverse situations as well as during changes.
3. Schools can take up programmes to develop resilience in principles as well as staff to make them able to keep up with adverse situations more effectively.
4. The study can also be expanded to include higher educational institutes as they were also impacted by the pandemic.
5. Crisis management should become an integral part of school plans where it is studied, analysed and assessed in depth and put into practical usage straight from actual field problems.
6. Educational system in India should give a bit of autonomy to the principals to encourage them to try out of the box solutions for modern day problems as well as incorporating relevant changes for keeping the schools relevant with changing times.
7. With little autonomy being granted to the School Heads, they’ll be more resilient to changes where they can incorporate their innovative ideas and effectively lead. Crisis would no longer majorly affect their leadership roles and duties.
8. Several capacity building and leadership educational programmes at different higher educational levels may include leadership training being closely knitted with resiliency practices. In India, UNESCO Mahatma Gandhi Institution for Peace and Sustainable Development (MGIEP) has developed a compassionate integrity training Self Directed Learning Course (CIT-SDL) to mainstream social and emotional learning in the education system. This is an online training platform where different skills like self-regulation, resilience, self-awareness, problem solving, etc with their complex systems are trained to the individuals

free of cost. Many similar courses nationally and internationally are coming to solve the above-mentioned purposes.

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**APPENDIX A**  
**EMAIL SENT TO NCSL HEAD,NIEPA**



**Dipannita Mukherjee <dipannita@niepa.ac.in>**

---

Requesting contact details of School Principals from NCSL to be used as dissertation sample

---

Dipannita Mukherjee <dipannita@niepa.ac.in>

Thu, Sep 30, 2021 at  
6:38 PM

To: "Prof. Rashmi Diwan" <rashmidiwan@niepa.ac.in>

Cc: "Dr. Kashyapi Awasthi" <kawasthi@niepa.ac.in>

Respected Ma'am,

Hope you are doing well. Firstly I would like to express my heartfelt gratitude for the suggestions you have given me in my Peer Review Presentation and based on that I am wanting to revise my proposal making it stronger. I have come to learn that NCSL is working in the area of School Leadership and has collected data of the Principals who have lead their school during the pandemic/crisis; so if you could share the contact details of the School Principals (Name, Contact No., Email address of them) it would of great help in my dissertation.

I wish to develop their leadership profile and administer the tool of resilience on them(taking them as my Primary Sample)

Looking forward to your support.Thank you.

Regards.

Dipannita Mukherjee  
Enrolment No. 20201006  
Integrated M.Phil-PhD 2020  
NIEPA

**APPENDIX B**  
**EMAIL RECEIVED FROM NCSL HEAD CONFIRMING ACCESS TO  
DETAILS OF SCHOOL HEADS**



Dipannita Mukherjee <dipannita@niepa.ac.in>

---

Requesting contact details of School Principals from NCSL to be used as dissertation sample

---

Diwan Rashmi <rashmidiwan19@gmail.com>

Fri, Oct 1, 2021 at  
8:21 AM

To: Dipannita Mukherjee <dipannita@niepa.ac.in>

Cc: charu malik <charu@niepa.ac.in>

Dear Dipannita,

Thanks for accepting my comments and the interest shown to take NCSL initiative of collecting outstanding leadership practices during COvid lockdown and Pandemic Crises forward. We have received an overwhelming response from the School Principals from almost all the States . It's a collection of almost 350 plus leadership profiles . Our team is in the process of downloading all the responses . I have already communicated to Dr Charu Malik who is closely monitoring the progress . Hopefully we will be in a position to share all details with you by next week. In case you still need help and more details , you may kindly approach DR Charu whose email id is shared in this mail.

All the very best.

