

Instructional Management Practices and Self-Efficacy of School Heads in the Implementation of Modular Distance Learning Modality

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Abstract — The study aimed to determine the significant relationship between school heads' instructional management practices and leadership self-efficacy in the implementation of modular distance learning modality. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher utilized the Principal Instructional Management Rating Scale (PIMRS) and School Leaders' Self-Efficacy Scale (SLSES) to 30 teachers and 2 school heads. Weighted mean and Person Product Moment Correlation Coefficient (Pearson r) were the statistical tools used. The researcher found out that school heads have a good extent of instructional management practices in implementing modular distance learning modality in defining school mission, managing instructional programs, and promoting a positive learning environment as rated by their respective teachers. Likewise, it was found out that the school heads believe that their leadership self-efficacy is high. Moreover, the study revealed that there is a significant relationship between the extent of instructional management practices in defining schools' mission, managing instructional programs and promoting a positive learning environment and leadership self-efficacy of school heads in the implementation of modular distance learning modality. As school heads engage themselves in tasks impacting school improvement, they will feel effective in their responsibilities, decisions and actions. As school heads continue to study instructional management practices and leadership self-efficacy and strengthen their practices through professional learning, their management will develop. School improvement will be the outcome.

Keywords — *Instructional Management Practices, Leadership Self-Efficacy, Modular Distance Learning Modality*

I. Introduction

The year 2020 has brought another concept of new normal since the COVID-19 pandemic has affected the economy and education globally. It is a battle at which people are being stretched to adjust to a situation where education and money are at stake. Hence, New Normal in Education is defined as a shift of learning space from public space to personal space, shift of delivery (i.e., teaching) methods from one size fits to all to individualized and differentiated learning, shift of responsibility in the teaching and learning process where there is an active participation of household members, and shift in learning evaluations (3). Due to the increasing roles, responsibilities, and accountability of school heads, managing the school is not easy. School heads are the leaders who impact schools' direction through their thinking, practices, and relationships, reiterating the idea of how “leaders think in the long term, look outside as well as inside, and influence constituents” (2).

This new normal way of learning leads the school to successfully implement modular distance learning modality as the most important school manager’s goal. They need to make critical decisions so teachers will be able to provide quality education to all learners. School heads should lead in making learning accessible to all learners while doing activities at home using modules with their learning facilitators as their guide to accomplishing such, planning the school and setting for its goals and mission while creating a positive learning environment. These are only some of the instructional management practices of school heads.

Therefore, this study centered on understanding the thoughts, actions, and decisions of heads and revealed core instructional management practices contributing to school improvement. Also, engaging heads in reflection, or a process of self-perception of their thoughts, actions, and decisions, identified sound instructional management practices while also demonstrating a leadership self-efficacy regarding instructional management practices (1).

Instructional management is “an influence process through which leaders identify a direction for the school, motivate staff, and coordinate school and classroom-based strategies to improve teacher and learning” (4). In an additional seminal study, instructional leadership practices were compared to successful leadership involving direction setting, people development, and organizational design, and findings showed significant contributions to student learning (6). Instructional management practices focused staff on teaching and learning, inspired teacher belief in the achievement of all students, built teacher capacity and commitment to change, provided practical assistance in developing faculty knowledge and instructional skills, and created school conditions for teacher potential to meet the needs of all students (5). In this premise, the researcher decided to conduct this study to determine the significant relationship between the instructional management practices and leadership self-efficacy of school heads in the implementation of modular distance learning modality. A proposed intervention plan was formulated based on the findings of the study.

In the aforementioned rationale, the researcher who is currently teaching in the above mentioned local would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program. This study determines The Extent of Instructional Management Practices and Leadership Self-Efficacy in Modular Distance Learning Modality.

