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RESEARCH ARTICLE

Instructional Leadership Framework in the New Normal Education

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ABSTRACT
Leadership, in general, is about influencing other people towards the actualizing of the organizational goals and objectives. In this paper, it emphasized the situational leadership and how could be applied in a more realistic sense and vital in any educational institutions. This paper used qualitative-hermeneutical approach in the sense that it extends various instructional leadership framework or model in the new normal education. Results revealed that: (1) A Situational Leader is a very flexible leadership. In this sense, this leader could be able to manage a diverse environment, community, and individuals; (2) Path-goal theory of leadership maximizes the capabilities and potentials of each members in order to achieve the organizational goals which means to say that the leader of this kind might have a very healthy environment where all its members work together and open for collaborations until the end; (3) Leadership and culture are two important elements in every organization because a leader must be sensitive enough to respect the relativity of each culture in the organization and yet leading it towards schools' excellence; (4) Leadership and ethics also play a vital role in the organization in the sense that a leader must possess integrity and truth. This leader also has a heart for its members where he or she is able to care for its members. He or she also preserves the dignity of the whole organization. It was recommended that leaders in the new normal should be flexible and willing to accept changes, leaders should maximize potentials, sensitive to one's culture, and ethical in term of their commitment towards the attainment of quality education despite pandemic.

INTRODUCTION
Leadership, in general, is about influencing other people towards the actualizing of the organizational goals and objectives. It is different from the idea of management wherein a manager directs, controls, and commands wherein his or her subordinates need to follow. In this paper, it will highlight the fact that there are different types of instructional leadership frameworks for there are also different types of leadership behaviours depending on the kind of people in the organization. This paper will also present some case scenarios where situational leadership, path-goal leadership, leadership and culture, and leadership and ethics could be applied in a more realistic sense and vital in any educational institutions.

MATERIALS AND METHODS
This paper used qualitative-hermeneutical approach in the sense that it extends various instructional leadership framework or model in the new normal education. Hermeneutics was selected as an appropriate research approach since the research goal was to interpret how people understand the construct and practice of judgment artistry. Hermeneutics is the theory and practice of interpretation.

The name is derived from Hermes, the Greek messenger of legend who bore knowledge and understanding between the gods and mortals. In the 17th century, hermeneutics became associated with the interpretation of text, particularly in the context of biblical studies (Crotty, 1998).

RESULTS AND DISCUSSION

A. Situational leadership

Situational leadership is a leadership style that has been developed and studied by Kenneth Blanchard and Paul Hersey. Situational leadership refers to when the leader or manager of an organization must adjust his style to fit the development level of the followers he is trying to influence. With situational leadership, it is up to the leader to change his style, not the follower to adapt to the leader's style. In situational leadership, the style may change continually to meet the needs of others in the organization based on the situation.
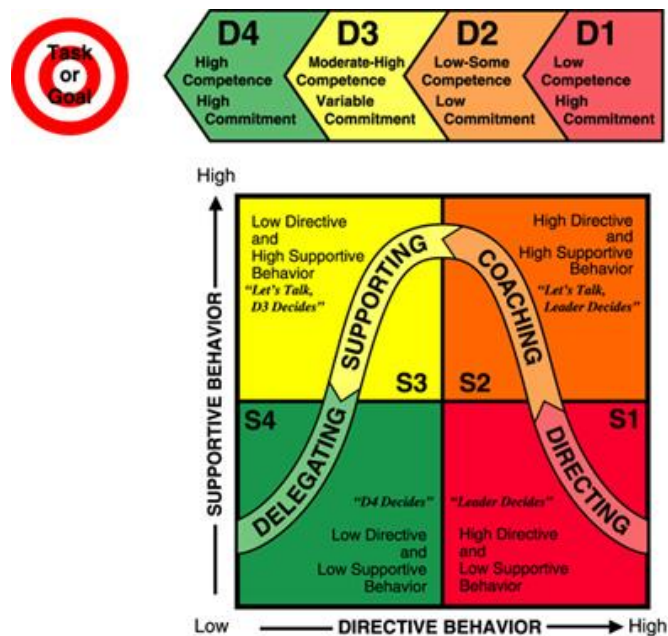
A. 1. Telling and Directing

In telling/directing, the leader of the organization is the one making the decisions and informing others in the organization of the decision. This style of leadership may also be referred to as micro-management as the leader is very involved and closely supervises the people who are working. With this style of leadership, it is a very top-down approach and the employees simply do exactly what they are told.

