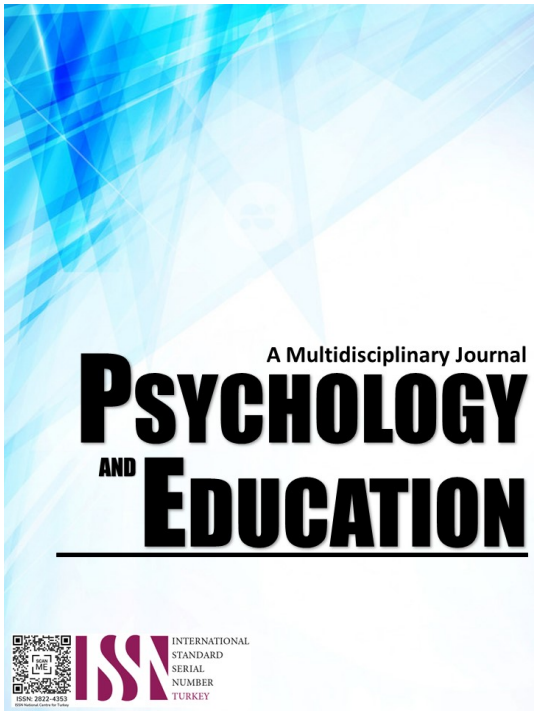
WOMEN LEADERS AND THE PANDEMIC: METAPHORS OF THEIR LEADERSHIP STYLES



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023
Volume: 8
Issue: 8
Pages: 997-1014
Document ID: 2023PEMJ707
DOI: 10.5281/zenodo.7931376
Manuscript Accepted: 2023-05-13 00:40:11

Psych Educ, 2023, **8**(8): 997-1014, Document ID: 2023PEMJ707, doi:10.5281/zenodo.7931376, ISSN 2822-4353
Research Article

Women Leaders and the Pandemic: Metaphors of Their Leadership Styles

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Abstract

Previous studies found that countries with female presidents and other agencies with women leaders were recognized as more effective and tend to perform better than men during COVID-19 pandemic. Thus, a qualitative study was conducted to determine the demographic profiles, challenges and metaphors of the leadership styles of female school heads based on their lived experiences during pandemic. This study made use of thematic analysis to generalize and analyze the verbal expressions of the respondents and systematic metaphor to identify and establish metaphorical concepts. The respondents were purposively selected based on school size category. The instrument used is a survey questionnaire with open-ended questions and a face-to-face and virtual interview was conducted to gather responses. Based on the data gathered, the leadership styles that dominantly emerged during pandemic is a mixture of democratic and transformational leaders. The challenges that the female school heads faced during pandemic involves personnel, financial and time management. Consequently, as an assigned metaphor, female school heads were compared into six species of butterfly. Furthermore, Maternal instinct leadership style theory was developed wherein it asserts that women leaders are naturally born leaders wherein the maternal love and care are innate in women while assuming full authority and responsibility to their subordinates. However, based on the noted gaps, this study recommends further related researches on women and men's leadership styles to arrive other metaphorical concepts of leadership.

Keywords: Metaphors, Philippines, Pandemic, Leadership Styles, Female School Heads

Introduction

The greatness of a leader is often perceived when the organization becomes productive and it is especially true when an incident happens and/or during crisis. Everybody was totally alarmed when COVID-19 rapidly spread all over the world. And this kind of situation requires strong, decisive, and courageous leadership. Apart from the ambiguity surrounding COVID-19, higher educational leaders were confronted with the magnified issues of equity, access to technology, teacher training, resources, financing, and the well-being of students and staff (Marshall, 2020).

Earlier researches stated that there are no differences between men and women when it comes to ability in leadership positions. But style and emotional profile do matter and can be both positive and negative (https://federerperformance.com) On the study conducted by Jack Zenger and Joseph Folkman (2019) it was found out that there has been a lot said about how women have done a better job leading during the COVID-19 crisis than men. According to an analysis of 360-degree assessments conducted between March and June of this year, women were rated by those who work with them as more effective. The gap between men and women in the pandemic is even larger than previously measured, possibly indicating that women tend to perform better in a crisis. In fact, women were rated more positively on 13 of the 19 competencies that comprise overall leadership effectiveness in the authors' assessment (https://hbr.org/2019/06/research-women-score-higher-than-men-in-most-leadership-skills/html)

In the midst of this pandemic, there is evidence emerging across the globe of the critical role that leadership plays in steering communities through the challenges we are all facing. While significant, the COVID-19 pandemic is unlikely to be the last crisis we will face in our lifetime, and it's not the first time that school leaders have been called upon to lead through times of ambiguity (AITSL, 2020).

Previous studies were mostly focused on the government female leaders from different countries on their best practices, managing strategies and leadership styles and on how they outscored men's leadership performance during the pandemic. Therefore, in the context of education sector, the researcher determined the metaphors of the female school heads leadership styles to empower women leadership in times of crisis based on their lived experiences during pandemic.

Research Questions

The study focused on the lived experiences of female school heads in the Province of Masbate during pandemic. Specifically, it sought answers to the following questions:

1. What is the socio demographic profile of the female

school heads in the Province of Masbate?
2. What leadership styles have dominantly emerged or used by female school heads?
3. What are challenges faced by the female school heads along with their leadership styles?
4. What leadership style theory can be formulated based on the experiences of female school heads during pandemic?
5. What are the assigned metaphors of the practices and leadership style of female school heads?

Literature Review

Women lead systematically

Countries led by women had "systematically and significantly better" COVID-19 outcomes, research appears to show, locking down earlier and suffering half as many deaths on average as those led by men. "Our results clearly indicate that women leaders reacted more quickly and decisively in the face of potential fatalities," said Supriya Garikipati, a developmental economist at Liverpool University, co-author with Reading University's Uma Kambhampati (Henly, 2020).

Media outlets have reported that women leaders around the globe are managing the COVID-19 crisis better than their male counterparts, responding faster and communicating better about pandemic policies. In this article, we examine empirical data on the timing of policy responses from the Coronavirus Government Response Tracker to determine whether and how countries led by women reacted differently to the pandemic. Exploring the relationship between the gender of leaders and legislators and the timing of stay-at-home orders, school closures, and coordinated public information campaigns, we find no statistical evidence supporting popular claims in the media. However, we find some evidence that the level of gender equality in legislatures is related to school closures, a policy with clear gendered consequences. These conclusions are an important first step in understanding the potentially gendered nature of the crisis response and identifying new avenues for research (Aldrich and Lotito (2020))

Internationally, the effectiveness of women leaders handling the virus is also reflected. German Chancellor Angela Merkel gave her first unscheduled televised address in almost 15 years of leadership, which was very well received (Kottasová, 2020). Merkel put appropriate measures in place to ensure that Germany was able to conduct extensive testing and ensure the availability of ample intensive care facilities, helping the country record far fewer deaths than other European countries. In New Zealand, Prime Minister Jacinda Ardern introduced a strict lockdown while insisting on saving lives and a kindness-first approach, and Taiwanese President Tsai Ing-wen swiftly enacted enhanced hygiene and public disinfecting measures (Henley & Roy, 2020). These early and decisive approaches resulted in a remarkably low death toll in each country.