Specifically, this study sought to answer the following questions:

1. What is the extent of instructional management practices of school heads in the implementation of modular distance learning modality in terms of the following:
 - a. Defining the schools' mission;
 - b. Managing instructional program; and
 - c. Promoting a positive learning climate?
2. What is the level of leadership self-efficacy of school heads in the implementation of modular distance learning modality?
3. Is there a significant relationship between the extent of instructional management practices and school heads' self-efficacy in implementing modular distance learning modality?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study utilized the descriptive-correlational research design to evaluate the extent of school heads' instructional management practices and leadership self-efficacy in the implementation of modular distance learning modality. All schools in Tanauan III District, Leyte Division are the main locale of the study. The 30 teachers and 2 school heads are the main respondents of the study and Principal Instructional Management Rating Scale (PIMRS) and School Leaders' Self-Efficacy Scale (SLSES) were utilized. This research is mainly focused on determining the extent of instructional management practices and leadership self-efficacy of school heads in the implementation of modular distance learning modality. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 30 teachers and 2 school heads involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Schools Division Superintendent, Public School District Supervisor and school principal was sought. The proposed title and design were submitted to the panel for screening, evaluation and approval. When the research was approved, the researcher began the process of data gathering. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants by school was

done. Answering and retrieval of the research survey followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Intervention Plan.

Ethical Issues. The right to conduct the study strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

Treatment of Data. The Weighted Mean was employed to determine the extent of instructional management practices and leadership self-efficacy in implementing modular distance learning modality. Pearson Product Moment Correlation was used to determine the significant relationship between the study's dependent and independent variables.

III. Results and Discussion

Table 1
Extent of Instructional Management Practices of School Heads in the Implementation of Modular Distance Learning Modality in terms of Defining School Mission (N=30)

ITEMS	WEIGHTED MEAN	INTERPRETATION
1. Develop a focused set of annual school-wide goals.	4.34	Good
2. Frame the school's goals in terms of staff responsibilities for meeting them.	4.37	Good
3. Use needs assessment or other formal and informal methods to secure staff input on goal development.	4.00	Good
4. Use data on student performance when developing the school's academic goals.	3.90	Good
5. Develop goals that are easily understood and used by teachers in the school.	4.08	Good
6. Communicate the school's mission effectively to members of the school community	4.10	Good
7. Discuss the school's academic goals with teachers at faculty meetings	4.41	Good
8. Refer to the school's academic goals when making curricular decisions with teachers	4.22	Good
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	3.89	Good
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	3.94	Good
GRAND MEAN	4.13	Good

Table 1 presents the extent of school heads' instructional management practices in terms of defining school mission in the implementation of modular distance learning modality. It was revealed on the table that the extent of school heads' leadership management practices in terms of defining school mission in the implementation of modular distance learning modality has a grand mean of 4.13, which is interpreted as good. This means that school heads are good enough to define where the school is going and drive decisions accordingly. They lay out educational goals,

community priorities, and purpose of the school. This implies that school heads combine instructional and transformational leadership practices over time and through different phases of the school. They are good in goal setting, curriculum planning and teacher evaluation. The indicator with the lowest mean of 3.89 states that the school heads ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress). This means that school heads goals in education must be communicated to the parents and other stakeholders and they must show it using posters or bulletin boards to make it visible to all. On the other hand, the indicators with the highest mean of 4.41 states that school heads discuss the school's academic goals with teachers at faculty meetings. This means that school heads are transparent to the teachers in terms of their academic goals.

Table 2

Extent of Instructional Management Practices of School Heads in the Implementation of Modular Distance Learning Modality in terms of Managing Instructional Programs (N=30)

ITEMS	WEIGHTED MEAN	INTERPRETATION
1.Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	4.64	Very Good
2. Review student work products when evaluating classroom instruction	4.73	Very Good
3. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	4.71	Very Good
4. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	4.12	Good
5. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	4.18	Good
6. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	4.28	Good
7. Draw upon the results of school-wide testing when making curricular decisions	4.11	Good
8. Monitor the classroom curriculum to see that it covers the school's curricular objectives	3.92	Good

9. Assess the overlap between the school's curricular objectives and the school's achievement tests	4.19	Good
10. Participate actively in the review of curricular materials	3.98	Good
11. Meet individually with teachers to discuss student progress	4.04	Good
12. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses.	4.19	Good
13. Use tests and other performance measure to assess progress toward school goals	4.26	Good
14. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	4.44	Good
15. Inform students of school's academic progress	4.69	Very Good
GRAND MEAN	4.30	Good