Warmly

Rashmi

Dr. Rashmi Diwan

Professor and Head

National Centre for School Leadership

National Institute of Educational Planning and Administration (NIEPA)

17-B, Sri Aurobindo Marg New Delhi - 110016

**APPENDIX C**  
**EMAIL SENT TO SCHOOL HEADS**



Dipannita Mukherjee <dipannita@niepa.ac.in>

---

Collecting responses for MPhil. dissertation

---

Dipannita Mukherjee <[dipannita@niepa.ac.in](mailto:dipannita@niepa.ac.in)> Wed, Jan 12, 2022 at 12:30 AM

To: ganganaga001@gmail.com, gowriswaridevikolli@gmail.com, A NAGESH  
<[nageshsuji.456@gmail.com](mailto:nageshsuji.456@gmail.com)>,

Cc: "Dr. Kashyapi Awasthi" <[kawasthi@niepa.ac.in](mailto:kawasthi@niepa.ac.in)>

Respected Sir/Madam,

I am Ms. Dipannita Mukherjee, an M.Phil. scholar at National Institute of Educational Planning and Administration (NIEPA), New Delhi. I am pursuing my MPhil research in the area of School Leadership under the guidance of Dr. Kashyapi Awasthi, Assistant Professor, NIEPA for the partial fulfilment of my MPhil degree.

The pandemic really challenged all of us physically, socially, economically, professionally and above all emotionally and mentally. However, the leadership and resilience demonstrated by our teachers and school leaders is well known to us. My research intends to scientifically study the relationship between resilience and leadership during crisis and this brings me to all of you. I will be highly grateful if you agree to participate in my research and contribute by sharing your experiences of leading schools during pandemic - your challenges and concerns and of course the strengths that stood by you in the tough times. The research study is entitled as follows:

“Enabling Crisis Resilient School Management and Change: A Study of Leadership Challenges, Concerns and Capacities.”

I am sure you would understand the significance of the research and agree to be a part of it.

I am sending the link to the Google Form.

The link of the Form is- <https://forms.gle/cm5bx1SKvUBKWrW8>

I would be highly obliged if the esteemed school leaders fill this form at the earliest.

In case of any doubt or need for any assistance feel free to contact me.

Thank you so much for your time and consideration. Regards.

Dipannita Mukherjee

Enrolment No. 20201006

Integrated M.Phil-PhD 2020

NIEPA

## APPENDIX D

### FOLLOW UP EMAIL SENT TO SCHOOL HEADS



Dipannita Mukherjee <dipannita@niepa.ac.in>

---

Gentle Reminder to fill up the Google form

---

Dipannita Mukherjee <dipannita@niepa.ac.in>

Thu, Jan 20, 2022 at 8:48 AM

To: ganganaga001@gmail.com, gowriswaridevikolli@gmail.com, A NAGESH <nageshsuji.456@gmail.com>, A PADMA <anumulapadma70@gmail.com>, A RAJASEKHARA REDDY

Respected School Leaders,

I, Dipannita Mukherjee, would like to profusely thank all the school leaders who have taken time out from their busy schedules to help me with my dissertation by answering the questionnaire. Thank you so much.

Also I would like to humbly implore the other school leaders who have been unable to submit their answers to do that as soon as possible.

We have decided that the last date for accepting the responses would be 27th of January. So please try and fill the questionnaire before then.

The link of the Google form is attached herewith.

Please click this link to fill up the form- <https://forms.gle/v7LwR7aWhvjsUj4s6>

Lastly I would like to say that this dissertation could not be completed without your help. I'm very grateful for your support and patronage. Hope you all continue to support me in this dissertation.

Thank you.

Yours Sincerely,

Dipannita Mukherjee

M.Phil Scholar

NIEPA, New Delhi

**APPENDIX E**  
**EMAIL SENT TO SCHOOL HEADS FOR CONDUCTING ONLINE  
INTERVIEW**



Dipannita Mukherjee <dipannita@niepa.ac.in>

---

**Meeting Link for discussion of Principals' Experience during  
Covid 19**

---

Dipannita Mukherjee <dipannita@niepa.ac.in>

Tue, Mar 22, 2022 at  
9:54 AM

To: hmzphsjampapalem@gmail.com, awanindra2210@gmail.com,  
deepchandlakhwan@gmail.com, zphslakshmipuram1@gmail.com,  
kakkad.hardik@gmail.com, pplmyjan@gmail.com, pabitrasmohandash1976@gmail.com, vandit  
asharma95@gmail. "Dr. Kashyapi Awasthi" <[kawasthi@niepa.ac.in](mailto:kawasthi@niepa.ac.in)>