A. 2. Selling and Coaching

With the selling and coaching style of leadership, the leader is still very involved in the day-to-day activities. The decisions still ultimately lie with the leader; however, input is requested from the employees before the decision is implemented.

With this style of situational leadership, employees are still supervised but it is in more of a coaching manner rather than a management manner. This style typically works well with those who are inexperienced and still learning. It involves direct praise to increase their confidence and self-esteem.

A. 3. Participating and Supporting

The participating and supporting style of situational leadership passes more responsibility to the employers or followers. While the leader still provides some direction, the decisions ultimately lie with the follower. The leader is there to provide feedback and to increase their confidence and motivation with praise and feedback for the tasks completed. Those who work well under this style of situational leadership have the necessary skills but lack the confidence or motivation to achieve them.

A. 4. Delegating to Employees

Delegating is the situational leadership style where the leader is involved the least amount with the employees. The employees are responsible for choosing the tasks and the directions they will take. Although the leader may still be involved for direction or feedback purposes, it is on a much lower level than with other situational leadership styles. With this style of leadership, the

employees know their role and perform it with little supervision required.

A. 5. Considering Development Level

The development level of the follower determines the situational leadership style of the leader. Blanchard and Hersey have developed a matrix so that leaders can easily determine the leadership style needed by the employee based on their development level. For those with high needs and little experience, the directing style will be necessary whereas with those with low needs and high competence, the delegating style can be used.

Application

Understanding Situation Leadership as leadership being composed of both a directive and a supportive dimension, and that each has to be applied appropriately in a given situation; one will see how situational leadership should be applied.

Three of the employees in the aforementioned scenario are working at the fourth stage of development (D4), which is the highest level of development; one can attribute the title of subject matter experts (SME). These three employees are devoted to the organization and have proven their professional competencies. Two of the employees operate at the first stage of development, which is the lowest level of development (D1). These two employees could be considered new employees.

In an ideal world, the supervisor's leadership style for the first group of employees would be that of delegation. This leadership style (S4) is low supportive – low directive style. The leader would offer very little task input and social support in an effort to boost the confidence and motivation of the D4 level employee.

However, because the employees may feel they need to maintain their SME status they may not inform or demonstrate to the supervisor their lack of understanding for a certain procedure they have not fully grasped. In this case, the leader may continue to adopt the delegation style (S4) when s/he should be adapting the coaching style (S2) by focusing on communicating goals and meeting the socioemotional needs.

In the case of D1 level employees, the employees have developed their skills and have moved from the D1 level to that of a D3 level where they have a moderate level of competency but lack of commitment. If the leader fails to see tell-tail signs such as that of their growing level of absenteeism and continues to maintain the S1 leadership style instead of adapting a high supportive and low directive (S3) approach the leader may lose these employees by attrition or stagnation.