"Early in the pandemic, there was a flurry of news articles that highlighted the success of women leaders such as Angela Merkel of Germany and Jacinda Ardern of New Zealand," University of Nevada, Reno Political Science Associate Professor Robert Ostergard said. "Many of [those countries] proclaimed that women leaders were doing better at handling the pandemic than their male counterparts. So, we decided to examine how much evidence there was for that claim."

Countries led by women seem to be particularly successful in fighting the coronavirus. Germany, led by Angela Merkel, has had a far lower death rate than Britain, France, Italy or Spain. Finland, where Prime minister Sanna Marin, 34, governs with a coalition of four female-led parties, has had fewer than 10 percent as many deaths as nearby Sweden. And Tsai Ing-wen, the president of Taiwan, has presided over one of the most successful efforts in the world at containing the virus, using testing, contact tracing and isolation measures to control infections without a full national lockdown (Taub, 2020).

Despite these challenges, women are also the shining examples of vital and effective leadership in the pandemic response. Countries with women who are head of state such as Denmark, Finland, Iceland, New Zealand, Germany and Slovakia have been internationally recognized for the effectiveness of their response to the pandemic. These women leaders were proactive in responding to the threat of the virus, implementing social distancing restrictions early, seeking expert advice to inform health strategies and unifying the country around a comprehensive response with transparent and compassionate communication.

The example of pandemic response adds to a body of knowledge that supports having women at the top, leading the leaders, is good for everyone. A Harvard Business School study has shown women leaders have a measurable impact on the bottom line, with venture capital firms that hired more female partners showing increased profitability. The presence of women leaders

in national, local and community level governance leads to an increase in policy making that advances rights, promotes equality and improves quality of life for those overlooked in society.

Despite this evidence, "women deliver global health and men lead it" according to a recent World Health Organization report. Women make up 70% of the global health workforce, yet women from middle- and low-income countries make up only 5% of leaders at global health organizations. As the WHO concludes, "women, as the majority of the global health and social care workforce, are the drivers of global health." It is time to change the narrative. It is time we move beyond women's nominal representation and actively seek women's advancement into positions at the head of the table. And COVID-19 response is the place where this should happen (Bear & Agner, 2021).

During this period of the pandemic, we have heard of both female and male leaders doing a great job at managing the crisis in their respective countries. However, more and more, the spotlight seems to be on the former.

For Anderson who wrote in a Forbes article entitled, "Why do women make such good leaders during COVID-19", women possess vision, inspiration, direction-setting, and creative thinking --- qualities of transformational leaders. In the same vein, King added that "research has consistently found women tend to adopt a more transformational leadership style, which included demonstrating compassion, care, concern, respect and quality. In the context of this pandemic, women leaders were also seen as 'other-directed' and have 'a sense of commitment to the common good.'

According to Hong Fincher, one of the key attributes of women leaders appropriately responding to the pandemic is that of early and decisive action. To a large extent, this was exemplified by Isabela City, Basilan Mayor Sitti Djalia Turabin-Hataman, one of the 11 women elected to the mayoral post in Mindanao. When asked about strategies she used in responding to the COVID-19 crisis, she explained a five-fold approach consisting of prevention, response and management, assistance, communication and information, and data (Rallonza, 2020).

Women as responsive leaders in times of crisis

Asia Society Philippines and Manila House hosted a webinar, "Ambassadors' Hour: On Women's Leadership vs. COVID-19" in further exploring the experiences of the countries with female leaders managed the COVID-19 pandemic. An analysis of published by the Centre for Economic Policy Research and the World Economic Forum earlier this year, shared a most compelling observation that female-led countries seem to stand out with their strategies and relative success in confronting the pandemic and the socioeconomic disruptions it has caused (https://asiasociety.org/philippines/women-leaders-fighting/html).

Countries governed by female leaders experienced much fewer COVID-19 deaths per capita and were more effective and rapid at flattening the epidemic's curve, with lower peaks in daily deaths. We argue that there are both contingent and structural reasons that may explain these stark differences.

First of all, most women-led governments were more prompt at introducing restrictive measures in the initial phase of the epidemic, prioritizing public health over economic concerns, and more successful at eliciting collaboration from the population. Secondly, most countries led by women are also those with a stronger focus on social equality, human needs and generosity. These societies are more receptive to political agendas that place social and environmental wellbeing at the core of national policymaking (Coscieme 2020).

"In almost all cases, they locked down earlier than male leaders in similar circumstances. While this may have longer-term economic implications, it has certainly helped these countries to save lives, as evidenced by the significantly lower number of deaths in these countries." Challenges faced by school leaders have ranged from rebuilding after environmental disasters through to supporting communities through economic, social and emotional devastation. During these times, school leaders have provided clarity and direction, built resilience and instilled hope as they remained focused on the best possible outcomes for their students and school communities (AITSL 2020).

In a recent article, Gender in the time of COVID-19: Evaluating national leadership and COVID-19 fatalities, published in the scientific journal PLOS One, Ostergard and his colleagues examine data for 175 countries around the world. They found that countries with women leaders did not have statistically fewer deaths from COVID-19 than countries led by men which contradicts early narratives about women-led countries doing better in the pandemic.

Those societies who elect women also have fewer deaths per population – so having a more egalitarian society and electing a woman leader has a statistically significant palliative effect on reducing the deaths from COVID-19. COVID-19 outcomes are

systematically and significantly better in countries led by women, and to some extent, this may be explained by the proactive policy responses they adopted. Even accounting for institutional context and other controls, being women-led has provided countries with an advantage in the current crisis. Women leaders reacted more quickly and decisively in the face of potential fatalities, locking down earlier than men leaders in similar circumstances. While this may have longer-term economic implications, which we cannot test here, it has certainly helped these countries to save lives, as evidenced by the significantly lower numbers of deaths in these countries.

In particular, countries with worse health infrastructure may choose to shut down quicker for fear of the inability to cope with the impact of the virus. This has, in fact, been the case in many developing countries like India and South Africa. Empirically, however, we find that women-led countries with relatively good health care systems, like Germany, have led the decision to lockdown. After controlling for this, we find that women-led countries have significantly fewer (1,900 fewer) deaths and cases (approximately 22,000 fewer) than countries led by men. Finally, we match also by the gender inequality index (GII) to consider the fact that countries that elect women are generally more equal and, therefore, likely to have better resilience. We find that, even after matching for the gender-equity indicator, women's leadership provides an advantage (Garikipati & Kambhampati, 2021).