Respected School Leaders and Teachers,

I, Dipannita Mukherjee, would like to profusely thank you all for taking time out from your busy schedules to help me with my dissertation by answering the questionnaire. Your help and responses have been a lifesaver for my endeavour. Thank you so much. However, a significant part of the study is still left for which we will need some of your valuable time again. We wish to know in depth how individually the pandemic has affected the level of learning in your school and how you have tackled them so that a discrete inference of the work can be drawn..Also it is yet to be understood how you could navigate through the crisis and lead your schools so as to impart quality education. I would therefore request you for some more time through small online meets wherein I would be getting to know a few more aspects of your leadership and resilience that put you in good stead for managing the pandemic and other such crises. If it is acceptable to you I would be requesting some of your time on the 25 and 31 of March between 5 to 8 pm so that your active working hours are also not lost. If you are otherwise occupied then alternate timings can also be arranged. The link for the meeting is [meet.google.com/pxx-dipv-svh](https://meet.google.com/pxx-dipv-svh) . Under no circumstances will the names of the participants or the institution appear in any of the results. Lastly I would like to say that this dissertation could not be completed without your help. I'm very grateful for your support and patronage. Hope you all continue to support me in this dissertation.

Thank you. Yours Sincerely,

Dipannita Mukherjee.

M.Phil Research Scholar

Batch 2020

National Institute of Educational Planning and Administration, New Delhi

## **APPENDIX F**

### **QUESTIONNAIRE RECORDING THE RESPONSES OF THE SCHOOL HEADS**

1. Email \*

Crisis Resilient School Leadership and Change: A Study of Leadership Challenges, Concerns and Capacities

Thank you for taking interest in this area and agreeing to support this research initiative.

By participating in the study, you will not only contribute towards bringing out the characteristics of resilient and effective leaders but also be able to assess your leadership skills and resilience abilities.

We assure 100% privacy of data and at no stage will disclose either the individual or institutional identity. The data would strictly be used for research purposes only.

The google form has five sections:

Section 1: Background Information about the respondent

Section 2: Leadership Practices Inventory

Section 3: Resilience Assessment Questionnaire

Section 4: Leadership Challenges and Concerns

Section 5: Preparedness for Crisis management

I request you to kindly fill all the sections. Leaving any section incomplete would lead to wastage of the entire data. The tool takes plus-minus 30 minutes to fill it entirely. I will be highly obliged if you agree to spare this time for a budding researcher and this very needful research domain.

\* Required

2. NAME OF THE RESPONDENT \*

3. AGE \*

4. Mark only one oval.

Male

Female

5.

6.

7.

8.

Mark only one oval.

RURAL

URBAN

Crisis Resilient School Leadership and Change: A Study of Leadership Challenges, Concerns and Capacities

9.

10.

GENDER \*

EDUCATIONAL QUALIFICATIONS \*

EXPERIENCE AS A TEACHER \*

EXPERIENCE AS A SCHOOL LEADER \*

SCHOOL DETAILS \*

NAME OF THE RESPONDENT \*

AGE \*

11.

Mark only one oval.

Male

Female

12.

13.

14.

15.

Mark only one oval.

RURAL

URBAN

Leadership

Practices

Inventory

Please respond to the thirty statements using the 10-point scoring scale provided. Respond as best you can based on your own leadership practice in the workplace. Respond in a way that represents how you feel you typically are/ behave in most workplace situations.

1 = Almost Never 6 = Sometimes

2 = Rarely 7 = Fairly Often

3 = Seldom 8 = Usually

4 = Once in a While 9 = Very Frequently

5 = Occasionally 10 = Almost Always

GENDER \*

EDUCATIONAL QUALIFICATIONS \*

EXPERIENCE AS A TEACHER \*

EXPERIENCE AS A SCHOOL LEADER \*

SCHOOL DETAILS \*

16.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

17.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

18.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

19.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

1. \_\_\_\_\_ Seeks challenging opportunities. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.



