
QUAQQ: Qualitative Analysis of Quantum Quest in Leadership of School Heads

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Abstract — The main objective of this study was to explore the application of quantum leadership of school heads in the Division of Pampanga during the School Year 2024-2025 towards the development of a localized leadership framework. The researcher used the qualitative method. It is the kind of research that does not rely more on numerical measurement and figure interpretation. There were seven school heads who participated in the study. They were selected using purposive sampling technique. The researcher used semi-structured interview to gather data. The questions were validated before data gathering. Data were treated using thematic analysis. Results tell that the participants' views on quantum leadership in the context of school leadership include Espousing Interconnectedness of Everything, Breaking the Command and Control Norm and Solving Problems in Non-Linear Path. School heads integrate quantum leadership in school setting by Adopting Shared-Decision Making, Nurturing Teachers' Potential and Talent and Carving Innovative Solutions to Problems. Quantum leadership shaped the leadership capabilities of the target participants through Fostering Interconnectedness of People, Building New Dependable Leaders from the Ground and Instilling Excellence in Serving the People. The challenges of the participants in applying quantum leadership in schools are Erroneous Perception of People, Desire to become Ordinary and Fear to Try New Things. Using the themes that are created from the findings, the researcher came up with proposed localized leadership framework.

Keywords: *quantum leadership, school heads, serving people, management*

I. INTRODUCTION

Every organization has its eye always focused on the person running it. People usually want to know what kind of leader an organization has and how they guide the members and staff in executing their tasks in accomplishing the objectives of their institution. In the sphere of academics, leading is quite important. It suggests that although they are supposed to operate in harmony, the selected individual is compelled to mix and collaborate with people of many backgrounds, cultures, and points of view.

From the standpoint of the educational sector, one of the largest organizations that exists is obviously educational institutions. Starting from the person in charge of the whole department, it works down to the regional offices, then the division offices, until it reaches the school heads and teachers there. Leaders should so possess traits ahead of those of their subordinates. These qualities define them from the people in their vicinity. These are the factors behind the selection of the ones to lead the subordinates to move the direction of the company where they fit.

Smith (2016) cites that leadership in education lies more on historical and contemporary perspectives. It is a demonstration of how leadership functions within institutional roles and relationships, as well as individual behaviors and boundaries. How they lead people are mostly based on the history of the institutions. Leaders consider the experiences and even the own culture of the organization. With this, leaders learn also from their subordinates. Some of their actions are dependent on the kind of subordinates they have in their organization. Most of the time, culture dictates what are allowed and prohibited in an institution. The decisions are also based on whatever culture exists between and among the people of the organization.

The education sector is difficult to run and manage given the large number of people to be managed. The diversity of staff makes it difficult for one individual to guide all the others toward the direction of achieving the goals of the company. The diverse capabilities and shortcomings of every employee mean that the leader has to also have different strategies on how to inspire or persuade the members of the company to perform or work beyond the expectations of the higher authorities. Improved levels of intelligence, dominance, flexibility, persistence, integrity, socioeconomic level, and self-confidence help Kantharia (2011) to highlight the traits that set leaders from non-leaders or followers apart. From this point on, it suggests that being a leader calls

a lot of preparation before one will be able to manage people and institutions. Not everyone will have the opportunity to occupy since it calls for much from one to completely grasp the responsibilities of a leader.

Depending on the kind of leadership the educational leaders use, everything becomes feasible. In Falagne (2013), leaders are those who enable people or a group to move and act in line with their objectives. The means the leaders offer appear reasonable for the members. Research on the value of a leader in any kind of company has been a constant obsession. Most of the teachers feel that the type of leadership greatly influences and determines the performance and progress of the institution. This argument obviously emphasizes the significance of the leaders, so it is rather crucial to take into account that selecting a leader calls for meticulous preparation and choice from a pool of candidates. Those who aspire to be leaders should be ready to be one. For the benefit of his/her subordinates, this vocation calls for great sacrifices from the leader. Every leader's first concern is other people. One of the things most of the subordinates look for from a leader is forgetting oneself when considering the subordinates.

In terms of its theoretical construct, leadership is acknowledged to have multi-faceted dynamics (Yuki, 2012.). Different leadership approaches are being used in an educational environment depending on the type of members one has in the company. Leaders change themselves to fit the type of people they deal with. While some members are already anchored on the current institution's culture, others are believed to be readily inspired or convinced. If the institution makes full use of the leader, the impact on his or her members is unthinkable. People may work really hard from themselves because of their leader. Sometimes one works for others rather than for oneself. Leaders could turn into the inspiration for other members to keep on working. Knowing for a corporation that the CEO is the reason behind not leaving the company gives comfort. This implies a declining attrition rate, which will result in reduced human resource development costs.

Leaders have traits that draw members of the company to act or follow the words of the educational leaders without recognizing that it is already a command. Leading, even Simon, Chan, and Mak (2014) concur, does not just guide the members toward their roles. It is more about motivating staff members to perform than about dictating their behavior. From this point on,

Edwards and Cable (2009) says that although it is noteworthy to locate people who are competent and truly brilliant, the requirement of finding people who exactly care about the same issue one cares about is more crucial. Members enjoy it when they know someone cares. The performance of the individuals of the whole team and the entire institution can be much improved by a small thank you.

Leadership theory has provided a firm foundation based upon the leader's perspective and success in organizational settings. Recently, literature has argued that successful leadership cannot be limited to the perception of only the leader, but it must include the perceptions of the follower as well (Bacha & Walker, 2013). Those who accept the ideas of their subordinates are the ones who show that each idea in the group or institution is being appreciated. It is one of the best ways of engaging the entire institution in achieving its goals. When they know that somebody listens to their voices, they will be motivated to share what they think for the sake of the institution and the other members.