Women lead by empathy

The COVID-19 pandemic has caused a global societal, economic, and social upheaval unseen in living memory. There have been substantial cross-national differences in the kinds of policies implemented by political decision-makers to prevent the spread of the virus, to test the population, and to manage infected patients. Among other factors, these policies vary with politicians' sex: early findings indicate that, on average, female leaders seem more focused on minimizing direct human suffering caused by the SARSCoV-2 virus, while male leaders implement riskier short-term decisions, possibly aiming to minimize economic disruptions. These sex differences are consistent with broader findings in psychology, reflecting women's stronger empathy, higher pathogen disgust, health concern, care-taking orientation, and dislike for the suffering of other people— as well as men's higher risk-taking, Machiavellianism, psychopathy, narcissism, and focus on financial indicators of success and status (Luoto & Varella, 2021)

It has been widely reported in the media that many of the countries that have forged a successful response to COVID-19 are led by women. The question posed is: Is this a coincidence, or are there common characteristics of women leaders that equip them with the capabilities needed during such crisis situations? In a webinar co-organized by the Friedrich Naumann Foundation for Freedom (FNF) and the Council of Asian Liberals and Democrats (CALD) entitled COVID-19: An opportunity to advance women's rights and gender equality on 29 May 2020, Philippine Vice President Leni Robredo left a reassuring message: "As we have always done throughout our struggle for equality, we have made much out of little, and more than made do when we were given less."

Data analysis by Deep Knowledge Group revealed that the Philippines is among the top 10 countries in the world facing serious risks during the ongoing pandemic. As of this writing, the country has 18,086 cases with 3,909 recoveries and 957 deaths. Manila has endured one of the world's longest lockdowns.

Robredo, whose office has raised EUR 1,140,405 cash donations as of 20 May, has been providing personal protective equipment and food care packages to hospitals and health care facilities. Her office also arranged free dormitories and shuttle services for medical workers after public transportation was shutdown. "We didn't do this alone. Working with the private sector was crucial. Volunteers from everywhere formed the cornerstone of our success and constant daily feedback paved the way for improvement. And, like many women who take care of domestic work in their own homes, our work remains unfinished," said Robredo.

She mentioned that empathy inherent in women makes female leaders more attuned to the public's needs, and therefore able to respond to constituents' concerns as swiftly as possible. Robredo has also launched an app-based online community market to help out small vendors who are hard hit by the lockdown. "Women provide leadership where it is absent, hope to those who have given in to despair, and a plan in a time where a clear view of the horizon is as important to the human spirit as food is for our bodies," added the Vice President (Freidrich Naumann Foundation, 2016).

As women continue to face the full force of COVID-19, including as the majority of first responders in communities and the health sector, it is vital that women's leadership and participation in COVID-19 decision-making processes and task teams be prioritized to ensure that responses are gender-

sensitive. COVID-19 response planning and decision-making that is not done in consultation with women risks being less effective and unresponsive to the unique needs of women and girls, and delaying recovery. Women and women's groups in the Philippines have proven to be crucial partners in leading inclusive and resilient emergency and recovery efforts, as well as repairing social breakdowns, rebuilding trust, and reaching the most vulnerable.

Filipino women have a strong understanding of their communities and are best placed to address the disproportionate impact of emergencies on women and girls. Women's response efforts following the Haiyan typhoon showcased the unique set of skills and resources Filipino women bring to crisis situations. They are experts in allaying fears, finding practical solutions, highlighting gendered aspects of crises, and working to prevent increases in violence against women during emergencies. However, during Haiyan most Filipino women were not in decision-making roles, but acting as volunteers.

In responding to COVID-19, it is essential that women's expertise, knowledge and skills are leveraged to promote gender-inclusive recovery, that is responsive to the needs of the whole community. Looking forward, if women are able to lead and participate in recovery efforts and governance processes, COVID-19 provides an opportunity to address the structural inequalities affecting women and girls in the Philippines. In this regard, the Philippine Commission on Women is uniquely placed to mainstream gender-inclusive recovery efforts and promote outcomes that benefit women and girls (UN Women, 2020).

From New Zealand with Jacinda Ardern to Taiwan with Tsai Ing-wen, from Germany under Angela Merkel to Finland under Sanna Marin, much has been said about how having women leaders led to these countries' successful coronavirus pandemic response. Filipinos, however, didn't have to look far to find proof that women who are open to creative solutions and collaboration, women who appreciate data and planning, get things moving in times of crises. Aside from Vice President Leni Robredo, there's Mayor Trina Firmalo-Fabic of Odiongan, Romblon, and Mayor Krisel Lagman-Luistro from Tabaco, Albay, for example.

"It is really rooted in gender norms – how women are raised as caring, empathetic, and responsive…though women are not naturally born with these traits. It's how we are socialized growing up. All these feminine traits we learned turn out to be very useful in times of crisis such as the COVID-19 pandemic," said Dr Nathalie Africa-Verceles, director of the University of the Philippines Center for Women's and Gender Studies (UPCWGS).

All these traits, according to Verceles, are the exact opposite of what's demonstrated by typical strong men whom many communities are used to having. "The feminine traits are weapons that we can use to navigate the crisis in such a way that we are able to meet the needs of everyone…. The strongman leadership will work if we know the enemy. But this one we are still learning from it. It's something that takes longer and strategic thinking," Verceles explained.

While males have engaged in performances of strength and control, women have demonstrated increased anxiety while also showing higher levels of nurturing and caregiving (Henniekam & Shymko, 2020). Such dynamics suggest that work interruptions and stoppages due to COVID-19 will highly impact women. For example, after an emotional news conference, BC's Dr Henry acknowledged she was thinking about her own elderly parents and is concerned that some of the messages she is delivering about the virus would frighten them and other seniors (Picard, 2020). New Zealand's Jacinda Ardern uses her own experiences as a mother to empathize with the worries of parents (Dhatt & Kickbusch, 2020).

Women lead differently from men

Women's increased representation in top leadership roles, from heads of state to CEO positions, begets the question: does gender matter in leadership anymore? At first blush, it appears that the difficulties women have faced on their way to reaching elite leadership positions have vanished. For example, in 1937, less than half of Americans polled by Gallup said they would support a qualified woman for president; today, over 90 percent say they would. Indeed, the number of women occupying leadership roles globally is at the highest it's ever been. That said, women remain starkly underrepresented in senior political and corporate leadership positions. So, does gender matter in leadership? In short, yes. Regardless of whether it ought to matter, gender does matter for both how people respond to leaders and what leaders can bring to their roles.

A spurious correlation does not mean leaders' gender bears no consequence for pandemic performance. Indeed, women leaders' greater social concern may lead them to increase state capacity, perhaps by

expanding pandemic-related social spending (Funk 2020). More broadly, the connection between leader gender and pandemic performance upends the traditional association between chief executive office, masculinity, and effectiveness. Ardern and Merkel confound gendered expectations about women's fragility, acting with level-headedness while Bolsonaro and Trump bluster futilely. Moreover, women leaders combine this unflappability with stereotypically feminine traits such as empathy, perhaps transforming how the public evaluates women chief executives (Piscopo, 2020)

No significant difference was observed between the directive, persuasive, participative and delegative leadership styles of male and female managers. However, there was a significant difference between the mean of the directive, persuasive, participative and delegative leadership styles of managers, considering their work experience, education level and field of study (Afshari,2017).

Women score higher than men on all four dimensions of transformational leadership, with the biggest difference being on the last one mentioned, the factor of individualized consideration. This important difference is consistent with women being more communal, more democratic and participative, and perhaps somewhat more socio-emotional in their orientation to group roles. As with the findings regarding democratic vs. autocratic forms of leadership, leaders who use the four forms of transformational leadership. and the "contingent reward" aspect of transactional leadership, are more effective than other leaders. That is, women more often use the forms of leadership that are more effective. Finally, it is noteworthy that behaving in an androgynous manner, which many women effectively do, can facilitate transformational leadership.