2. \_\_\_\_\_ Talks about future trends. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

3. \_\_\_\_\_ Develops cooperative relationships. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

4. \_\_\_\_\_ Sets example of what is expected. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

20.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

21.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

22.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

23.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

5. \_\_\_\_\_ Praises people for a job well done. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

6. \_\_\_\_\_ Challenges people to try new approaches. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

7. \_\_\_\_\_ Describes compelling image of future. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

8. \_\_\_\_\_ Listens to diverse points of view. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

24.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

25.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

26.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

27.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

9. \_\_\_\_\_ Ensures that people adhere to agreed-on standards. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

10. \_\_\_\_\_ Expresses confidence in people's abilities. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

11. \_\_\_\_\_ Looks outside organization for ways to improve. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

12. \_\_\_\_\_ Appeals to others to share dream of future. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

28.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

29.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

30.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

31.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

13. \_\_\_\_\_ Treats people with dignity and respect. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

14. \_\_\_\_\_ Follows through on promises and commitments \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

15. \_\_\_\_\_ Creatively rewards people for their contributions. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

16. \_\_\_\_\_ Asks "What can we learn?" \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

32.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

33.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

34.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

35.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

17. \_\_\_\_\_ Shows others how their interests can be realized. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

18. \_\_\_\_\_ Supports other people's decisions. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

19. \_\_\_\_\_ Is clear about his/her philosophy of leadership. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

20. \_\_\_\_\_ Recognizes people for commitment to shared values. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

36.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

37.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

38.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

39.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

21. \_\_\_\_\_ Experiments and takes risks. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

22.\_\_\_\_\_ Is enthusiastic and positive about future. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

23.\_\_\_\_\_ Lets people choose how to do their work. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

24.\_\_\_\_\_ Ensures that goals, plans and milestones are set. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

40.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

41.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

42.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

43.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

25.\_\_\_\_\_ Finds ways to celebrate accomplishments. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

26.\_\_\_\_\_ Takes initiative to overcome obstacles. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

27.\_\_\_\_\_ Speaks with conviction about meaning of work. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

28.\_\_\_\_\_ Ensures that people grow in their jobs. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

44.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

45.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Resilience

Assessment

Questionnaire

(RAQ)

Please complete the following 35 questions about yourself. When completing the questionnaire, please think about your domestic and work experiences as they are today, and do not dwell too long on each question. Select the number most closely reflecting your feelings today. 1 = No never and 5 = Yes always. 2 3 and 4 are shades in between.

46.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

29.\_\_\_\_\_ Makes progress toward goals one step at a time. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

30.\_\_\_\_\_ Gives team members appreciation and support. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

1. I know what I want to achieve during my lifetime \*

47.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

48.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

49.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

50.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

2. I have ambitions to achieve certain things during my lifetime. \*
3. I normally enjoy the company of other people \*
4. I sometimes share my innermost secrets with a select number of friends \*
5. I normally enjoy solving problems \*

51.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

52.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

53.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

54.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

6. I like to write down my list of things to do each day \*

7. I know what I want to get from each day \*

8. I am determined to achieve certain things in my lifetime \*

9. I often rely on others to help me achieve what I want \*

55.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

56.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

57.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

58.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

10. I have a personal brand that I think I regularly demonstrate to others \*

11. I have strong relationships with those who help me achieve what I want \*

12. I love challenge \*

13. I plan my holidays at the last minute \*

59.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

60.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

61.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

62.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

14. I tackle most challenges I face \*

15. I can tell when I'm feeling good about the way my life is going \*

16. I have a get up and go approach to life \*

17. I know myself very well \*

63.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

64.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

65.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

66.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

18. I have good friends who provide me with the emotional support I need \*

19. I really enjoy unravelling causes of problems \*

20. I normally tackle big tasks in bite sizes \*

21. I like taking the lead \*

67.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

68.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

69.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

70.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

22. My current work is a step towards achieving things I want in my lifetime \*

23. I know what to do in most situations I face \*

24. I always listen and understand what others are talking to me about \*

25. I normally see myself as self sufficient \*

71.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

72.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

73.

Mark only one oval.