One of the most least explored leadership styles is Quantum Leadership. Everything begins in the Newton approach. Developing a dynamic viewpoint on processes in our day where change is experienced daily has become a vital concern. In this sense, the shift from the Newtonian scientific method, which has been embraced for millennia, to a scientific approach based on quantum physics marks one of the biggest scientific changes of the period. Social sciences have up until recently focused on some clearly visible methods found in science and the natural sciences. Starting from a variety of scientific laws in the sciences, these approaches—among the powerful theories in the business literature—such as the systems approach (Bertalanffy, 1969) and the organizational ecology theory reach (Hannan & Freeman, 1977).

In the period that opened with Newton's presentation of the classical laws of physics in 1687, it was known that everything in nature could be measured, and predicted in line with these three basic laws. These are; everything was linear, nature worked according to the action-reaction law, and energy was continuous in nature. This point of view prevailed for three centuries and continued to have an impact in the social sciences as well. Until a new perspective developed against matter and energy in science. Scientific discoveries, known as quantum physics, that broke the atom into parts and revealed how photons and quarks have motion, that more than 99.9% of

the atom is actually empty space and the rest is in constant motion, in a way, also revealed the laws of change. The foundations of quantum physics were laid in the early 20th century by scientists such as Max Planck, Albert Einstein, Niels Bohr, Werner Heisenberg, Erwin Schrödinger, Max Born, John von Neumann, Paul Dirac, Wolfgang Pauli. Concepts and theories such as the uncertainty principle, antimatter, Planck's constant, black-body radiation, wave theory, quantum field theory have been developed in this field, causing the fundamentals of classical physics to be questioned and changed (Rutherford, 2015).

It was discovered in 1900 by Max Planck that light is in the form of discrete energy called “quanta”. This discovery is accepted as the emergence of Kauntum physics (Erçetin, 2000). The basis of the wave-particle dilemma was formed by revealing in the experiment that discrete energies called quanta act as both waves and particles (Turan & Erçetin, 2017). In researches such as Einstein’s “Special Relativity Theory”, Broglie’s “On Brown Motion”, Born’s “Particle-Wave Duality”, Heisenberg’s “Uncertainty Principle”, many scientists reached the results supporting Planck’s experiment and developed quantum physics (Erçetin, 2000). As a result of the reflection of quantum theory on organizations, concepts such as quantum behavior, quantum organization, and quantum leadership have emerged (Turan & Erçetin, 2017). Quantum organizations are organizations in which the individual is at the center, based on the understanding that a single stakeholder can affect the entire organization, where uncertainty and unpredictability are emphasized, and alternatives are evaluated (Turan, 2017). Quantum mechanics has been taken as a basis in the evaluation of the attitudes of leaders in situations of uncertainty in such organizations and in the face of emerging events, and the quantum leadership paradigm has emerged (Turan, 2017).

The quantum approach explains that people do not have enough knowledge to fully understand the universe and events and situations, the relations between events and objects are more effective on the measurement, the system is determined and directed by the relations. This is quite different from traditional beliefs (McDaniel, 1997, p.25). Since the uncertainty principle explained by the quantum approach is a natural law, this situation negatively affects decision-making in the context of rationality, but it is a reflection of the dynamics of flexibility, subjectivity and being local to the management values (Dyck & Greidanus, 2017, p. 8). In order to be a quantum

organization, there are five leap values that the organization must possess: Respect, accountability, honesty, perseverance and discipline

In the quantum approach, there is a capacity that creates an atmosphere of trust and belonging, as the intellectual values that are individually possessed in the organization, where there is inward organizational learning, are of the same quality in words and behaviors. Thus, the quantum organization has three basic elements: First, organization; second, the elements that create the fluidity movement; trust, values, collective thinking, learning, dialogue, and spirit, and third the leader. The quantum node, which is the intersection point of these three elements, emerges as an innovative and unique synergy store. Thus, new ideas, solutions and perspectives that were not thought of until then can emerge through the harmonious sharing of individuals' experiences, insight, intuition, values and goals in organizational processes (Deardorff & Williams 2006).

Quantum leadership is a style of leadership that emphasizes paradoxical compatibility and subject participation (Peng et al., 2019). When an organization is in an uncertain environment, quantum leadership demonstrates the ability and attitude to deal with ambiguity and chaos, which can give employees a sense of security and confidence, help them enhance their mental energy, and reduce the stress of facing the unknown, thus reducing their level of ego depletion (Xin et al., 2021). Moreover, quantum leadership emphasizes organizational change for the betterment of the organization, promotes and encourages employee gratitude and external contributions, and brings positive energy to organizational learning (Geok & Ali, 2021). This highlights the critical role of quantum leadership in organizational management. We should advocate that organizations enhance the development of quantum leadership in an era of uncertainty to increase employee engagement and oneness in the organization, which will provide an advantage and help the organization compete and innovation performance. Moreover, innovation performance is a key factor that drives and facilitates organizational sustainability and has been verified via previous researches. Therefore, we expect that quantum leadership increases innovation performance.

Considering the given literature regarding leadership, it was found out that school heads play a pivotal role in the success of the school and its program. The one who leads can have significant effect to the employees or members of the organization. Despite that leadership is a topic that is most explored in various sectors, there are few studies available that centered on

quantum leadership especially in the education sector. This gap in the body of the literature provided a motivation to the researcher to conceive this study that explored the application of quantum leadership of school heads in the Division of Pampanga during the School Year 2024-2025 towards the development of a localized leadership framework

Statement of the Problem

The main objective of this study was to explore the application of quantum leadership of school heads in the Division of Pampanga during the School Year 2024-2025 towards the development of a localized leadership framework.

Specifically, the study sought to answer the following questions:

1. How do the participants view quantum leadership in the context of school leadership?
2. How do the participants integrate quantum leadership in school setting?
3. How does quantum leadership shape the leadership capabilities of the school heads?
4. What are the challenges of the participants in application of quantum leadership in schools?
5. Based on the findings, what localized leadership framework may be proposed?