In order for the leader to adapt the appropriate leadership style, the leader must determine the nature of the situation by asking questions such as: "What tasks are subordinates being asked to perform? How complex is the task? Are the subordinates sufficiently skilled to accomplish the task? Do they have the desire to complete the hob once they start it?" (Northouse. 2013, P 193). Once the leader has answered these types of questions, s/he can then adapt their leadership style to meet the needs of the employees thus achieving organizational goals and sustaining a high level of employee performance.
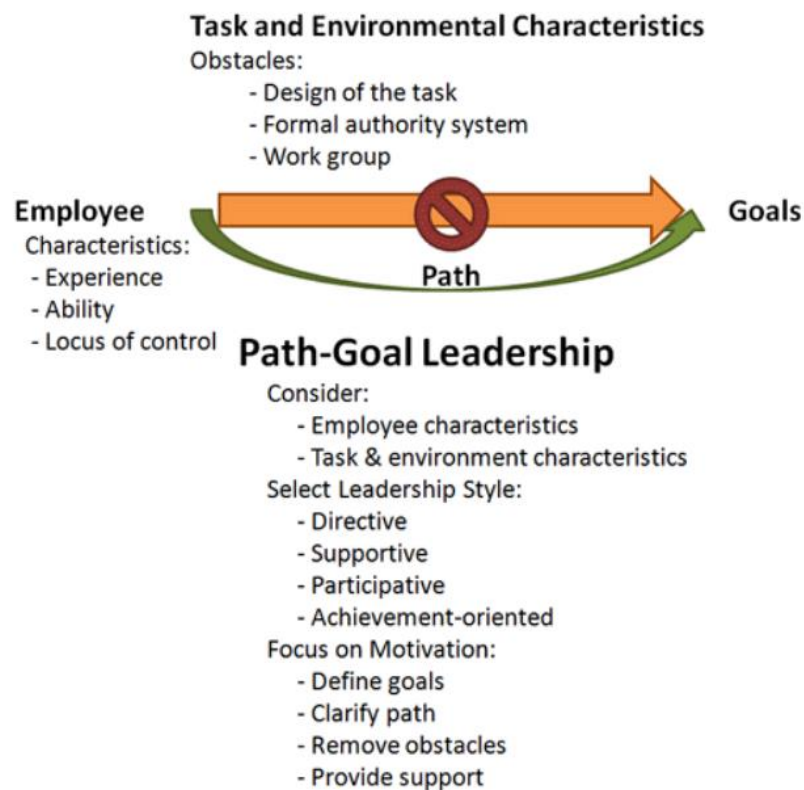
B. The Path-Goal Theory and Leadership

The Path-Goal model is a theory based on specifying a leader's style or behavior that best fits the employee and work environment in order to achieve a goal (House, Mitchell, 1974). The goal is to increase your employees' motivation, empowerment, and satisfaction so they become productive members of the organization.

Path-Goal is based on Vroom's (1964) expectancy theory in which an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The path-goal theory was first introduced by Martin Evans (1970) and then further developed by House (1971).

The path-goal theory can best be thought of as a process in which leaders select specific behaviors that are best suited to the employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities (goals) (Northouse, 2013).

While Path-Goal Theory is not a detailed process, it generally follows these basic steps as shown in the graphic below:
- Determine the employee and environmental characteristics.
- Select a leadership style.
- Focus on motivational factors that will help the employee succeed.

Task and Environmental Characteristics
Obstacles:
  - Design of the task
  - Formal authority system
  - Work group

Employee Characteristics:
 - Experience
 - Ability
 - Locus of control

Path → Goals

Path-Goal Leadership
Consider:
  - Employee characteristics
  - Task & environment characteristics
Select Leadership Style:
  - Directive
  - Supportive
  - Participative
  - Achievement-oriented
Focus on Motivation:
  - Define goals
  - Clarify path
  - Remove obstacles
  - Provide support

B. 1. Employee Characteristics

Employees interpret their leader's behavior based on their needs, such as the degree of structure they need, affiliation, perceived level of ability, and desire for control. For example, if a leader provides more structure than what they need, they become less motivated. Thus, a leader needs to understand their employees, so they know how to best motivate them.

B. 2. Task and Environmental Characteristics

Overcoming obstacles is a special focus of path-goal theory. If an obstacle becomes too strong, then the leader needs to step in and help the employee select a path to work around it. Some of the more difficult task characteristics that often arise are:

- Design of the task - The design of the task might call for the leader's support. For example, if the task is ambiguous, then the leader might have to give it more structure or an extremely difficult task might call for leader support.
- Formal authority system - Depending upon the task authority, the leader can provide clear goals and/or give the employee some or all control.
- Work group - If the team is non-supportive, then the leader needs to be cohesiveness and espouse esprit-de-corps that provides comradeship, enthusiasm, and devotion to all team members.