Beyond differences in style, women can bring to bear important and distinct perspectives, values, and priorities. Relative to men, women are more likely to demonstrate cooperation and endorse social values that promote the welfare of others and are less likely to support unethical decisions (Goethals & Hoyt, 2017).

There was only limited evidence of women and diverse WROs having a transformative role in the overall COVID-19 response in the Philippines. Whilst women and women's organizations actively participated in many local and regional forums, they were not active or influential in national decision-making forums. Transformative leadership in the humanitarian sector requires access to specific decision-making spaces where policies are determined, decisions are made, and strategies are set; the absence of women's organizations and voice in these spaces reduced their ability to lead or influence national approaches to the response. This is further explored under 'What does this mean for WROs and Leadership?'

Safe and meaningful participation - There is moderate evidence that women and WROs participate actively and safely in decision-making processes and can influence outcomes. Overall women and WROs have participated actively in the response at the community and local level. However, there is limited evidence that they have participated in national decision-making processes.

Collective influencing and advocacy - There is moderate evidence that COVID-19 responses are influenced by the priorities of national and local groups and movements that advocate for women's leadership and gender inclusion:

Partnership, capacity and funding - There is good evidence that WROs have targeted and relevant support through partnership, capacity building and funding to help them respond effectively and efficiently to COVID-19.

Transformative Leadership - There is limited evidence that diverse women and women's rights organizations (WROs) have a transformative leadership role in COVID-19 response planning and implementation (Henty, 2021).

These contemporary theories now include the behaviors, attitudes, and skills attributed to women in management roles. There is now a widely held recognition that women have what it takes to effectively lead in organizations today, and they are more likely to have these characteristics than are their male colleagues in management. Contemporary theories, therefore, have now made it possible to recognize the contribution that women can and do bring to a leadership role. It would seem, therefore, that although the leadership literature has played a significant role in raising the profile of women in management, further advances are required in order to advance the careers of women in management. To date, these contemporary theories appear to have had little success in changing the attitudes of decision makers in organizations to appoint women more readily to leadership positions. It will be of great interest, therefore, to see if the recent findings of women's superiority in utilizing effective leadership styles of interaction with their subordinates and

organizational outcomes, actually translates into a dramatic increase in the numbers of women being appointed into senior leadership roles. The role of leadership theory in raising the profile of women in management (Jogulu & Wood, 2016).

Participative, democratic, team management and authoritative leadership styles were deployed by both male and female heads of schools in running primary schools. Similarities and differences were observed in terms of frequency and manner in which those leadership styles were used by male and female school heads. Moreover, both male and female heads of schools were found with the same amount of task-oriented leadership behavior. However, female heads of schools showed more task-oriented leadership behavior than male heads (Dady, 2014).

In general, women are better equipped for motivation (they are energetic and enthusiastic), communication (they make sure that their employees are well informed), feedback (they update their team in terms of their performance), and aspirations (they set high goals). Men are better at tradition (building knowledge based on past experience), innovation (they are open to new ideas and are willing to take chances), strategy (seeing the big picture), being calm (they tend to keep their emotions in check), delegating (they assign objectives and responsibilities), cooperation (they are good teammates), and persuasion (they sell ideas and win people over).

Furthermore, women tend to be better evaluated in terms of empathy (showing good people management skills and their needs by establishing a strong connection with their team) and communication (by establishing clear demands from others, expressing their thoughts and ideas clearly, and by keeping a solid communication flow) when compared to men [23]. Also, women are better qualified in terms of people skills (sensitivity toward others, being kind, having good listening skills, and developing efficient relationships with their team and their superiors). Contrary to popular belief, women have great results on the leadership scale, which measures their focus on production (women have a great interest in achieving their goals; they have high expectations both from themselves and their colleagues). Men tend to get good results on scales that evaluate the focus on strategic planning and the overall company vision (Radu, 2017).

In the business world, the practice of recruiting women into leadership roles during periods of extreme stress and high risk of failure, is known as the "glass cliff". It has been predicted that even after attaining leadership roles, they continue to face gender biases resulting in heightened scrutiny and criticism. They are also treated differently from their male counterparts in these roles and face unprecedented challenges in attaining and sustaining leadership positions. Implied in this phenomenon is the transient need for these leadership styles and finite benefits applicable only in moments of crisis. The successful outcomes of this type of governance suggest that elevating women to leadership positions during "normal" times would have tremendous impact.

When appraising why female leaders were so effective during this crisis, they collectively demonstrated some prominent traits. Recognizing the necessity for accountability, these women demonstrated strength, adaptability, perseverance, grit, empathy, passion and tenacity. Together they were thoughtful, intentional, consultative, inclusive and deliberate in their leadership styles. The most essential element for women leading health care systems is the drive for equity, challenging status quos and norms, and building a common vision of health by listening. They integrated input from scientists, public health epidemiologists and infectious disease experts, demonstrating humility rather than procrastinating difficult decisions and surrounding themselves exclusively with sycophantic political allies. They universally provided continuous, transparent updates with candid and concise explanations that outlined the rationale behind their strategies, thus engaging their citizens' trust and compliance with their national policies. Jacinda Arden's "Be Kind" phrase and the Children's conference held by Norway's Erna Solberg are examples of empathetic attempts to acknowledge and speak to their constituents' humanity. These women broke the erroneous stereotypes of youth and femininity being acquainted with inexperience, weakness, or immaturity. In leading by example, these women served as great role models and sources of inspiration (Kamani, 2020).

Women are compassionate leaders

The pandemic has demonstrated the prowess of women when the chips are down. Studies suggest female political leaders have coped with the pandemic differently, and often better than men. Women also distinguished themselves in business. Research shows they are perceived to have done a better job than their male counterparts. They rated higher in competencies valued in a crisis, including taking initiative, acting with resilience, practicing self-development, and displaying integrity (Orme, 2021).

Women are Heads of State and Government in only 21 countries worldwide, but their leadership has been lauded for its greater effectiveness in managing the COVID-19 health crisis. Women Heads of Government in Denmark, Ethiopia, Finland, Germany, Iceland, New Zealand and Slovakia are being recognized for the rapidity of the response they are leading, which has not only included measures to 'flatten the curve'—such as confinement measures, social distancing and widespread testing—but also the transparent and compassionate communication of fact-based public health information. In countries such as Canada, Ethiopia, India and Madagascar, women medical and health experts are increasingly found in leadership positions and taking the lead in daily press briefings and public service announcements. Women mayors across the world, from Banjul (the Gambia) to Barcelona (Spain), have been highly visible in responding to the pandemic and are sharing their experiences in online forums.

The leadership styles of women leaders in the COVID-19 response have been described as more collective than individual, more collaborative than competitive and more coaching than commanding. It is noteworthy that in 2019––prior to the pandemic—nearly half of the world's population (47 percent) believed that men made better political leaders than women. Today, lower COVID-19 death rates and effective virus containment policies in countries led by women are disproving the discriminatory social norms driving these beliefs (Freizer, 2020).