Significance of the Study

It is expected that the following will benefit from the study:

HRDD Officials. The outcome of the research may be of great to the HRDD officials on determining their expectations to DepEd personnel who are applying for leadership position. The framework will be used to determine the kind of training or support the educational leaders need in performing their duties and responsibilities for the attainment

of the goals of their respective organizations which is inclined with the Department of Education.

School Heads. As the primary beneficiary of the research, the findings will serve as reflection on what people expect them to do. As school heads, the burden on their part in leading the organization is greater compare with the personnel under their management. With this, the suggestions may help them improve their leadership style specifically by using the localized leadership framework to be proposed in this study.

Teachers. The understanding on what the expectations of school heads will mean a greater chance of having a productive leader which can motivate the teachers to perform well. A motivating leader means motivated teachers. Once they feel the support, they will function more than what is expected from them.

Learners. The result of the study will be of great help to the students especially in ensuring that the one who leads the school is performing effectively and efficiently for the sake of the learners. With this, learners will feel the full support of the administrators in providing relevant and quality education.

Future Researchers. The study will be added in the existing body of literature about the quantum leadership which may be used as part of the references for future study. Moreover, the theories that will be presented can be used by other researchers for future study.

Scope and Delimitation

The study sought to explore the application of quantum leadership of school heads in the Division of Pampanga during the School Year 2024-2025 towards the development of a localized leadership framework. The main goal was to gather and analyze the ideas, experiences and thoughts of the select school heads regarding quantum leadership in school setting.

The study selected 10 school heads who met the criteria for selection. These school heads were purposively selected.

Precisely, the researcher looked into the participants' view on quantum leadership in the context of school leadership. In addition, the researcher tackled how the participants integrate quantum leadership in school setting. Furthermore, the study gathered data on how the quantum leadership shapes the leadership capabilities of the school heads. Lastly, the challenges of the participants in application of quantum leadership in schools was discussed. All of these data were used to craft the localized leadership framework.

Definition of Terms

For further understanding of the study, the following terms are technically and operationally defined:

Leadership It is defined as the ability demonstrated to influence others to act in a particular way (Ramos, 2014). In this study, it refers to the persuading characteristic of the leaders to motivate their followers. Furthermore, it is a trait where a person can motivate people to act for the betterment of the entire organization.

Localized Leadership Framework. This term is defined in this study as the proposed framework based on the emerging themes of the study. It provides details on expectations from school heads once they apply quantum leadership. Hrinvak, Riggio and Reichard (2009) refer to it as the key considerations designing a specific approach to leadership. It serves as a guide for educators to have a visual representation of leaders' traits.

Quantum Leadership. It draws on principles of quantum physics, emphasizing interconnectedness, adaptability, and fluid thinking to guide organizations through complex and uncertain times, contrasting with the older VUCA (Volatility, Uncertainty, Complexity, Ambiguity) framework and using BANI (Brittle, Anxious, Non-linear, Incomprehensible)

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which were used in the conduct of this research.

Research Design

The researcher used the qualitative method. It is the kind of research that does not rely more on numerical measurement and figure interpretation. Baraceros (2016) underscored that qualitative research gives sense to the responses of the participants. To be precise, it deals more on using qualitative data such as interviews, document analysis and observation of the participants or situations. Its unique feature makes the researcher to be actively engaged with the data gathering. It provides opportunity to explore and a wide ray of dimensions of the world and the actual situation of the participants. Also, the in-depth understanding of the thoughts, ideas and thoughts of the participants can be rigorously and comprehensively done by qualitative research.

Specifically, qualitative-phenomenological approach was used. Bliss (2016) states clearly that it is a deep investigation of participants' experiences. The daily interaction and living of the participants is analyzed, dissected and interpreted to be given meaning. The use of qualitative-phenomenology gives the researcher opportunities to engage actively in data gathering through interviews and observation of phenomenon. It requires the researcher to have a strong skill in understanding the responses of the participants.

Qualitative research suited the research because of its aim to explore the application of quantum leadership of school heads in the Division of Pampanga during the School Year 2024-2025 towards the development of a localized leadership framework.

Participants of the Study

It is very crucial in a research to ensure that the right persons are selected for data collection. The information to be collected must be sufficient and reliable enough for the purpose so that it may come up with a thorough analysis and interpretation of gathered data. With this, it is very salient that to have a definite and strong criteria in selecting the participants. From this point, school heads from the Division of Pampanga will be requested as participants of the study.

To comply with this, non-probability sampling was used where the researcher needs to use a sample of subject or unit from the population but not everyone is given the chance to be included as source of information (Viray, 2018).

From this point, purposive sampling technique was used. Palinkas, et al. (2015) posits that purposive sampling is a subjective method that is used to come up with a decision who among the population would be included as participants by setting up a standard or criteria. This technique limits the possible informants because it gives limitation on how the researcher select the participants.

To select the school heads, a survey questionnaire about quantum leadership was given to the teachers in the entire division. This questionnaire is from Erçetin et al. (2017) regarding quantum leadership of school principal. This means that the teachers evaluated their school heads using quantum leadership questionnaire. The school heads who passed the quantum leadership questionnaire were considered as participants.

After which, these criteria were applied in the selection of school heads :(1) has been assigned as school head or principal for at least five years, (2) has passed the National Qualifying Examination for School Heads and (3) has outstanding rating for the last five years.

Research Instrument

The main gathering instrument to obtain the needed inputs directly from the participants was semi-structured interview. Zohrabi (2013) cited that research instrument is the main tool that is used to collect the necessary data that answer the specific questions of a study.

Specifically, open-ended type of questioning was utilized to elicit responses from the select participants. It is a way of asking predetermined questions that are already prepared before the actual interview. However, it did not guarantee that all of the questions were asked because of the delivery of questions. There was a huge possibility that follow up questions may arise.