Table 2 presents the extent of school heads' instructional management practices in the implementation of modular distance learning modality in terms of managing instructional programs. It was revealed on the table that the extent of instructional management practices of school heads in the implementation of modular distance learning modality in terms of managing instructional programs has an average mean of 4.30, which is interpreted as good. This means that school heads are good at managing instructional programs. This implies that school heads direct school management on teaching and learning, inspired teacher belief in the achievement of all students, built teacher capacity and commitment to change, provided practical assistance in developing faculty knowledge and instructional skills, and created school conditions for teacher potential to meet the needs of all students. Moreover, the indicator which shows the highest mean of 4.73 states that school heads review student work products when evaluating classroom instruction. This means that school heads are always looking at the achievement of the pupils. This implies that school heads are useful in conducting instructional supervision and give appropriate technical assistance to the teachers to help improve the performance of the pupils and that of themselves. On the other hand, the indicator which shows the lowest mean of 3.92 states that the school heads monitor the classroom curriculum to see that it covers the school's curricular objectives. This means that when the school head is conducting classroom monitoring, he always sees that competencies are aligned with the pupils' activities. This implies that school heads are good in monitoring the curriculum used by the teachers in teaching.

Table 3
Extent of Instructional Management Practices of School Heads in the Implementation of Modular Distance Learning Modality in terms of Promoting a Positive Learning Environment (N=30)

ITEMS	WEIGHTED MEAN	INTERPRETATION
1. Limit interruptions of instructional time by public address announcements	4.24	Good
2. Ensure that students are not called to the office during instructional time	4.23	Good
3. Ensure that tardy and truant students suffer specific consequences for missing instructional time	4.21	Good
4. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	4.22	Good
5. Limit the intrusion of extra- and co-curricular activities on instructional time	4.28	Good
6. Take time to talk informally with students and teachers during recess and breaks	4.18	Good
7. Visit classrooms to discuss school issues with teachers and students	4.21	Good
8. Attend/participate in extra- and co-curricular activities	4.12	Good
9. Cover classes for teachers until a late or substitute teacher arrives	4.29	Good
10. Tutor students or provide direct instruction to classes	4.08	Good
11. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	4.04	Good
12. Compliment teachers privately for their efforts or performance	4.19	Good
13. Acknowledge teachers' exceptional performance by writing memos for their personnel files	4.26	Good
14. Reward special efforts by teachers with opportunities for professional recognition	4.44	Good
15. Create professional growth opportunities for teachers as a reward for special contributions to the school	4.21	Very Good

16. Ensure that in-service activities attended by staff are consistent with the school's goals	4.00	Good
17. Actively support the use in the classroom of skills acquired during in-service training	4.72	Very Good
18. Obtain the participation of the whole staff in important in-service activities	4.03	Good
19. Lead or attend teacher in-service activities concerned with instruction	4.69	Very Good
20. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	4.04	Good
21. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	4.66	Very Good
22. Use assemblies to honor students for academic accomplishments or for behavior or citizenship	4.69	Very Good
23. Recognize superior student achievement or improvement by seeing in the office the students with their work	4.06	Good
24. Contact parents to communicate improved or exemplary student performance or contributions	4.59	Very Good
25. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	4.71	Very Good
GRAND MEAN	4.29	Good

Table 3 presents the extent of school heads' instructional management practices in the implementation of modular distance learning modality in terms of promoting a positive learning environment. It was revealed on the table that the extent of school heads' instructional management practices in the implementation of modular distance learning modality in terms of promoting a positive learning environment has an average mean of 4.29 which is interpreted as good. This means that school heads create a good school climate. This implies that school heads make sure that teachers enjoy working and harmonious relationships are visible and observed. Moreover, the indicator with the highest mean of 4.72 states that school heads actively support the use in the classroom of skills acquired during in-service training. This means that school heads acknowledge the teachers' knowledge, skills, and attitude in performing their work. This implies that school heads consider the teachers' capacity and trust is given to them in terms of teaching and managing their pupils. The activities stipulated in the learning resources provided to the pupils are intellectually crafted based on the learning needs of the pupils. On the other hand, the indicator

with the lowest mean of 4.00 states that school heads ensure that staff's in-service activities are consistent with the school's goals. This means that trainings, seminars and LAC session conducted to the teachers are in line with their professional need. This implies that school heads are good in providing in-service training and other activities for teachers' personal and professional development.

