A Conceptual Model in Dealing with the Challenging of Education

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Abstract: *Conceptual models and theories give research structure. Without a theoretical foundation, research produces isolated data that might not be useful or applicable. Finding a model or approach that best fits a nurse researcher's area of research interest might be complex. The writers of this research series article break down the straightforward procedures that leaders may be used to recognize, pick, and use the constructs and concepts in models or theories to establish a research framework. The creation of research questions, the development of hypotheses, the decision of interventions, and the definition and measurement of variables are all aided by a research framework. The leadership style that the leaders have been using is crucial to the success of nursing education. Modalities of teaching and learning must be taken into account at this time. For the objectives of higher education, the power of mixing face-to-face synchronous communication and text-based online asynchronous communication is incredibly complimentary. Combining both aims to academically challenge pupils in ways that are not attainable through either approach separately. When spoken and textual communication are combined, there is a clear multiplier effect. The continuation of academic contact over time is a further advantage of blended learning. Students also have time to think things over and answer carefully. The quality of the learning experience made possible by blended learning techniques is the emphasis of this article, despite the fact that mixed learning designs have considerable administrative benefits (access, retention, campus space, teaching resources, etc.). The concepts of involvement and academic inquiry, which are essential to higher education's ideals, should be explored in leadership and management. These concepts are fundamental to learning communities and serve as the cornerstone for putting blended learning into practice. With nearly endless opportunities to connect to others and to information, learning communities offer the framework for debate, compromise, and agreement in both offline and online settings.*

Keywords: Nursing Education, Conceptual Model, Participative Leadership, Transformational Leadership, Adaptive leadership

1. Introduction

The most successful leaders have prioritized the requirements of their staff in the year since the pandemic began. As we get closer to the end of the academic year, the most exemplary leaders will continue to excite, motivate, and empower their teams while also demonstrating their faith in them. Leaders must be organized and quick to respond in any situation, such as this pandemic, during this trying time. Leaders must be prepared to shift teaching modalities from traditional to online, based on the institution's mission and vision.

The COVID-19 pandemic is not likely to be the last crisis we may encounter in our nation, and it is not the first-time educational leaders have been called upon to lead in times of uncertainty. Educational leaders have faced challenges ranging from rebuilding after natural disasters to assisting communities in the aftermath of economic, social, and emotional devastation. During these times, educational leaders have provided clarity and direction, as well as resilience and hope, while remaining focused on the best possible outcomes for their students and school communities.

Influential educational leaders adapt and draw on various skills and approaches based on the circumstances. A typical school day requires leaders to transition from authority figures to other types of personalities, juggling multiple roles as the need arises. Being able to shift and adjust leadership approaches based on what is required is critical to being an effective educational leader.

2. Methodology

A conceptual model, which is a framework initially used in research to outline the potential courses of action or to communicate an idea or thinking, was employed by the researcher. A conceptual model that has been constructed logically will rigor the research process. By offering a visual representation of the theoretical structures (and variables) of interest, a conceptual framework can direct research for this initial phase of a comprehensive study.

3. Results and Discussion

Description of the various models of leadership
However, reaching a consensus can be lengthy in **participative leadership style**s. In this kind of leadership style, all members of the academic community will be involved, not only the leader, in this time of the pandemic, all voices must be heard about their insights about the planning, re-organizing of process, re-visiting of the curriculum and preparation of the learning materials.

In the re-alignment of the curriculum, what possible subjects may offer during the online classes? In subject placement, consider the subjects with laboratory and the RLE if it is possible to deliver it when face-to-face classes are allowed by the IATF.

Figure 1: Participative Leadership Style

In **transformational leadership styles**, the leader inspires his or her followers with a vision and then encourages and empowers them to achieve it. The leader also serves as a role model for the vision. Transformational leaders do help followers grow and develop into leaders' capacity. Transformational leadership can move followers to exceed expected performance, as well as to lead to high levels of follower satisfaction and commitment to the group and organization. Leadership must also address the follower's sense of self-worth to engage the follower in true commitment and involvement in the effort at hand. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performances. Are rooted in democratic theory. The goal is to have team members participate in decision-making. As a result, team members feel included, engaged, and inspired to participate. In most decision-making procedures, the leader will have the last say. When there are conflicts within a group,
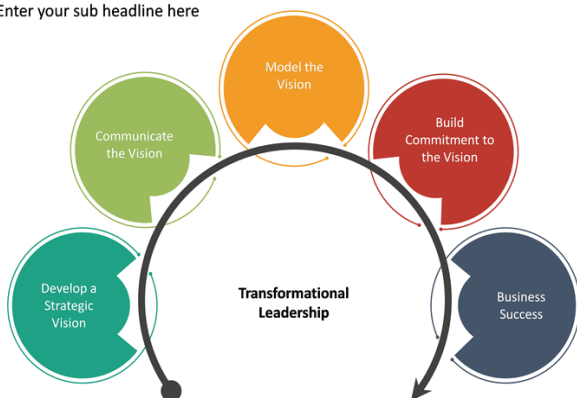

Figure 2: Transformational Leadership

Adaptive leadership is a practice for helping mobilize members of an organization or community to adapt to significant change. It emphasizes the importance of adaptation to a complex and rapidly changing environment, and focuses on creating the circumstances for good leadership and problem-solving.
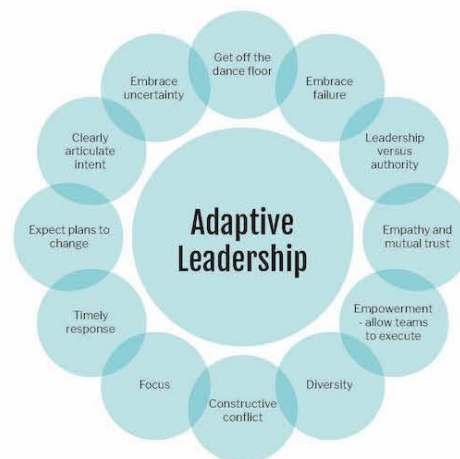