The questions asked were crafted based on the specific questions in the previous chapter. The questions were in form of personal questions that tried to dig deeper on the personal experiences, point of views, ideas and perceptions of the participants. After crafting the first draft, ensuring responsiveness, coherence and appropriateness of the questions were considered. Each question was subjected for validation of experts. This includes (1) public schools district supervisor, (2) research professor and (3) language expert. The results of the validation were discussed with the adviser before its finalization.

Data Collection

The first consideration before gathering the salient data is to secure all the necessary approval from the higher authorities including the Schools Division Superintendent. Given the approval, the researcher initially coordinated with the public schools district supervisors to distribute the questionnaire that would first meet the requirement for selection.

The researcher communicated with the target participants through online platform like the messenger and social media. The first communication was intended to have the schedule for the semi-structured interview. In addition, the researcher discussed the purpose of the study to the select participants and its implication in their job as school heads. Lastly, a copy of the interview guide questions was given on the first meeting to give them the chance to prepare their responses based on their experiences.

The researcher conducted the interview in compliance with the pre-set agreements. The interview was done through online, phone calls, video calls or any messenger application that the participants have. Still, face-to-face interview was an option. The actual conversations were

recorded to ensure that the actual responses of the school heads are fully captured, and every important detail is part of the transcript.

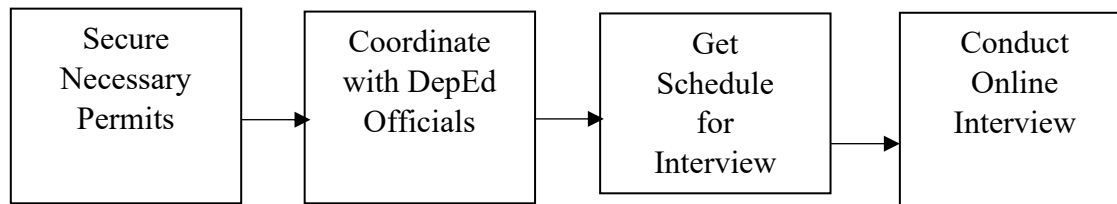


FIGURE 1
DATA COLLECTION PROCESS

Ethical Considerations

Ethics and standards in research were also considered in this study. As mentioned by Arifin (2018), ethical consideration is an important element in every research. The completion of the study must be bounded with ethics and standards to ensure that no conflict of interest would be seen in any part of the paper. Therefore, it was critical for a researcher to have a deep understanding of the basics of ethics.

Initially, all the necessary documents and approvals will be secured from the right authorities. After which, the data gathering procedure will follow. Still, during the process, ideas, perceptions, and responses of the participants will be respected during the data collection.

During the interview process, the researcher requested to record the entire interview. Recording only happened upon the approval of the participants. In addition, protecting their identity or anonymity was given priority. Their names were not found in any part of the paper. In addition, each participant was assigned code as substitute for their identity. The responses were coded numerically. Furthermore, the information from the questions were treated with utmost confidentiality. They were ensured that their names and identity would not be divulged to anyone who had nothing to do with the study.

Lastly, each participant would be aware about the purpose of the study. With this, they can make their decision either to accept or reject the invitation for interview. No informant was forced to participate in the study. A letter of consent was given to the participants to ask their permission to conduct the interview. It was a critical part in the data collection to make sure that the participants were willing to participate and be recorded in the process.

Data Analysis

Data in qualitative research are not quantified by numbers. This study solicited data through semi-structured interview. The researcher asked the assistance of a qualitative research expert for the thematic analysis. The heart of data analysis in this part is on thematic analysis of the data.

Joffe (2011) made a position that thematic analysis is a method in research that focuses on analyzing patterns in qualitative data. This type of data is tough to interpret because they are not quantifiable by numbers and figures. In doing thematic analysis, it is very important that the researcher have a deep knowledge on thematic analysis.

Figure 2 served as guide to the researcher in processing the qualitative data analysis.

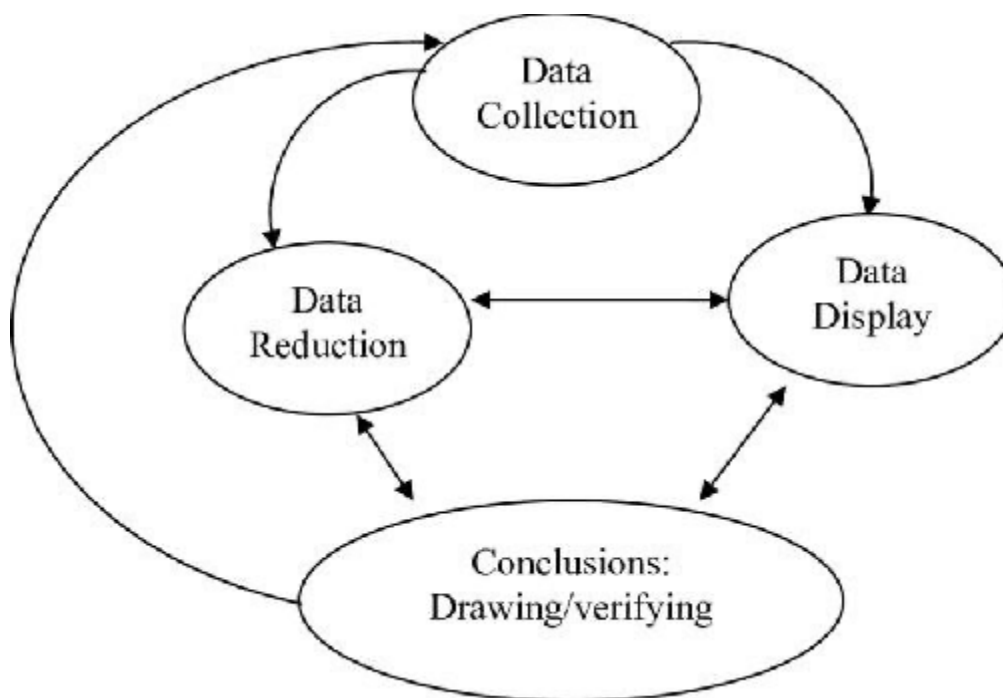


FIGURE 2
DIAGRAM OF QUALITATIVE DATA ANALYSIS

It consists of three four stages or ‘streams’ including data collection, data reduction, data display and data conclusion-drawing/verifying.