As women continue to face the full force of COVID-19, including as the majority of first responders in communities and the health sector, it is vital that women's leadership and participation in COVID-19 decision-making processes and task teams be prioritized to ensure that responses are gender-sensitive. COVID-19 response planning and decision-making that is not done in consultation with women risks being less effective and unresponsive to the unique needs of women and girls, and delaying recovery. Women and women's groups in the Philippines have proven to be crucial partners in leading inclusive and resilient emergency and recovery efforts, as well as repairing social breakdowns, rebuilding trust, and reaching the most vulnerable.

Filipino women have a strong understanding of their communities and are best placed to address the disproportionate impact of emergencies on women and girls. Women's response efforts following the Haiyan typhoon showcased the unique set of skills and resources Filipino women bring to crisis situations. They are experts in allaying fears, finding practical solutions, highlighting gendered aspects of crises, and working to prevent increases in violence against women during emergencies. However, during Haiyan most Filipino women were not in decision-making roles, but acting as volunteers.

In responding to COVID-19, it is essential that women's expertise, knowledge and skills are leveraged to promote gender-inclusive recovery, that is responsive to the needs of the whole community. Looking forward, if women are able to lead and participate in recovery efforts and governance processes, COVID-19 provides an opportunity to address the structural inequalities affecting women and girls in the Philippines. In this regard, the Philippine Commission on Women is uniquely placed to mainstream gender-inclusive recovery efforts and promote outcomes that benefit women and girls (UN Women, 2020).

Leadership opportunities for women

The Philippines has a strong history of women's leadership and participation in governance, including two women former Presidents, and the first and only woman chief negotiator to sign a major peace agreement. As women continue to face the full force of COVID19, including as the majority of first responders in communities and the health sector, it is vital that women's leadership and participation in COVID-19 decision-making processes and task teams be prioritized to ensure that responses are gender-sensitive. COVID-19 response planning and decision-making that is not done in consultation with women risks being less effective and unresponsive to the unique needs of women and girls, and delaying recovery.

Women and women's groups in the Philippines have proven to be crucial partners in leading inclusive and resilient emergency and recovery efforts, as well as repairing social breakdowns, rebuilding trust, and reaching the most vulnerable. Filipino women have a strong understanding of their communities and are best placed to address the disproportionate impact of emergencies on women and girls. Women's response efforts following the Haiyan typhoon showcased the unique set of skills and resources Filipino women bring to crisis situations. They are experts in allaying fears, finding practical solutions, highlighting gendered aspects of crises, and working to prevent increases in violence against women during emergencies. However, during Haiyan most Filipino

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Women holding leadership positions is also not unusual in the Philippines. Since the end of the Marcos dictatorship, for instance, Filipinos have already installed two female presidents and two female vice presidents (David, 2017). The Philippines generally does well in various international metrics of gender equality. In the workforce, while still accounting for a lower proportion of the total workforce, jobs that tend to have higher paying positions like supervision/management, professionals, service, and sales are more likely to be done by women than men (PSA, 2017).

The pipeline for female leaders seems to be widening. Women have made significant gains in educational attainment in recent decades, better positioning themselves not only for career success but also for leadership positions. Since the 1990s, women have outnumbered men in both college enrollment and college completion rates, reversing a trend that lasted through the 1960s and ’70s. And women today are more likely than men to continue their education after college.

Women have also made inroads into managerial positions and professional fields in recent decades. In 2013, over half of managerial and professional occupations in the U.S. (52.2%) were held by women, up from 30.6% in 1968.3 Even so, women continue to lag far behind men in senior management positions (Pew Research Center, 2015).

Gender-biases between men and women leadership

A comprehensive definition of leadership is that of a process in which an individual influences a group of individuals to achieve a common goal. Over recent years there has been major expansion of research on gender relations in leadership. The growing presence of women in the international workforce continues to motivate research on the leadership styles of women, particularly to determine if women have their own ways of leading. The relationship between leadership styles and gender roles could be demonstrated as masculinity with task-oriented and femininity with people-oriented. Though a number of researches have been carried out in this area the question of whether there is a leadership style that distinguishes female leaders from male leaders is yet to be answered.

In this context, females are expected to possess masculine characteristics to emerge as effective androgynous leaders. Further, previous studies specified that females are good in transformational leadership styles and they also stressed that the transformational leaders may employ a more androgynous style. Therefore, it could be said that females have the potential to become androgynous leaders. However, the traditional stereotypical perceptions and the expectations of the subordinates or followers challenge the female leaders to openly show the masculine qualities. In order to effectively run the organizations with a proper leadership, these stereotypical and cultural barriers have to be reduced or eliminated, though it is not that easy (Shanmugam & Haigh, 2007)

“The real heroines in the fight against COVID-19 are women”. Significant attention has been given to women political leaders in high-income settings, where it has been reported that women have led several countries’ effective national responses to COVID-19. However, little attention has been given to the role of women as leaders and decision makers in conflict settings (Meagher et al, 2020)

Leadership during crisis necessitates a sense of timing and the ability to toggle among a range of directive/agentic and collaborative/nurturing styles. This article highlights the unpredictability of our current times, and the necessity for agility and synthesis of the feminine as well as the masculine. The authors of this paper were asked to reflect on their leadership during this COVID-19 pandemic. The resulting narratives focused on the actions that they took to address the challenges related to ensuring that employees were kept safe and well (both physically as well as emotionally and psychologically), that students were served, and that employees were able to shift to remote work arrangements. Therefore, there was little attention paid to the gendered aspects of leadership, or to the gender bias that persists in organizations and in society. However, the overall context of these narratives is one in which gender bias pervades the workplace (Gedro, 2020).

If economic recovery strategies are gender responsive, there is an opportunity to ‘build back better’ with women and girls as a focus in crisis management and recovery. If this path is taken, then employers may be encouraged to include women as participants and leaders in company recovery strategies. Women political leaders are being lauded during COVID-19 but there is less attention to women in business leadership positions. There is opportunity to reconceive leadership and include women more fully, acknowledging their contributions during and in a post-COVID-19 work environment. Lack of women in

leadership leads to male-biased policy initiatives with less attention to the gendered impacts of the crisis and the need for data disaggregated by sex (Harman, 2016). While there is a risk a 'tyranny of the urgent' may characterize business and government responses to COVID-19 there are also opportunities to improve women's position in the workplace (Davies & Bennett, 2016).

Educators look for leadership opportunities that shape and advance teaching and learning. They urge for equal access to technology to meet the needs of all students. They also serve as models for their colleagues, exploring and identifying new technological tools for learning (Morgan, 2020).

As government and businesses focus on immediate concerns of health, livelihoods and the economy, gender equality may take a 'backseat' in crisis management. However, gender-blind policies could have damaging consequences for workplace equality, including exacerbating the pay gap. For example, in the UK, the government has suspended companies' obligation to report their gender pay gaps, citing the coronavirus (Stone, 2020). This is not a policy that should be replicated in other countries, and indeed monitoring the gender pay gap after COVID-19 is a better strategy. Previous recessions have shown that diversity and inclusion strategies also fall in priority, and there is a risk this may occur after COVID-19.