No Never

1 2 3 4 5



Yes Always

74.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

26. I can solve most of my problems \*

27. I like making lists \*

28. I normally feel comfortable in new situations \*

29. I know what I have to do to achieve what I want in life. \*

75.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

76.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

77.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

78.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

30. I have a strong motivation in achieving what I want \*

31. I am normally curious about people \*

32. I prefer travelling on my own \*

33. I help others solve their problems and challenges \*

79.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

80.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

Challenges

and

## Concerns

In this section we seek to know about the challenges that you faced in providing educational access to children during lockdown and the safety and security concerns that you face as school leaders

81.

Mark only one oval.

Yes

No

82.

34. I review my achievements regularly \*

35. I know I'm a great person \*

1) Does your school have basic computer facilities with webcam and internet? \*

1a) If No, what means were being used by the school to reach out to children during lockdown?

83.

Mark only one oval.

Yes

No

84.

Mark only one oval.

Yes

No

85.

Mark only one oval.

Yes

No

86.

Mark only one oval.

10-20

20-30

30-40

40-50

more than 50

2) Does your school staff possess technological devices for undertaking teaching-learning online? \*

3) Were any provisions made to provide internet access to staff to conduct classes from school? \*

4) Do children in your school have any kind of technological devices like smartphones or computers with internet access? \*

4a) If yes. What percentage of children approximately have access to electronic devices like smart phones, laptops or any other facility? \*

87.

Mark only one oval.

10-20

20-30

30-40

40-50

more than 50

88.

Mark only one oval.

10-20

20-30

30-40

40-50

50 and above

89.

Mark only one oval.

Yes

No

4b) If yes. What percentage of children approximately have access to the internet? \*

4c) If No. What percentage of children were very hard to reach through any kind of online or offline mode? \*

5) Is your staff equipped with the technological know-how to conduct online classes?

90.

Mark only one oval.

Yes

No

Maybe

91.

Other:

Check all that apply.

lack of technological expertise

lack of electronic instruments at home or school

lack of high speed internet connectivity

resistance to move to a different mode

fear and hesitation in the use of electronic gadgets

92.

Other:

Check all that apply.

Poor Internet Facility

Inadequate no. of devices(PCs/Laptops)

Frequent Power Outage

Outdated devices

93.

Mark only one oval.

yes

No

6) Did you and your staff face challenges when you initially had to switch to online mode? \*

6a) What kind of challenges did you face in switching to online mode? \*

7) What other kinds of challenges the school faces with regards to technological infrastructure for providing educational access to the children in your school?

8) Was any workshop arranged for teachers to help them get acquainted with online mode of education? \*

94.

95.

Mark only one oval.

yes

No

very few

96.

Mark only one oval.

Yes

No

97.

Other:

Check all that apply.

Getting across the knowledge

Lack of personal attention

problem in hearing

problem in seeing

learning disorder

lack of special study materials

9) How were parents made aware about the online mode of learning? \*

10) Could students from various socio-economic backgrounds participate equally in the online classes? \*

11) Do you have specially abled students in school?

12) What challenges did you face with their education during the pandemic?

98.

99.

Mark only one oval.

Yes

No

100.

Mark only one oval.

Yes

No

101.

Other:

Check all that apply.

Low connectivity

Device affordability

Lack of study materials

Lack of touch with teachers

13) How were students diverse needs addressed through the online mode ?

How easy or difficult it was? Please provide an example \*

14) Could you ensure equal learning levels for all students during the pandemic? \*

15) Did the learning levels of children drop during the pandemic for your school? \*

16) What could be the factors responsible for the low learning levels of the children during pandemic? \*

102.

Mark only one oval.

Yes

No

103.

104.

Mark only one oval.

Yes

No

105.

106.

Mark only one oval.

Yes

No

17) Were any study materials for online learning distributed? \*

17a) In what manner? Please describe. \*

18) Were any study materials for home study distributed? \*

20) What steps were taken to ensure effective learning of students? \*

22) Were any kind of tests conducted during pandemics? \*

107.

Other:

Check all that apply.