Data collection is the first part of this model. The researcher needs to gather first the data to be interpreted from the target source.

Data reduction is the second stage in data analysis according to the Miles and Huberman (1994) model. It includes the process of selecting, simplifying and transforming the data.

The third main step of the Miles & Huberman Model (1994) is data display. This step involves retrieving data using data display. It cannot be separated from data reduction because it

complements the former. Data display is “the organized, compressed assembly of information” (Ibid p.11). It aims to make sense of the data that is collected. Data display organizes data, helps to arrange concepts and the thoughts (Miles & Huberman 1994).

The last step of the Miles & Huberman Model comprises data drawing and conclusions (1994). These workers have suggested the use of some points to assist researchers to draw conclusions having displayed data in a variety of ways. Some of their ideas to generate meaning from the data were adopted by this research.

These included: 1- The notation of any patterns or themes and the relevance of any statement especially if similar or contrasting

2- Grouping or establishing categories of ‘information that can go together

3- Identifying interrelations among factors and variables

4- Building conceptual coherence and consistency, which at the end it should use to explore the validity of the findings so that they fit the theoretical framework of the study.

III. RESULTS AND DISCUSSION

The result of the thematic analysis is presented in this chapter. They are chronologically arranged based on the presentation of the research questions on the previous chapter.

1. Participants’ Views of Quantum Leadership in the Context of School Leadership

Since it is thought that leaders have the power to influence their people and that their people may influence their organizations, leadership has become center of discussion in educational institutions. As a result, educational institutions are making significant investments to develop leaders who can inspire and encourage their team members to strive toward a single objective.

Out of so many school heads who act as the leaders in the school setting, most of them are already knowledgeable about the different kinds of leadership that may be adopted in school. With this, it is very important to have a deep understanding of participants' views on quantum leadership.

Using the vast information from the interview, the researcher came up with the following themes:

Theme 1: Espousing Interconnectedness of Everything

School heads serve as the top of the organizational structure. As the ones in charge of the school operations including the people, it is salient that they are aware of what is happening in the school no matter where they are. To do this, school heads see that they need to be connected with their people not only through work but also through their personal matters.

Employees appreciate leaders who look for them and school heads need to ensure that they are aware on these important things. To make the people believe that leaders are to be trusted, they need to show that they care about them and one of these ways is to be connected.

This was attested by their shared responses and to wit:

I see it as a way to connect to our people (QL1).

*It is a potential way to lead and to be connected
(QL2).*

It allows you to embrace interconnectedness (QL3)

*Quantum leadership gives you a link that you cannot
see with your people (QL4).*

It helps you connect with your people (QL6)

Individuals and groups who work together to achieve common goals come together to form dynamic entities known as organizations. It is essential for a company to enhance its performance in order to achieve these objectives, since this will have a significant impact on its long-term

viability and success (Yandi, 2022). It is essential to have an understanding of the individual and group elements that impact the performance of an organization in order to improve the overall effectiveness of that organization. It is important to note that the capabilities and interactions of individuals and groups within an organization have a substantial impact on the organization's ability to achieve success.

Quantum leadership provides a better way for good human relations (Akyurek, 2024). The term "human relations" is used in the context of this study to refer to the interactions, communication, and interpersonal bonds that take place between people inside an organization. These relationships encompass both formal networks, which naturally form among coworkers and employees, and informal networks, such as hierarchical reporting lines and team structures. The purpose of this dissertation is to investigate the intricacies of interpersonal interactions in order to establish the extent to which an organization's overall efficiency is impacted by communication, trust, leadership styles, and organizational culture.

Theme 2: Breaking the Command and Control Norm

The typical way of leadership is that one will give command, while the others will follow or obey the command. This becomes the most utilized way of leading people in an organization. This top-bottom approach exists since time immemorial and school leaders apply it in their organization. However, through quantum leadership, school leaders opened their minds and looked into possible ideas of prioritizing shared leadership or governance of school.

When leaders use their position to lead people, fear becomes the way to make people obey or follow. This way establishes a huge wall between the leaders and their members in an organization.

In school, teachers are already bombarded with much work including the actual classroom teaching and other reports that are needed to submit. They are also tasked to find ways or solutions on the problems that they experience in their classes before escalating them to the office. As leaders, school heads still need to ensure that teachers can still share their ideas and thoughts to address other matters of the school.

This theme was conceptualized using the following ideas from the participants:

It breaks the barrier between the leader and the teachers
(QL1).

It does not prioritize the boss of the school (QL2).

I see it as a good way to have shared governance and leadership instead of just making us tired to give all of the commands (QL3).

It centers on shared governance (QL4).

It helps me to apply the real essence of shared governance
(QL7)

Command and control approach is considered as traditional approach in leadership. Gone are the days when educators and researchers are suggesting the command and control approach to be used in leading organization. In addition, the current time always calls for innovative way of leading people. Quantum leadership is one of these new types of leadership styles.

Anderson and Sun (2017) have discovered that there are substantial parallels between the leadership styles that have been increasingly popular in recent times. It would appear that this kind of leadership is in agreement with the concept of offering followers the greatest possible degree of autonomy, so enabling them to act in accordance with their own interests and capabilities. This is especially true when leadership is influenced by concepts such as transformation, laissez-faire, and service, but also ethics, authenticity, or spirituality. For example, the approach to leadership that is considered to be authentic places an emphasis on transparency and relational openness, which helps followers to discover their actual potential while simultaneously developing trust in the relationship between leaders and followers (Fritzsche, 2025).