Methodology

This study is a qualitative research which made use of systematic metaphor analysis as a method which is a valuable research tool for gaining new insights into education practice and theory. It involves "collecting examples of linguistic metaphors used to talk about the topic, generalizing from them to the conceptual metaphors they exemplify, and using the result to suggest understandings or thought patterns which construct or constrain people's beliefs or actions". The goal is to try to get a glimpse of participants' conceptual metaphors, which consist of the socio-cognitive connections that enable them to relate one concept to another, through close analysis of the linguistic expressions with which they are systematically linked (Schmitt, 2005).

Participants

In selecting the subjects for the study, the researcher used purposive sampling method. As a criterion, respondents were female school heads in the Province of Masbate from public elementary and secondary schools. Also, they were chosen according to the school size they are handling. In this study, 30 samples from small, medium, large and mega school size category were selected to represent the total population.

Instruments of the Study

A self-made questionnaire with predetermined questions served as a guide and instrument in gathering the data. A one-on-one and non-structured interview was conducted to solicit major and wide range of ideas and responses from the respondents. An audio-recorder was used during the interview for transcription and photo documentation was done during the data gathering as proof of conduct.

Procedure

In analyzing the qualitative data, thematic analysis was used in wherein it is a method of analyzing qualitative data and is usually applied to a set of texts, such as an interview or transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly (Caulfield, 2019). It also made use of systematic metaphor analysis by analyzing the verbal expressions of the respondents in order to establish which metaphors was used to describe the area of research. This begins with the identification of metaphors through segmentation of the texts and followed by the reconstruction of metaphorical concepts (Rudolf, 2005). Specifically, the researcher used assigned metaphors wherein based on the responses, a specific specie was chosen using its different types to describe and arrive specific concept.

Result

Socio-demographic Profile of the Respondents

Table 1.

Civil status	*Frequency*	*Percentage*
Single	3	10%
Married	20	67%
Widow	7	23%
POSITION		
Principal II	3	10%
Principal I	17	57%
Head Teacher III	4	13%
Head Teacher I	1	3%
Master Teacher II/TIC	2	7%
Master Teacher I/TIC	2	7%
Teacher III/TIC	1	3%
LENGTH OF SERVICE AS SCHOOL HEAD		
0-5	5	17%
6-10	4	13%
11-15	6	20%
16-20	8	27%
21-25	4	13%
25-30	2	7%
31-35	1	3%
HIGHEST DEGREE OBTAINED		
PhD/EdD Graduate	5	17%
PhD/EdD CAR	3	10%
With PhD/EdD units	1	3%
MaEd Graduate	5	17%
MaEd CAR	9	30%
With MaEd units	7	23%

Figure 1. .

Based on the data presented, most of the respondents aside from being a leader are playing the role of a wife and mother since majority of them having 67% are married. On the question "Why do mothers make great leaders" asked by Megan Elizabeth Gray (2021) a respondent from France mentioned that "Mothers are the epitome of a leader as they know how to inspire and encourage people to believe in themselves and in what they can accomplish. They are resilient and master the art of bouncing back and taking the lead when their team is in distress or difficulty. They are visionaries and have easiness in adopting the long-term view when it comes to the future of the team they are in charge of. Mothers are important leaders because they can look beyond the role to see the person. They know how to put themselves in other people's shoes and see the world from a different perspective. They take on a role that is constantly changing with every generation, yet they are able to adapt and exhibit brilliant wit in addressing challenges and difficult situations. They are leaders because they have what it takes to navigate our increasingly volatile uncertain complex and ambiguous world and they do it every day".

These findings imply that female school heads have varied characteristics and experiences that may have direct or indirect affect to their leadership practices and styles during pandemic. This was supported in the article of Finch (2019) that styles of leadership are affected by external factors, such as the organizational environment, demographics, staff characteristics, resources, economic and political factors, technology and the culture of the organization. Most of them are principals and in the report stated in Wallace Foundation (2021), principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction.

Leadership Styles that Dominantly Emerged or Used by Female School Heads

In this study, women leadership styles that dominantly emerged during pandemic was identified based on their responses. Along with these leadership styles, practices and managing strategies were also uncovered. The respondents were asked on their strengths, weaknesses, perspectives and characteristics as a leader and on how they motivate and communicate with the stakeholders in this time of crisis. Consequently, they were identified as mixtures of democratic and transformational leaders.

The main theme of their responses enumerates their attributes during pandemic such as being transparent, fair, considerate, empathetic and charismatic. They treated themselves as the mother of the school and the teachers are their children. Being a leader during pandemic is hard for them. They need to make many adjustments and flexible decisions in terms of submitting reports online, communicating with the stakeholders, and financial and personnel management. They are confident with their role and empowered leaders guarded and guided with the DepEd policies. They protect their dignity by being transparent, goal-oriented and hardworking. They are willing to learn, relearn and unlearn. They let their people grow by exploring hidden skills and trying new possibilities despite the fact that everybody else are in the process of adjustment during pandemic.

Female school heads lead by example and encourage their people to understand the situation and the individual differences of each colleague; to increase resiliency; and to embrace the change and accept the reality. They motivate the teachers to look on the brighter side and to keep going because this pandemic will end. That teachers are lucky because they are well-compensated even during lockdowns.

They lead with holding power but in a very

sympathetic way. One statement was quoted, "Do not hold them too much. If you hold them too much like a sand, they would outflow from your hand to different paths and directions. Be considerate to your subordinates but be firm and consistent".

These findings are aligned to the study of Gridley (2018) that women are more likely to exhibit the traits of transformational leaders than men (in all domains of intellectual stimulation, individualized consideration, inspirational motivation and idealized influence). The transformational leadership style is where a person leads by establishing themselves as a role model, by empowering and mentoring their followers, being innovative and by encouraging their subordinates to reach their fullest potential. So, woman as transformational leaders just don't instruct – they inspire. They involved their stakeholders in making decisions. They are open for suggestions and willing to listen. They encourage good mindset, rapport and communication with their colleagues and treated them in school as a whole family. They give incentives, appreciate efforts and recognize supports from the stakeholders. Thus, they are democratic leaders.

Similar to this finding, Lee (2021) stated that, "A Democratic Leadership style gets people to do what you want to be done but in a way that they want to do it. It motivates individuals by empowering them to take a full part in the decision-making process. Ideas and suggestions can be brought forward by any team member, and the Democratic Leader facilitates and asks questions until there is consensus in decision-making"

In this time of crisis, their perspectives as a leader changed in terms of creating new strategies to cope up with the situation. They have realized that there are really things beyond their control and what they can do is to focus on their goals and directions. At this point also, they were able to observed the teachers' attitude and their individual differences. Most of their weaknesses lies on computer literacy and problems on online submission of reports, finding partnerships and linkages, sustaining relationship with external stakeholders, time management, uncontrolled temper and short patience.

In any situation especially in times of crisis, they believed that it is important that a leader must be resilient, risk-taker, resourceful and innovative. They must have a well-planned direction and focus on their goals. They must be calm, open-minded and serve as the mediator. They must also have strong personality and faith in God. Respondent No. 22 quoted that "As a leader, you must not show your weaknesses in front of your subordinates. When you want to cry, just cry alone. When you're happy, give your smile and everybody will follow".