B. 3. Leader Behavior or Style

The independent variables of Path-Goal Theory are the leader's behavior — the leader adjusts her style of behavior to the employee and task characteristics so that the employee's motivation is to excel at their goal.

House and Mitchell (1974) defined four types of leader behaviors or styles: Directive, Supportive, Participative, and Achievement (explained in detail below). They are based on two factors that were identified by an Ohio State University study behavior (Stogdill, 1974):

- Consideration - relationship behaviors, such as respect and trust.
- Initiating Structure - task behaviors, such as organizing, scheduling, and seeing that work is completed.

The first behavior listed below, Directive, is based on initiating structure. The other three (achievement, participative, and supportive) are based upon consideration.

The four path-goal types of leader behaviors are:

Directive. The leader informs her followers on what is expected of them, such as telling them what to do, how to perform a task, and scheduling and coordinating work. It is most effective when people are unsure about the task or when there is a lot of

uncertainty within the environment.

Supportive: The leader makes work pleasant for the workers by showing concern for them and by being friendly and approachable. It is most effective in situations in which tasks and relationships are physically or psychologically challenging.

Participative. The leader consults with his followers before making a decision on how to proceed. It is most effective when subordinates are highly trained and involved in their work.

Achievement. The leader sets challenging goals for her followers, expects them to perform at their highest level, and shows confidence in their ability to meet this expectation. It is most effective in professional work environments, such as technical, scientific; or achievement environments, such as sales.

The leaders' behavior is not set in stone, as there are other leadership styles that may be used depending upon the situation. For example, House (1996) defined four other behaviors:

- Work Facilitation
- Group Oriented Decision Process
- Work Group Representation and Networking
- Value Based

Application

As noted earlier, the independent variables of Path-Goal Theory are the leaders' behavior, thus the path–goal theory assumes that people (leaders) are flexible in that they can change their behavior or style, depending upon the situation. This coincides with the research that while nature (genes) may be our internal guide, nurture (experience) is our explorer that has the final say in what we do (Ridley, 2003).

C. Educational Leadership and Culture

C. 1. School Culture

In the field of education, school culture is a system of common values and beliefs that shape the identity of the school and are the most important part of the process of improving the educational organization (Kiousis & Kontakos, 2006). In the context of shaping the school culture, the long-term targeting and orientation of the school is achieved, and its coherence and unity is achieved by utilizing the functional elements of the culture, such as traditions, rules of conduct, values and the vision of the school (Kythreoti et al., 2010). At the same time, through the school culture, a stability in the environment of the school community is ensured, which contributes to the modern society's demands and difficulties (Kytreiotis et al., 2010)

C.2. Educational Leadership

It is a common place that leadership affects the smooth and efficient functioning of the school and may contribute to the emergence of the school as an effective education institution.

Often, the term "educational leadership" is described in the relevant literature as a process of influence, which concerns the formation of goals (Theofilidis, 2012). In this sense, the school leader assumes a number of responsibilities of both ideological and legal nature. In the context of this work, it is necessary to refer to the ideological dimension of leadership, which has an impact on the formation of school culture, since the legislative dimension of leadership is in the area of the administrative role of the director (Theofilidis, 2012). Of course, the school leader is called upon to harmonize these two dimensions. It is considered an important bibliography that the ideological dimension depends on the leadership philosophy of the leader, his personality and his needs.

C. 3. Social networking of the school

An important element in the formation of a culture within the school is the reinforcing figure of the school manager in issues of open communication and interaction with society and the important educational institutions through which it is possible to achieve the social impact of the educational work of the school (Hatzipanagiotou, 2008). Such a tactic can bring positive results not only at organizational level but also in serious pedagogical issues that play a catalytic role in shaping school culture.

C.4. School Leader Values System

In every form of school leadership there is a personal manager's agenda consisting of his own personal principles and values, his vision of school and education in general, and the attempt to transfer these characteristics to the school unit he leads. Although it is easy to change the culture of an organization at a theoretical level, in the field of education, this project is perceived as quite difficult and time-consuming as it concerns children (Pasiardi,2008). In this sense, the role of the school manager is crucial, because he is the one who oversees all the factors that either contribute or hinder student progress by acting as a lever of growth (Athanasoula-Reppa, 1999).