Theme 3: Solving Problems in Non-Linear Path

Facing problems and challenges in leading organizations is expected. There are even challenges that were experienced for so many times so school heads already know how to address them. In any form of leadership, solving problems is a crucial matter.

One view of the participants on quantum leadership is that it does not center on non-linear problem solving. It embraces that there are multiple paths or options to solve a problem. The problems are seen as multi-dimensional and complex. With this, it is expected that quantum leadership allows various solutions.

This is captured on the following key points of the participants:

We do not believe in one-size-fits all solution in problem solving (QL1).

Decisions are not always experience-based because people are unique and they have their own reasons in doing things (QL2)

I see problem as multi-dimensional (QL3).

Problem-solving must be non-linear and there are various reasons for their existence that we need to dig (QL4).

I solve problem with things that are not expected by others (QL5).

The leadership skills of school heads are crucial to the growth and success of any educational institution, which is why they play a crucial role in the establishment of new schools and educational facilities. This covers all duties, including managing all finance and financial resources and learning how to optimize them strategically. School heads ought to be in charge of overseeing all educational resources in their institutions, including faculty, staff, buildings, curricula, and any chances for collaboration with institutions that provide comparable infrastructure. Effective leadership style will accomplish the desired school vision and mission and generate competent graduates; hence, the school head's leadership can be a demonstration of effective managerial

talent (Kempa et al., 2017). The school heads must be able to influence coworkers and other personalities in addition to having strong communication, problem-solving, and conflict-management abilities (Castillo, 2025).

2. How Participants Integrate Quantum Leadership in School Setting

Another goal of the study is to have a clear understanding of how the school heads integrate quantum leadership in school setting. Getting the idea from the responses of the select school heads, the researcher was able to apply thematic analysis on the data. This process helped the researcher to yield the following themes for this objective:

Theme 1: Adopting Shared-Decision Making

One of the roles of the school heads is to ensure that decisions are made for the benefit of the schools, teachers, communities and learners. They are bestowed with this opportunity hoping that every decision is anchored on laws, rules and regulations that are governing the school setting. The final decision for school mostly come from the school heads as part of their accountability.

Through quantum leadership integration in school, the participants are able to come up with decisions with the help of people around them. Knowing their ideas, experiences and thoughts help the school heads to give a more diverse decision that will benefit the organization.

This theme was underscored on the following ideas provided by the participants:

I ask teachers' ideas especially if the decision needed to be made is not urgent (QL1).

I meet the teachers and get their ideas so we can come up with programs and activities that will be introduced in the school (QL2)

I know many things but I do not know all and teachers know their pupils better than I am (QL3).

I am always about making everyone work and share their ideas so they will feel that they are not neglected (QL4).

Even decision-making is done with the help of teachers (QL5).

It is impossible to provide both responsive educational services and shared governance without seeking deeper decentralization (Hallinger & Chen, 2015). A centralized approach to decision-making that is top-down will always be insufficient in addressing the different requirements of the student population in the Philippines, which is expanding. It is of utmost importance to acknowledge that centralized control impedes the government's capacity to supply individualized and targeted services, both of which are necessary for the enhancement of educational results.

School governance is a domain of activity that is occupied by a large number of individuals. These individuals can include teachers, headteachers, politicians, teachers' unions, local authorities, government departments/agencies, voluntary groups, public enterprises, community members, parents/guardians, and school governors, among others. Some people believe that school governance is "overloaded," "over-complicated," and "overlooked" (Hallinger, 2018). It requires onerous tasks in a school atmosphere that is needlessly complex and hard. This is further aggravated by the fact that the work of school governing bodies is not receiving as much attention as it should be in an educational environment that is increasingly diverse, which means that the nature of their work is changing due to the variety of school settings.

Theme 2: Nurturing Teachers' Potential and Talent

School heads handle a number of teachers both teaching and non-teaching staff. As known, it is impossible to do all things in school by one person. As teachers go to school, school heads have the chance to see their potential and talent as they perform their duties. These talents are gems for school when school heads know how to handle them well. It is expected that school principals will develop their teachers in a way that promotes both competency and excellent performance. They have an intrinsic tendency to feel a strong feeling of responsibility to develop others. It would appear that the ability to develop human resources and the devotion of school heads have

contributed to the distribution and multiplication of leadership among the various elements of the organization's operations.

Quantum leadership does not feel envy from brilliant people and teachers. Instead, it allows school heads to tap and give opportunities to these teachers as shown in the following responses:

I look forward on tapping people with talent and ask them to do things wherein they excel (QL1).

Don't get envy of great people. Instead give them the chance to shine (QL2)

Teach them, assist them and give them the chance to shine (QL3).

I am done with making myself become the center. It is more on making my teachers get the center stage (QL4).

I find people with potential and nurture them (QL6).

Schools and institutions are where human resources and personnel can be found. It is clear that schools have varied programs, which required a variety of distinct talents and capabilities in order to be successfully completed. It is the responsibility of school heads to guarantee that all of these are implemented effectively and meticulously down to the school level. Schools have various talents that can be used for the sake of the learners or accomplishments of goals of schools. The enormous undertakings that lie ahead are beyond the capabilities of the leaders to execute on their own, thus they will need to rely on the aid and contributions of the human resources department.

Svinth (2018) has demonstrated that being touched by the hands of a careful leader has an impact not just on the work that an employee does but also on the employee's personal life. Being chosen to be one of the front liners in a job is an opportunity that is not afforded to every individual. Although it may appear to be an added burden at first, it will create prospects for job advancement in the long run. In order to identify individuals that have a tremendous amount of potential, a leader must have a keen eye.

Theme 3: Carving Innovative Solutions to Problems

Providing a solution to a problem is not a choice. It is required. Schools must be able to provide solutions to their perennial problems as part of the school governance. However, it cannot be denied that there are problems that are not within the control of the school heads and teachers so they can focus only on problems that are within their hands.