It is realistically undeniable that our education system has suffered a lot because of this pandemic. According to Hong Fincher, one of the key attributes of women leaders appropriately responding to the pandemic is that of early and decisive action (Rallonza, 2020). As school leaders, female school heads played versatile roles during this pandemic. In this study, the participants were also asked on how they would describe themselves as a leader, their experiences and greatest achievements during pandemic.

Their goals and plans are based on IATF protocols and DepEd policies during pandemic but they made some modifications and adjustments based on the context or situation of their school. They continuously monitor the learners' progress by conducting home visitation and reading assessments. Together with their teachers, they were able to survive the implementation of Modular Distance Learning through proper utilization of MOOE fund, regular coordination with the stakeholders, ensuring that all coordinators are doing their functions, seeking assistance from potential donors and provision of mental health seminars and programs to both parents and teachers.

Problems in school like insufficiency of funds to purchase printing materials were managed lightly through solicitations, donations and creating Income Generating Projects (IGPs). Respondent No. 29 said "One of my weaknesses is to solicit and ask something from the stakeholders like a beggar. I felt discourage and shy when some will give negative comments. And I also understand where they're coming from especially that we are all on the process of adjustment because of pandemic. But for the sake of our students, I have to".

As to their greatest achievements and accomplishments, most of them were able to meet the standards and requirements needed to get the Seal of Exemplary Leadership and School Governance (ELSG). This seal recognizes the exemplary and outstanding performance of the school in terms of leadership and governance; partnership and linkages; and the implementation of projects in the Division of Masbate Province.

Their beliefs were supported by the study of Mason (2015) that women also score higher in the nurturing areas most already assume are women's traditional roles, such as developing others, inspiring and

motivating others, relationship building, collaboration and teamwork.

Challenges faced by the female school heads along with their leadership styles

The first year of pandemic are full of adjustments. School leaders have encountered challenges and have made further sacrifices during pandemic. The principal theme of the participants' responses states that they found difficulties on personnel management most specifically on dealing teachers who negatively took the policies mandated for them. It is also hard for educational leaders to communicate with the stakeholders during pandemic. Unlike before, the school could not easily gather, communicate and coordinate with them when it comes to different activities and projects to be done and mandated by the Department of Education.

The abrupt and online submission of reports is also a challenge for them especially in areas where there is no electricity, mobile data and stable internet connection. Many changes came along during pandemic like unreliable result of the performance of the learners since most parents do the answering of their modules, limited movement of personnel, change of priorities on the use of MOOE fund and maintenance of physical surroundings. Leaders have also need to add more sacrifices when it comes to their time, effort and personal money to sustain the needs of the school. They even risk their health that may be affected by COVID-19 and safety to those who need travel long from their residence to their station.

Female school heads believed that a woman leader in times of crisis must possess positivity, fairness, firmness and consistency in decision-making, motherly instinct that will always look and understand the situation and welfare of her children, an empowered woman, strong-willed and focus-oriented. A woman leader playing multiple roles of being a mother, a daughter and a wife must keep going despite of the challenges that may interfere along with her journey of management and administration. She must be open for suggestions and approachable so that her subordinates will not become hesitant on expressing their ideas and feelings. As a mother to her organization, she must weigh the pros and cons before making decisions and in times of conflict and shortcomings, she go beyond her teachers and ask for apologies.

During pandemic, the female school heads served as the mediator by listening to the voice of their stakeholders, most specially the teachers, parents and learners and by understanding their individual differences and situations. They accepted the change, the new normal of management and administration despite the fact that they are also on the process of adjustment. They remain calm to think beyond the box and to decide the appropriate strategies to continuously deliver quality education despite of the threat of COVID-19 on their health.

Pertaining to their unique attributes as women leaders during pandemic, the main theme of their responses states that being transparent and considerate and the good relationship with their colleagues will be their legacy. With the uncertainties caused by the pandemic, they served as a mother and a sister to their teachers. They believed that they have served with results and acted with satisfaction by showing commitment and dedication. They trust and entrust their people by fair delegation of tasks and Coordinatorships because their skills have also its limitations.

According to Respondent No. 19 "Always seek assistance from your teachers. Even you're the school head, sometimes think that you are the least so you will need everybody's help". They gave incentives, support and appreciation to their external stakeholders. They know their boundaries as a leader and as a friend. Most importantly, they believed that listening to the voice of their people and respecting them as a person and as professional are some keys for good camaraderie in any organization.

Assigned Metaphors of the Practices and Leadership Style of Female School Heads

Based on the data presented, female school heads were able to adapt and adjust with the transformation from pre-pandemic. They have shown tender and caring leadership and serve as a mother to their subordinates. Thus, among insects, the researcher has compared the female school heads into a butterfly to describe the metaphors of their leadership styles during pandemic. They managed the school during pandemic and accepted the challenges by dancing like a butterfly. Butterflies appear to dance as they flitter among the flowers. As a description of butterfly from www.purespirit.com, it states that:

"They remind us not to take things so seriously within our lives. They awaken a sense of lightness and joy. They remind us to get up and move, for if you do not move, you cannot dance"

Similarly, Kenyon (2015) described butterflies that they need to interact with others and are friendly,

charming, persuasive, talkative, impulsive, and optimistic. They are usually a good leader and can motivate others. On the downside, they can appear emotional, self-promoting but also are very trusting and generous.

Also, Low (2012) stated that butterfly symbolizes resiliency. Often the butterfly forgets that it was once a caterpillar. It was fat, ugly and clumsy but now, graceful and beautiful. The butterfly has to struggle to get out of the cocoon and this strengthens the butterfly". The butterfly, the fact that it came out from the cocoon, is strong.

Just like how caterpillars morph into butterflies, it reminds great leaders of the importance and value of struggle in their growth and development. That good things can come from change by embracing it and by accepting that all changes begin with an ending. Getting out from the cocoon is a struggle. And it is the experience of struggle and hardships in which great leaders develop strength and fortitude to address the challenges and surprises of life's beautiful journey. It is their learning about the joy and satisfaction achieved by never giving up or giving in. (Reuter, 2017)

Female school heads lead like how butterflies underwent metamorphosis. The leader who experiences anger, silence, pain, but then heals among the flowers. Butterflies vary in size, some are incredibly large and others tiny, some are slow and others faster, but nothing takes away their splendor. Among different types of this insect, female school heads were metaphorically compared to six species of butterflies.

Swallowtail Butterfly. Female school heads can be compared to Swallowtail Butterflies wherein these are the most common type of butterflies with large sizes and can be found all over the world (Yashasvi, 2022). Like them, many women can be found all over the world with common characteristics but only few has a huge heart to lead despite of the challenges along their way as leader and despite of their limitations and weaknesses as human.