Table 4
Leadership Self-Efficacy (N=2)

ITEMS	WEIGHTED MEAN	INTERPRETATION
1. Making sound decisions based on professional, ethical, and legal principles in the application of the new normal.	4.75	Very High
2. Managing and organizing the school environment efficiently and effectively to ensure that it meets the needs of the curriculum in the new normal.	4.75	Very High
3. Managing and organizing the school environment efficiently and effectively to ensure that it meets the needs of health and safety regulations during this pandemic.	4.50	Very High
4. Managing the schools financial and human resources effectively and efficiently to achieve the school's educational goals and priorities in this new normal.	4.50	Very High
5. Creating and maintaining effective partnerships with parents, caregivers and other agencies to support and improve pupils' achievement and personal development in this new normal.	4.25	High
6. Managing my own workload and that of others to allow an appropriate life work balance in this new normal.	4.50	Very High
7. Cooperating and working with relevant agencies to ensure and protect the welfare of the children of my school in this new normal.	4.25	High
8. Motivating my staff to work effectively and efficiently in this new normal.	4.50	Very High
9. Taking appropriate action when performance	4.50	Very High

(mine and my staffs') is unsatisfactory.		
10. Adapting my leadership style according to the situation I am faced with in this new normal.	4.25	High
11. Delegating management tasks to my staff appropriately in this new normal.	4.75	Very High
12. Monitoring the implementation of management tasks, I delegate to my staff in this new normal.	4.25	High
13. Ensuring that learning is at the center of strategic planning and resource management in this new normal.	4.75	Very High
14. Encouraging my staff to actively participate in decision making in this new normal.	4.75	Very High
15. Developing school self-evaluation plans in this new normal.	4.50	Very High
16. Implementing school self-evaluation plans in this new normal.	4.25	High
17. Using school self-evaluation data to support school improvement projects in this new normal.	4.50	Very High
18. Managing and resolving conflicts and disagreements in a positive and constructive manner to minimize negative impact in this new normal.	4.00	High
19. Developing a school climate which enables everyone to work collaboratively (share knowledge and understanding, celebrate success and accept responsibility for outcomes) in this new normal.	4.25	High
20. Developing a collaborative climate between the school and external agencies (ministry, community, parents) in this new normal.	4.50	Very High
21. Evaluating teacher performance using the monitoring and supervision tool in this new normal.	4.50	Very High
22. Providing feedback to teachers on their performance in this new normal.	4.25	High
23. Using research evidence to inform teaching and learning in this new normal.	4.00	High
24. Ensuring that school practices comply with ministerial circulars and state policies in this new normal.	4.25	High
25. Ensuring that school practices reflect community needs in this new normal.	4.75	Very High

26. Explaining to staff and parents how the decisions in the school are related to state and national institutions and politics in this new normal.	4.50	Very High
27. Systematically monitoring student performance through home visitation.	4.25	High
28. Monitoring the effectiveness of modular distance learning and promote its impact on student performance.	4.50	Very High
29. Effectively using the available school infrastructure to enhance student and staff learning in this new normal.	4.0	High
30. Developing effective strategies for newly qualified staff induction and professional development in this new normal.	4.0	High
31. Developing effective strategies for staff continuing professional development in this new normal.	4.50	Very High
GRAND MEAN	4.41	High

Table 4 presents the level of leadership self-efficacy of school heads in the implementation of modular distance learning modality. It was revealed on the table that the level of leadership self-efficacy of school heads in the implementation of modular distance learning modality has a grand mean of 4.41 which is interpreted as high. This means that school heads can cope better when challenges arise and when they encounter pushback. This implies that school heads can easily handle situations without blaming or pointing others failure when situations arise. They stay calm and exercise self-control even when in very stressful situations. They also are willing to put in the effort needed to lead well and take care of their group's needs.