School heads ensure the integration of quantum leadership in school setting through innovative solutions to problems. They always find ways to look for other options possible rather than staying on mainstream actions. School heads who always innovate embraces other opportunities that will have great and positive impact to teachers and pupils.

This theme is underscored on the following ideas of the participants:

Provide innovative solutions and do not forget to experiment on ideas (QL1).

Most of us apply traditional solutions but quantum leadership explores innovation (QL2)

Innovative solutions to problems. Do not be afraid to fail to try in giving solutions. (QL3).

It is better to provide new solutions and innovation to have a different result (QL4).

We are not afraid to innovate (QL7).

Organizations must adjust to the changes taking place in their surroundings if they are to survive. Organizations alter their structures, procedures, and techniques frequently as a result of this requirement. However, in order for these adjustments to be effective, care should be taken to ensure that personnel have the knowledge and abilities necessary to adjust to changes (Alagöz & Canlı, 2024).

Quantum leadership underscores that innovations must be part of leadership. There must be something new to be done if schools are expecting new results or improved results. It is only through exploration of new things that organizations can produce new things. Innovation must become part of life instead of a one-time implementation.

3. How Quantum Leadership Shape the Leadership Capabilities of School Heads

Another target of this study is to dwell on how quantum leadership shape the leadership capabilities of the target participants. The themes in this goal were formulated considering the key points provided during the interview.

Theme 1: Fostering Interconnectedness of People

School heads who adopt quantum leadership put premium on ensuring that they are not the only ones who lead the school. They acknowledge that there are things that cannot be done alone and they need the help or aid of the other people including the teaching and non-teaching staff. Through this, school heads who applied quantum leadership are able to have connection with their people not only by asking them what to do but also by letting them to handle things on their own.

Through quantum leadership, interconnectedness of people is captured on the following statements:

I was able to build a strong connection with people and teachers (QL1).

It gave me the chance to know my people well including their strengths and weaknesses and the kind of people they are (QL2)

It helped me discover my people and have a good relationship with them. Leadership is also measured by the kind of relationship that the school head has with his people (QL3).

I was able to know my people well (QL4).

We have a good relationship now (QL5).

Employees' connection with each other and their leaders has moved beyond traditional measurements to include holistic viewpoints that take into account the interdependence of professional, personal, and social domains (Kahn 2020). Recent research has emphasized the value of employee well-being efforts, including as mindfulness programs and work-life balance policies, in increasing engagement and decreasing burnout (Rahim, 2019). Research has looked into the importance of organizational support, job design, and meaningful work experiences in supporting long-term employee engagement and performance.

Leadership needs to have balance regarding leader-member high-demanding interactions (Coe & Vaynman, 2020). Leadership theories have allowed researchers to apply multilevel and social network approaches to explore leadership subthemes, particularly the dynamics of leader–follower relationships (Premru et al., 2022). Quantum leadership is unique compared to other forms of leadership for it gives chance to leaders to know their people well.

Theme 2: Building New Dependable Leaders from the Ground

Leadership becomes successful when new leaders are born or created under the umbrella of a leader. This denotes that members are growing, improving and transforming themselves to a better version. Quantum leadership shapes the school heads' ability to create new leaders. Through quantum leadership, school heads are able to train and mold the teachers to become the next leaders. This implies that school heads understand that their role in the school is temporary and it will be the teachers who will stay in the school. Knowing this, school heads learned how to create new leaders from the ground.

This theme is underscored on the following statements:

I will not stay for so long in school so I created new leaders from the school that will help them when the time will come that I will leave the school (QL1).

It helps me create leaders that will be there whenever I am gone or I am somewhere attending other matters (QL2)

Training new leaders from my teachers (QL3).

*Quantum leadership helps me to draw the leadership ability
of my teachers (QL4).*

I give them the chance to lead (QL7).

The explicit development of human resource in school cannot be undermined. Schools need to create new set of leaders as the time passes by because school heads will retire in the near future. The number of schools is also growing which means that more school heads and leaders will be required.

In cognizance with this, Widyatmoko et al. (2020) encapsulated that school leaders must start creating new leaders for the future. It will be beneficial for the school to have new leaders from the ground because they already know the situation of the school. When they are chosen and created to lead, these new leaders that are produced by school heads will require only minimal assistance because of their familiarity with the environment and situation of the school.

Theme 3: Instilling Excellence in Serving the People

Every learning institution desires to attain the highest quality of service that they can provide to their clientele. In the situation of the school heads who use quantum leadership, they see that they are able to instill excellence in the performance of the duties and responsibilities of their people. This denotes that mediocrity has no place in the school.

To realize this, the desire to achieve excellence in providing service to people must be present. This desire will be used at its full potential to attain excellence in service. This force spreads to all members of the team or organization until it becomes a part of their daily lives. Excellence entails having a high standard of service that exceeds what clients anticipate from the personnel who serve them.

This theme is underscored on the following ideas of the participants:

Achieving excellence in all work that we are doing (QL1).

Compliance to tasks is what we do at first and we improve it to giving our best in work and serving the pupils as well as the stakeholders (QL2)

Everything we do now is a product of our dedication and best service to learners (QL3).

We are not contented with mere compliance but we find ways to provide better teaching quality to pupils (QL4).

It is not only I, but everyone aims to achieve excellence in work (QL6).

It is difficult to achieve excellence when all team members do not work together. It is the school leader's obligation to guarantee that each member seeks to provide the best service possible using their expertise and capabilities as public servants. Every government employee, including those at the Department of Education, is dedicated to serving the public. However, the pupils in the schools remain the top concern. It is part of what they promise to the people.

Even Ramovš and Milfelner (2023) reiterated that everyone must desire to provide excellent services in school. With this, school heads will play a pivotal role in convincing and motivating the teachers to go beyond what is expected of them, while ensuring that they have a work-life balance.