Online connectivity

Use of unfair means

over dependence on MCQs

Grading of long answers

Preparedness

This section is about the readiness and preparedness of schools in dealing with such emergencies

108.

109.

23) what challenges did you face in conducting online assessments? \*

24) What steps were taken by the school to ensure that students could engage through online classes? \*

25) What steps were taken for children who could not join through online learning modes? \*

110.

Mark only one oval.

Yes

No

111.

Mark only one oval.

Yes

No

112.

Mark only one oval.

Yes

No

113.

Other:

Check all that apply.

teacher training

Shifting to unfamiliar mode of education

Confidence levels of teachers

Time Management

Preparing new lesson plan

26) Were any special steps taken to ensure that specially abled children could attend online classes? \*

27) Were the community or parents involved in reaching out to children? \*

28) Was there any resistance in your staff to switch over from face-to-face to online mode of teaching? \*

29) What were the constraints in preparing everyone for the online teaching mode? \*

114.

Mark only one oval.

Yes

No

115.

116.

117.

30) Did the staff or school take any initiatives to improve the technological skills during the pandemic? \*

30a) If Yes then describe what initiatives were undertaken. \*

31) How were difficulties faced (if any) by parents and students in engaging with learning during pandemic addressed? \*

32) How did you address the problems of both (teachers and students) in enabling them to switch to the changed mode of learning? \*

Leadership

Practices

Inventory

Please respond to the thirty statements using the 10-point scoring scale provided.

Respond as best you can based on your own leadership practice in the workplace.

Respond in a way that represents how you feel you typically are/ behave in most workplace situations.

1 = Almost Never 6 = Sometimes

2 = Rarely 7 = Fairly Often  
3 = Seldom 8 = Usually  
4 = Once in a While 9 = Very Frequently  
5 = Occasionally 10 = Almost Always

118.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

119.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

120.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

1. \_\_\_\_\_ Seeks challenging opportunities. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

2. \_\_\_\_\_ Talks about future trends. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

3. \_\_\_\_\_ Develops cooperative relationships. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

121.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

122.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

123.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

124.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

4. \_\_\_\_\_ Sets example of what is expected. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

5. \_\_\_\_\_ Praises people for a job well done. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

6. \_\_\_\_\_ Challenges people to try new approaches. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

7. \_\_\_\_\_ Describes compelling image of future. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

125.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

126.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

127.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

128.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

8. \_\_\_\_\_ Listens to diverse points of view. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

9. \_\_\_\_\_ Ensures that people adhere to agreed-on standards. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

10. \_\_\_\_\_ Expresses confidence in people's abilities. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

11. \_\_\_\_\_ Looks outside organization for ways to improve. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

129.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

130.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

131.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

132.

Mark only one oval.



1 2 3 4 5 6 7 8 9 10

12. \_\_\_\_\_ Appeals to others to share dream of future. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

13. \_\_\_\_\_ Treats people with dignity and respect. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

14. \_\_\_\_\_ Follows through on promises and commitments \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

15. \_\_\_\_\_ Creatively rewards people for their contributions. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

133.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

134.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

135.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

136.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

16. \_\_\_\_\_ Asks "What can we learn?" \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

17. \_\_\_\_\_ Shows others how their interests can be realized. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

18. \_\_\_\_\_ Supports other people's decisions. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

19. \_\_\_\_\_ Is clear about his/her philosophy of leadership. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

137.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

138.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

139.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

140.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

20. \_\_\_\_\_ Recognizes people for commitment to shared values. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

21. \_\_\_\_\_ Experiments and takes risks. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

22. \_\_\_\_\_ Is enthusiastic and positive about future. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

23. \_\_\_\_\_ Lets people choose how to do their work. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

141.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

142.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

143.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

144.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

24. \_\_\_\_\_ Ensures that goals, plans and milestones are set. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

25. \_\_\_\_\_ Finds ways to celebrate accomplishments. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

26. \_\_\_\_\_ Takes initiative to overcome obstacles. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

27. \_\_\_\_\_ Speaks with conviction about meaning of work. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

145.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

146.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

147.