Figure 3: Adaptive Leadership
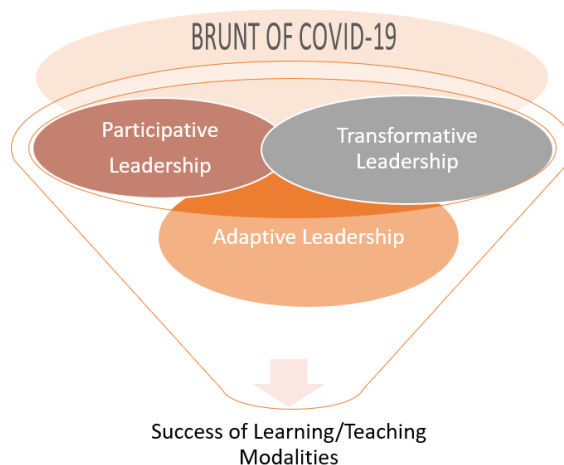
4. Conceptual framework

Figure 4: Conceptual Framework

5. Explanation of the Framework

The COVID-19 pandemic has put leaders to the test, as they must overcome a sudden shift in learning and teaching modalities in this challenging time. The value of leadership in schools has grown, as well as the importance of leadership training and development, and people's performance. Higher education institutions are heavily investing in improving leadership programs targeted at developing learners' and scholars' leadership qualities. Many academics in higher education now realize the evolving difficulties of higher education and push students to adopt new leadership paradigms.

Based on its effect on followers, transformational leadership can be described. Trust, respect, and adoration are earned by followers of transformational leaders. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation."Thus, transformational leadership is a type of leadership style that can inspire positive changes in

those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process, they are also focused on helping every member of the group succeed as well. Transformational leaders inspire followers, greater performance in group members.

Transactional leadership helps each employee establish roles and responsibilities, but it can also encourage bare-minimum work if employees know how much their effort is worth all of the time. Incentives programs can be used to motivate employees in this leadership style, but they must be consistent with the institution's goals and used in addition to unscheduled gestures of appreciation. In transactional leadership, it also allows the employees to choose their scheduled *alternative work arrangement* since there are no face-to-face classes and the remaining days will be *work from home. A*s a leader, you have to monitor your teaching employees for their output when they are at home by checking the modules/ learning materials done and the incentive that may be given, which is a certificate of utilization from the committee on instructional material review, this will also work for promotional points.

Adaptive leadership is a practice for helping mobilize members of the institution or community to adapt to significant change. It emphasizes the importance of adaptation to a complex and rapidly changing environment, and focuses on creating the circumstances for good leadership and problem-solving. In the midst of a pandemic, leadership may be prepared for any situation that may arise, such as this trying time. Although leaders must respond quickly, education cannot wait for a long time during the adjustment period. Absorb the situation, then do whatever the CHED mandates, plan, and implement possible solutions.

6. Conclusions and Recommendations

In conclusion, discussed frameworks may be used in different studies.

Application of the framework in terms of the following challenges:

1) Instructional delivery and assessment/evaluation of the course content in the BSN program

The academic community has struggled to evaluate the course content of the BSN program because this program has laboratories in their professional subjects and should complete the related learning experiences in the different clinical areas but due to the pandemic, face to face applications of the different theories and concepts cannot be applied. Nursing students under this pandemic do suffer in order to study the various procedures that had to be taught physically.

Online learning methods are used extensively for nursing education in developed countries. Entry-level graduate nursing training has adopted online training for the past several years. Online learning is more flexible for students than traditional methods and encourages active learning (Authement, R. S., and Dormire, S.L., 2020). Carolan (2020)

reiteratesthe implementation of lockdown to control the spread of COVID-19 has hindered face-to-face teaching practices, and higher education institutes are compelled to adopt online teaching methods to keep learners engaged. However, teaching online is a challenging task for faculty members due to their lack of experience and technological support. For most health professional educators, it is their first-time teaching from home (Telang, A., 2020).

2) Faculty preparedness (online delivery of instruction including the development of learning materials)

Distance education is an institutional concept of education centered on self-directed learning through correspondence courses with an integrated element of communication technology and facilitated by tutorial sessions, seminars, and so on. To meet the need for expanding the teaching force, improving professional standards, and modernizing teaching methods, the distance learning system provides alternative ways of gaining established qualifications.

The abrupt shift from traditional to online modalities caught the teaching workforce off guard during this pandemic. However, in order to follow the CHED guidelines, teachers must prepare their own learning materials to be used and distributed to students without compromising the quality of education provided to students.

The content of such courses cannot deviate from the norm, the difference in learning experience arises from the presentation of course materials and from the students' situation. Thus, different pedagogical skills are required. The instructional material refers to the specific items used in a lesson that are delivered via various media formats such as video, audio, and print.

3) Addressing possible concerns of students, staff and parents

Everyone is taken aback by this situation. As a leader, one should always keep the communication lines open to address the concerns of students, staff, and parents. There is no issue that should go unresolved, and it should be adequately addressed by management. Situations may arise regarding the stability of internet connections and the devices to be used during online classes. One solution is to distribute printed modules to students who do not have internet access, where these modules can be delivered to the LGU and picked up by the student or parent.

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