C.5. Awareness of the prevailing school culture

By moving on to a rationale for upgrading the existing culture of a school unit, the manager's role requires a variety of actions for an in-depth understanding of it. It is necessary for the person in charge of the educational leadership to be aware of the school environment, which he leads and counts all those actors who play a catalytic role in shaping the prevailing culture (Hatzipanagiotou, 2008).

A successful school manager needs to be aware of the existing culture and history of the school in which he works and manages. Its role is to maintain stability in the school environment and at the same time to promote the necessary changes in the socio-economic situation (Kythreiotis et al., 2010). Each school leader should be able through experience and training to identify the values and beliefs that will help students in their best performance.

C. 6. Incentives for teacher education and cooperation

It is a fact that many minds are better than one, especially in matters concerning decisions about education. In this sense, the school director has to take care of collective actions and create a sense of team among the teaching staff, indicating the appropriate way for a team to improve its performance (Hatzipanagiotou, 2008).It is a fact that self-efficacy motivates a worker, especially in the field of education, to acquire a relative freedom and flexibility both in the classroom by applying new teaching approaches and in communicating and helping others with the other colleagues (Everard &Morris, 1999). Thus, the leader, by adopting a cooperative management model and encouraging the participation of all members in the decision-making process, forms a pleasant and encouraging environment for each teacher (Everard & Morris, 1999).

D. Educational Leadership and Ethics

D. 1. The Principled Academic Administrator

Academic administrators are entrusted with the duty to act in accordance with ethical behaviors, with so many ethical misappropriations in the media spotlight, and recent scandals had in academic institutions, many have question if current leadership training curriculum found in administrative educational leadership programs fail to teach sufficient ethical accountability (Propheter & Jez, 2012). Curriculum that addresses characteristics traits associated with moral virtues in the context of school administration must question if moral virtue such as those espoused by Aristotelian principles will developed a more authentic leader? Bowen, et al. (2006), notes that doctoral programs should place more emphasizes on ethics than on management. Educational leaders must be able to command leadership skills that are committed to moral character and ethical behavior, have the interest of and mutual respect for all stakeholders at heart, support and promote teacher and student alike, are engaged in justice, care, compassion and empathy and are highly motivated by the individual success of each of the members of the larger community of the school of which he is to govern (Pijanowski, 2007).

Academic leaders make decisions that impact the lives of teachers, students and parents, making the act of leadership a moral issue. An educational leader's core set of values, or set of beliefs, is the ethical framework from which a leader develops a vision for the school in which he administers. Associated with administrative leadership, is the constant call for change, thus the academic leader becomes the change agent and will direct, define, and shape the change sequence that leads the school's progression and improvement for all stakeholders.

Understanding this concept of leadership helps further define what educational leadership is, Starratt (1991) elaborates by noting educational leadership includes virtual ethics such as critique, justice and caring. That is to say that school administrators will be faced with decisions that will require them to critique hierarchy and bureaucratic boards who may tend to bow to public pressures or sway with public opinions. Starratt argues that justice is formed in some standard but that this standard must be held above one individuals' passion and serve the greater good of the many. This Starratt (2004) called the community of moral goodness, wherein many individuals would join together for the greater good of the whole forming a relationship of effective leadership. This would then lead from one state of moral responsibility to a higher state of moral responsibility. In turn, individuals in a community form a relationship in caring not out of obligation but out of a sense of positive regard for one another. Academic administrators embedded with these qualities will constitute the principled leader. Therefore, there is a need for the call of Aristotelian constructs in educational leadership curriculum graduate programs.

D. 2. Applying Aristotle's Virtue Constructs in Educational Leadership

Applying an Aristotelian philosophy to educational leadership is perhaps the most logical approach to value and ethical driven curriculum specifying virtues in school supervision. Kodish (2006) incorporates the suggestion that Aristotelian philosophy bridges both theory and the practice of moral and right action. Drawing on insights of authentic leadership and virtue, Aristotle's

(1987) defines virtual states of character as having to do with feeling, choosing, and engaging in actions that do well toward others and doing so until these characteristics form in us habitually.