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

Resilience

Assessment

Questionnaire

(RAQ)

Please complete the following 35 questions about yourself. When completing the questionnaire, please think about your domestic and work experiences as they are today, and do not dwell too long on each question. Select the number most closely reflecting your feelings today. 1 = No never and 5 = Yes always. 2 3 and 4 are shades in between.

28. \_\_\_\_\_ Ensures that people grow in their jobs. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

29. \_\_\_\_\_ Makes progress toward goals one step at a time. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

30. \_\_\_\_\_ Gives team members appreciation and support. \*

1 = Almost Never; 2 = Rarely; 3 = Seldom; 4 = Once in a While; 5 = Occasionally; 6 = Sometimes; 7 =

Fairly Often; 8 = Usually; 9 = Very Frequently; 10 = Almost Always.

148.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

149.

Mark only one oval.

No Never  
1 2 3 4 5  
Yes Always  
150.

Mark only one oval.

No Never  
1 2 3 4 5  
Yes Always  
151.

Mark only one oval.

No Never  
1 2 3 4 5  
Yes Always

1. I know what I want to achieve during my lifetime \*
2. I have ambitions to achieve certain things during my lifetime. \*
3. I normally enjoy the company of other people \*
4. I sometimes share my innermost secrets with a select number of friends \*

152.

Mark only one oval.

No Never  
1 2 3 4 5  
Yes Always  
153.

Mark only one oval.

No Never  
1 2 3 4 5  
Yes Always  
154.

Mark only one oval.

No Never  
1 2 3 4 5  
Yes Always  
155.

Mark only one oval.

5. I normally enjoy solving problems \*
6. I like to write down my list of things to do each day \*
7. I know what I want to get from each day \*
8. I am determined to achieve certain things in my lifetime \*

156.

Mark only one oval.

No Never  
1 2 3 4 5  
Yes Always

157.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

158.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

159.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

9. I often rely on others to help me achieve what I want \*

10. I have a personal brand that I think I regularly demonstrate to others \*

11. I have strong relationships with those who help me achieve what I want \*

12. I love challenge \*

160.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

161.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

162.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

163.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

13. I plan my holidays at the last minute \*

14. I tackle most challenges I face \*

15. I can tell when I'm feeling good about the way my life is going \*

16. I have a get up and go approach to life \*

164.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

165.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

166.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

167.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

17. I know myself very well \*

18. I have good friends who provide me with the emotional support I need \*

19. I really enjoy unravelling causes of problems \*

20. I normally tackle big tasks in bite sizes \*

168.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

169.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

170.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

171.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

21. I like taking the lead \*

22. My current work is a step towards achieving things I want in my lifetime \*

23. I know what to do in most situations I face \*

24. I always listen and understand what others are talking to me about \*

172.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

173.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

174.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

175.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

25. I normally see myself as self sufficient \*

26. I can solve most of my problems \*

27. I like making lists \*

28. I normally feel comfortable in new situations \*

176.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

177.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

178.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

179.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

29. I know what I have to do to achieve what I want in life. \*

30. I have a strong motivation in achieving what I want \*

31. I am normally curious about people \*

32. I prefer travelling on my own \*

180.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

181.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

182.

Mark only one oval.

No Never

1 2 3 4 5

Yes Always

Challenges

and

Concerns

In this section we seek to know about the challenges that you faced in providing educational access to children during lockdown and the safety and security concerns that you face as school leaders

183.

Mark only one oval.

Yes

No

33. I help others solve their problems and challenges \*

34. I review my achievements regularly \*

35. I know I'm a great person \*

1) Does your school have basic computer facilities with webcam and internet?

\*

184.

185.

Mark only one oval.

Yes

No

186.

Mark only one oval.

Yes

No

187.

Mark only one oval.

Yes

No

1a) If No, what means were being used by the school to reach out to children during lockdown?



2) Does your school staff possess technological devices for undertaking teaching-learning online? \*

3) Were any provisions made to provide internet access to staff to conduct classes from school? \*

4) Do children in your school have any kind of technological devices like smartphones or computers with internet access? \*

188.

Mark only one oval.

10-20

20-30

30-40

40-50

more than 50

189.