Southern Dogface or Dog Head's Butterfly. As the female school heads travel the road from pre-pandemic to our current situation, they are like Southern Dogface or Dog Head's Butterfly. A butterfly with dark circle in the center of each forewing. This dark circle can be compared to the challenges that surrounded them and they conquered even they are also in the process of adjustment as they manage the school. They tried different strategies to reach their goals as they accept the changes. Same with the butterflies, they do not fly a single path consistently, they are wise, they know how to wait and move to the rhythm of the wind because with their wings they embrace and sustain the magic of change and growth (www.purespirit.com)

Gossamer-Winged Butterfly. However, in making decisions and taking actions based on what are mandated and on what are their school's need, they are like Gossamer-Winged Butterflies who are very quick to fly. They quickly adhere to the policies and respond to what their school needs to continue deliver quality education despite of the pandemic.

Karner Blue Butterfly. Women leaders are willing to take risks amidst the threat of COVID 19 and make sacrifices even their health, time for family and personal money. Just like Karner Blue Butterflies who only live for 3 to 5 days, they are not afraid of facing their predators and life difficulties along their way because they know that there is an opportunity to be reborn by dancing on flowers and every day is a new beginning for self-transformation through self-worth and determination.

Peacock Butterfly. During pandemic, they were also like Peacock Butterflies that makes a hissing sound when it is alarmed. Female school heads become uneasy and worried when lockdowns started and become loud in asking questions on what the future will be and on how the implementation of distance learning will affect to the learners' performance.

Dead Leaf Butterfly. With the uncertainties caused by the pandemic, it is very important to spread the wings in order to try new possibilities and fly through the uncertainty to unlock new skills, discover opportunities and to reflect and adjust on the situation. It is important to appreciate everyone's effort and recognize their support. Generally, female school heads are like Dead Leaf Butterflies. These butterflies are the master of camouflage with their wings mostly shaped like dead leaves. These types of butterflies are also hard to see in forests as well, as they can blend in well. Thus, female school heads can easily adapt and adjust on different situations regardless of their socio-demographic profiles, characteristics and experiences as persons and as professionals.

The butterflies taught us on how to lead and mentor ourselves and our people. The mentor who has expanded his consciousness shares all his wisdom without waiting for others to do the same, for he knows that awakening consciences is a multiplied miracle of transformation and resurrection. The mentor

who has transformed knows how to honor his predecessors, since he understands that being a leader implies the need for movement to get out of comfort, until his next phase. The most powerful thing about being a mentor is accepting to be more butterfly and less caterpillar (https://liderazgoguatemala.org/to-lead-and-mentor-like-the-butterfly/?lang=en).

In addition, Low (2012) also stated that the leader by the way of the Butterfly speaks of the soft side of leadership. It implies a feeling and caring leader. The Butterfly sort of person (leader) – male or female – would display or reveal the soft, gentle or tender side; such a person or leader promotes humaneness and tenderness and take relationships importantly. They display part of, the essence, the core or the spirit of what this author labels as the quintessentially.

After all the struggles caused by COVID-19, female school heads will serve as a butterfly who will pollinate the fallen and dried hopes and dreams of the teachers, learners and the parents of getting back into the life before pandemic.

"We can all start anew because each of us transforms. There is no more striking symbol of transformation than a butterfly. From egg to larva, to leaving the safety of the cocoon and emerging as a butterfly in her unfurling glory, the transformation that takes place almost before our eyes symbolically represents hope and new beginnings"

Scientific research has shown that the butterfly is the only living being capable of changing entirely its genetic structure during the process of transformation – the caterpillar's DNA is totally different from the butterfly's. Thus, it is the symbol of total transformation. It represents a need for change and greater freedom, and at the same time it represents courage: one requires courage to carry out the changes necessary in the process of growth.

"Butterflies are symbols of change, metamorphosis, and love. They symbolize life and the transformations that one goes through to become the beautiful end product. The butterfly is a powerful symbol in myth and religion. Colorful and graceful yet fragile. They are friendly and charming and beautiful. The Butterfly brings color and lightness to your life. The "dance of the butterfly" can teach people not to take things so seriously. The butterfly has taste sensors on the front legs, enabling them to experience life through motion (dancing, walking)". (https://www.childrenshomeandaid.org/parenting/kids-turn/the-butterfly/)

The article of Cox (2017) discussed about the lessons teaches by the caterpillar and the butterfly in leadership. First, letting go is a necessary trait of leadership. A butterfly emerges from the cocoon because a caterpillar let go of something in order to become something else. Also, female school heads let go of their old practices which are not applicable during pandemic to embrace the change since times of uncertainty are a normal part of becoming a leader.

Second, solitude provides space and time for transformation. When the caterpillar is full-grown and stops eating, it becomes a chrysalis and suspends itself under a branch or hides in leaves. During times of change, leaders need to go "dormant" and give their body and mind a transformational environment. Apparently, female school heads had went through adjustments because of the immense change caused by the pandemic.

Third, everything we consume will nourish our new form. During the first "feeding stage," the caterpillar's job is to eat enormous amounts of food, which is used for transforming itself into a butterfly. In order to experience continual growth and transformation, a leader must be continually consuming knowledge and pursuing new experiences which will feed the future development of the leader. That's why, school leaders were capacitated on how to implement modular distance learning by following IATD protocols and Basic Education Learning Continuity Plan.

Fourth, if nothing changes, nothing changes. In order to develop into a new creature, a butterfly goes through a process called metamorphosis, which has four stages. Each stage is fully dependent on the other. While change can at times feel painful, if leaders do not allow themselves to go through the stages of change, nothing will ultimately change and they will never experience the joy of flight.

Table 2. *Metaphors of Female School Heads Leadership styles during Pandemic*

Type of Butterflies	*Characteristics*	*Metaphorical Meanings*
Swallowtail	It has wing colors, along with various types of patterns and makes the identification very easy. It is the most common and can be found all around the world	Women also has various characteristics (and can be found all over the world
Southern Dogface or Dog Head's	Also known as the dog's head butterfly as well. There is a dark circle in the center of each forewing.	Female school heads were surrounded by many challenges during pandemic while managing schools
Gossamer-Winged	It is smaller in size and very quick to fly. The color used on the wings are bright and has sheer appearance	Female school heads quickly respond to what the school needs by adhering to new policies during pandemic
Karner Blue	Small and has a life span of 3-5 days and lives in the oak savannas despite the fact that their life there might be in danger.	Female school heads are more than willing to sacrifice despite the challenges they are facing during pandemic

Figure 2. .

Peacock	It makes a hissing sound by ribbing its wings both together when it is alarmed.	Female school heads were alarmed, worried and uneasy when lockdowns started
Dead Leaf	Master of camouflage with their wings mostly shaped like dead leaves. Hard to see in forests and they can blend in well.	Regardless of their demographic profiles, characteristics and experiences, they easily adapt and adjust to the pandemic situation

Figure 3. .

Discussion

In light of the findings of this study, the following conclusions were deduced after analysis of the quantitative and qualitative data:

1. Regardless of their socio-demographic profiles, female school heads had gone through a lot of adjustments in managing the school during pandemic.
2. Leadership styles of female school heads during pandemic are based on the context of the school and the kind of people they are handling.
3. Adjusting from pre-pandemic to new normal added to the challenge on female school heads to manage personnel, time and school funds.
4. Maternal Instinct Leadership Style Theory can be formulated as significant contribution to research education in uplifting women leadership and empowerment.
5. The comparison of butterfly to female school heads promotes the tender and caring and strong and resilient leadership.

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