This hypothesis leads us to conclude that a good academic administrator will embrace and exemplify a number of these traits or virtues, in ethical manners especially in regard to his role as the academic head. It is the purpose of this paper in part, to identify a few of these Aristotelian virtues as they are related to educational leaders. A short composition on morals, judgment, respect, genuine, empathy, care, and courage will be explored as basic components of the makeup of the moral fiber regarding the academic leader.

Morals. Aristotle classifies moral virtue as the excellent state of an individual and good judgment. He sees this character as an intellectual virtue embracing moral rational and the ability to have moral perception along with sufficient insight to make ethical decision not only for oneself, but for the larger community.

Judgment. As moral character is an essential element of choice to act right, so is judgment equal to wisdom and practical judgment in Aristotelian philosophy. Good judgment often requires the academic leader to use wisdom in decision making processes. Ethical administrative judgment is a virtue of academic administration. Aristotle would simply state that curriculum driven programs need to teach students that moral virtues are the characters of acting in good judgment.

Empathy & Respect. Aristotle would promote the idea that empathy and respect are interconnected and go hand-in-hand. That these two components are essential elements in a school leaders' character and as such they exist mutually together and serve the best interests of all stakeholders at heart. He would suggest that these interests are cradled in the simplest proponents of the Golden Rule and promote a climate of mutual worth for all persons.

Genuine Authenticity. Starratt (2004, p.3) identifies authenticity as one of the 'foundational virtues' of ethical leadership. To be genuine or authentic as an academic supervisor requires leaders to live ethical, transparent life's that demonstrate leadership, stewardship, and commitment to a sense of spirituality. Educational leadership is authentic to the degree that it is ethical, sincere, genuine, and trustworthy in action and interaction and that such interactions are consistent with the promotion of others wellbeing. In the context of school leadership, this includes the success of staff and student alike.

Justice, Care & Courage. Shapiro and Stefkovich (2005) argued that moral virtues associated with leadership have a particular importance to safeguard and promote the best interests of others. When the ethics of justice, care, and courage are joined with an ethic of inclusive Aristotelian discourse, educational administrators have a model to ethical decision-making founded on principle.

D. 3. Moral Obligation to Care in Educational Leadership

As moral agents, educational leaders should act in accordance with personal values and convictions that incorporate the respect, trust and integrity for being authentic and true to their values. The ethic of care implores educators to nurture the emotional and moral development of students. This moral value requires educational administrators to focuses on affirmation values such as trust, loyalty, belonging, self-worth, and self-efficacy in the process of education, making academics about individuals in the educational profession.

As care agents in education, caring ethics would refer to the relationship created between student and teacher. As administrators over educational institutes, caring incorporates the obligation to respond to the needs of not only students, but staff, teachers and other stakeholders. This may include addressing curriculum designs to meet the needs of a diverse student body, staff needs based on census loads, and responses to classroom environments. Care must not be based on a one-time effort at virtuous decision but ongoing developing ontological relationships.

CONCLUSION

The following are the significant insights which may be drawn from this paper:

1. Situational Leader is a very flexible leadership. In this sense, this leader could be able to manage a diverse environment, community, and individuals.
2. Path-goal theory of leadership maximizes the capabilities and potentials of each members in order to achieve the organizational goals which means to say that the leader of this kind might have a very healthy environment where all its members work together and open for collaborations until the end.
3. Leadership and culture are two important elements in every organization because a leader must be sensitive enough to respect the relativity of each culture in the organization and yet leading it towards schools' excellence.
4. Leadership and ethics also play a vital role in the organization in the sense that a leader must possess integrity and truth.

This leader also has a heart for its members where he or she is able to care for its members. He or she also preserves the dignity of the whole organization.

RECOMMENDATIONS
It was recommended that leaders in the new normal should be flexible and willing to accept changes, leaders should maximize potentials, sensitive to one's culture, and ethical in term of their commitment towards the attainment of quality education despite pandemic.

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