Table 4
Test of Relationship

Variables Correlated	p value	Table Value @.05	Decision on Ho	Interpretation
Leadership Self-Efficacy & Defining School Mission	0.00	0.05	Reject Ho	Significant Relationship
Leadership Self-Efficacy & Managing Instructional Program	0.00	0.05	Reject Ho	Significant Relationship
Leadership Self-Efficacy & Promoting A Positive Learning Environment	0.00	0.05	Reject Ho	Significant Relationship

Table 4 presents the test of relationship between the extent of instructional management practices in terms of defining school mission, managing instructional program and promoting a positive learning environment and leadership self-efficacy in the implementation of modular distance learning modality. It was revealed on the table that the extent of instructional management practices in terms of defining school goals and level of leadership self-efficacy in the implementation of modular distance learning modality has a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional management practices in terms of defining school goals and level of leadership self-efficacy in the implementation of modular distance learning modality. This implies that school heads with high leadership self-efficacy are determined, open to new strategies, positive and responsible to student success.

Moreover, this table also presents the test of the relationship between the extent of instructional management practices in managing instructional programs and the level of leadership self-efficacy in implementing modular distance learning modality. It was revealed on this study that the extent of instructional management practices in managing instructional programs and level of leadership self-efficacy in the implementation of modular distance learning modality has a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional management practices in managing instructional programs and level of leadership self-efficacy in the implementation of modular distance learning modality. This implies that school heads with high regard on the capacity and capability of leading the school can supervise teachers and pupils in the teaching-learning process and provide appropriate technical assistance to improve the performance of the pupils.

Lastly, this table also presents the relationship between instructional management practices in promoting a positive learning environment and the level of leadership self-efficacy in implementing modular distance learning modality. It was revealed on this study that the extent of instructional management practices in promoting a positive learning environment and level of leadership self-efficacy in the implementation of modular distance learning modality has a p value of 0.00 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional management practices in promoting a positive learning environment and level of leadership self-efficacy in the implementation of modular distance learning modality. This implies that school heads are responsible in creating an atmosphere which is conducive to teaching and learning. School heads see to it that teachers can provide the necessary learning materials to the pupils.

IV. Conclusion

According to the results of this study, school heads' instructional management practices in defining schools' mission, managing instructional programs, and promoting a positive learning environment predict their leadership self-efficacy. As school heads engage themselves in tasks impacting school improvement, they will feel effective in their responsibilities, decisions and actions. As school heads continue to study instructional management practices and leadership self-efficacy and strengthen their practices through professional learning, their management will develop, and school improvement will be the outcome.

V. Recommendations

1. The proposed intervention plan formulated should be utilized;
2. School Heads should frame school goals and communicate these goals to teachers and stakeholders;
3. School Heads should regularly monitor the performance of the pupils through home visitation, consultation and feedbacking;
4. School Heads should supervise and evaluate teachers in the implementation of modular distance learning modality;
5. School Heads should frame contextualize monitoring tools for teachers and pupils;
6. School Heads and teachers should see to it that pupils are provided with enough and appropriate learning resources while at home;
7. School Heads and teachers should monitor and make sure that pupils are learning in a conducive environment;
8. Teachers should conduct assessment of learning regularly; and
9. Future researchers should replicate this study to include different locale, and include different variables aside from what is mentioned in this study.

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AUTHOR'S PROFILE



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The author is born on January 06, 1978 at Tanauan, Leyte, Philippines. She finished her elementary education at Kiling Elementary School, Tanauan, Leyte in the year 1993 and secondary education at St. Joseph High School, Dagami, Leyte last 1997. After graduation she enrolled in Leyte Normal University, Tacloban City where she graduated and earned a degree of Bachelor of Elementary Education in the Year 2001 and immediately passed the Licensure Examination for Teachers. She is currently enrolled at Western Leyte College Ormoc City taking up Master of Arts in Education major in Elementary Education.

She has been a classroom teacher for ten (10) years in some schools in the Municipality of Tanauan, Leyte before she was promoted to Head Teacher position. Currently she is the School Principal I of Kiling Elementary School. She attended series of trainings in the Division and District most specifically on managing Distance Learning Education. She was able to receive different awards and recognition of her exemplary performance in teaching and being a School Head.