Mark only one oval.

10-20

20-30

30-40

40-50

more than 50

190.

Mark only one oval.

10-20

20-30

30-40

40-50

50 and above

4a) If yes. What percentage of children approximately have access to electronic devices like smart phones, laptops or any other facility? \*

4b) If yes. What percentage of children approximately have access to the internet? \*

4c) If No. What percentage of children were very hard to reach through any kind of online or offline mode? \*

191.

Mark only one oval.

Yes

No

192.

Mark only one oval.

Yes

No

Maybe

193.

Other:

Check all that apply.

lack of technological expertise

lack of electronic instruments at home or school  
lack of high speed internet connectivity  
resistance to move to a different mode  
fear and hesitation in the use of electronic gadgets  
194.

Other:

Check all that apply.

Poor Internet Facility

Inadequate no. of devices(PCs/Laptops)

Frequent Power Outage

Outdated devices

5) Is your staff equipped with the technological know-how to conduct online classes?

6) Did you and your staff face challenges when you initially had to switch to online mode? \*

6a) What kind of challenges did you face in switching to online mode? \*

7) What other kinds of challenges the school faces with regards to technological infrastructure for providing educational access to the children in your school?

195.

Mark only one oval.

yes

No

196.

197.

Mark only one oval.

yes

No

very few

198.

Mark only one oval.

Yes

No

8) Was any workshop arranged for teachers to help them get acquainted with online mode of education? \*

9) How were parents made aware about the online mode of learning? \*

10) Could students from various socio-economic backgrounds participate equally in the online classes? \*

11) Do you have specially abled students in school?

199.

Other:

Check all that apply.

Getting across the knowledge

Lack of personal attention

problem in hearing

problem in seeing

learning disorder  
lack of special study materials

200.

201.

Mark only one oval.

Yes

No

202.

Mark only one oval.

Yes

No

12) What challenges did you face with their education during the pandemic?

13) How were students diverse needs addressed through the online mode ?

How easy or difficult it was? Please provide an example \*

14) Could you ensure equal learning levels for all students during the pandemic? \*

15) Did the learning levels of children drop during the pandemic for your school? \*

203.

Other:

Check all that apply.

Low connectivity

Device affordability

Lack of study materials

Lack of touch with teachers

204.

Mark only one oval.

Yes

No

205.

206.

Mark only one oval.

Yes

No

16) What could be the factors responsible for the low learning levels of the children during pandemic? \*

17) Were any study materials for online learning distributed? \*

17a) In what manner? Please describe. \*

18) Were any study materials for home study distributed? \*

207.

208.

Mark only one oval.

Yes

No

209.

Other:

Check all that apply.

Online connectivity

Use of unfair means

over dependence on MCQs

Grading of long answers

Preparedness

This section is about the readiness and preparedness of schools in dealing with such emergencies

210.

20) What steps were taken to ensure effective learning of students? \*

22) Were any kind of tests conducted during pandemics? \*

23) what challenges did you face in conducting online assessments? \*

24) What steps were taken by the school to ensure that students could engage through online classes? \*

211.

212.

Mark only one oval.

Yes

No

213.

Mark only one oval.

Yes

No

214.

Mark only one oval.

Yes

No

25) What steps were taken for children who could not join through online learning modes? \*

26) Were any special steps taken to ensure that specially abled children could attend online classes? \*

27) Were the community or parents involved in reaching out to children? \*

28) Was there any resistance in your staff to switch over from face-to-face to online mode of teaching ? \*

215.

Other:

Check all that apply.

teacher training

Shifting to unfamiliar mode of education

Confidence levels of teachers

Time Management

Preparing new lesson plan

216.

Mark only one oval.

Yes

No

217.

218.

29) What were the constraints in preparing everyone for the online teaching mode? \*

30) Did the staff or school take any initiatives to improve the technological skills during the pandemic? \*

30a) If Yes then describe what initiatives were undertaken. \*

31) How were difficulties faced (if any) by parents and students in engaging with learning during pandemic addressed? \*

219.

32) How did you address the problems of both (teachers and students) in enabling them to switch to the changed mode of learning? \*