4. Challenges of the Participants in Application of Quantum Leadership in Schools

The researcher also dwelt on the challenges of the participants in applying quantum leadership in schools. The data taken from the semi-structured interview on this part were analyzed. The analysis was able to produce the following themes:

Theme 1: Erroneous Perception of People

Everyone has their own perception. Even school heads are entitled their own perception but it must have a good basis. As leaders, school heads are expected to be good in understanding

people so they will be able to find the right person for the right job. However, there are times that school heads may have erroneous perception of their people.

This theme is conceptualized considering the following ideas of the select school heads based on their interviews:

Sometimes, I thought they could not do it, but I was wrong (QL1).

It is important that you know your people well, so you will not make mistakes in assigning people (QL2)

At the beginning of my stay in school, I do not know them well yet (QL3).

I do not know them well at the start so it was hard for me to assign teachers on specific works (QL4).

My assessment of their abilities is not right so it there are times that assignment of people suffers (QL5).

It has been demonstrated over and again that when students feel empowered and appreciated, their engagement and productivity in school increase. Leaders should always prioritize knowing more about their teams. The more they understand people as individuals, the better they will function as leaders.

It goes beyond surface-level encounters to grasp their values, beliefs, and objectives. It entails recognizing their attitudes toward learning, progress, and obstacles. Furthermore, knowing someone entails recognizing their personality traits, such as whether they are introverted or extroverted, profound thinkers or doers, creative or analytical, and thrive in individual or group settings (Muna, 2022).

Theme 2: Desire to become Ordinary

Giving one's best in work entails that they will go beyond the minimum expectations from them. The call to go beyond ordinary is really challenging not only for school heads but also for teachers. Due to the volume of work that is given to teachers, there are times that they want to become ordinary teachers who will only focus on submitting lesson plans, teaching lessons and recording grades. However, there are works that are not seen in classroom including but not limited to knowing the learners well, participating in training and professional development as well as giving solutions to problems in classrooms.

One great challenge that quantum leaders see is that there are teachers who decide to become ordinary classroom teachers. This is underscored on the following key points of the participants:

They just want to focus on their classroom then go home after six hours of teaching (QL1).

They do not desire recognition and just want to be ordinary teachers (QL2)

They are not motivated to be extraordinary teachers who always shine (QL3).

What they want is simple classroom teaching then go home if possible after six hours (QL7).

To work beyond the minimum expectations is what every school leaders desire from their teachers and non-teaching personnel. When employees are dedicated and committed to their job, they mostly do things that are not expected from them but will provide better results to the achievement of the goals of the school.

It is indeed salient to confront mediocrity not only in teaching but also in doing other tasks. This will become tough because one needs to leave his or her comfort zone. Allowing mediocrity to exist in the workforce directly inhibits a company's growth. High-performing organizations live on creativity, productivity, and constant development. However, if staff are not held accountable

for meeting these requirements, the organization suffers. Mediocre personnel may lack the motivation and initiative to push limits, adopt new ideas, or seek process efficiencies. Over time, this leads to stagnation, when the organization fails to evolve, innovate, and remain competitive in an ever-changing environment. (Farid & Shoukat, 2022).

Theme 3: Fear to Try New Things

As one stays in the profession for many years, they develop a system in their body that they believe is effective in performing their duties. This is also applicable in school setting. There are works that the employees already mastered and they have their ways of doing their jobs.

However, this limits the chances or opportunities to try new things or do innovations for the sake of the learner or the entire schools. It is challenging on the part of the school heads to motivate teachers to try new things because it will go against their usual routine of work.

This theme is underscored on the following ideas of the participants:

It takes time to convince them to really embrace changes (QL1).

Trying new things is difficult for them because it will destroy their routine (QL2)

There is hesitance to try new things (QL3).

They think that introducing new things means new work to be done (QL4).

It is not easy at first to convince them to be innovative (QL6).

Teaching is all about students. Sometimes teachers and school heads all need a reminder of this simple fact. It can be easy to do the same thing year after year in classrooms and schools because it becomes easy to do things that are considered routine. Trying new things will lead to discoveries of past failures that teachers and school heads do not accept at first.

In today's educational setting, schools should innovate because of the number of problems that are now being faced by the education sector. Teachers need to adapt to changing educational environments and integrating interactive learning strategies becomes increasingly important. Aruna and Swarna (2022) underscored that problems may be solved by trying new things. When old ways are not effective anymore, it is advisable to try new things and failed than to just do the same things again and again and get the same failure result.

5. Proposed Localized Leadership Framework

Using the combined themes, the researcher came up with a proposed localized leadership framework which reflected the findings of this research and presented through a figure together with its description and discussion.

The combination of the themes and figures was able to come up with atom-like spinner which can be explained by Physics of Quantum Leadership.

The first part of the framework is the circle in the middle which represents the center of the investigation-the school heads. It is placed in the center because it serves as the nucleus of the framework which contains the combination of positive actions and neutral actions of school heads in setting, which are very important in school leadership. These are in the middle like the protons and neutrons of a nucleus which are positively charged particles and neutral particles. It is colored gray because this color symbolizes neutrality, balance and professionalism, which should be possessed by a school head.

The second part of the framework is the views of the school heads on quantum leadership. This is represented by the yellow circle. Yellow represents being optimistic which is suited on the views of the school heads on quantum leadership including the Espousing Interconnectedness of Everything, Breaking the Command and Control Norm and Solving Problems in Non-Linear Path. These views are considered positive which matched the optimistic representation of color yellow.

Furthermore, the next part of the framework is the blue circle that is given to how the participants integrate quantum leadership. These are Adopting Shared-Decision Making,

Nurturing Teachers' Potential and Talent and Carving Innovative Solutions to Problems. The blue color tells that school heads are trustworthy which is needed before one can integrate quantum leadership. Gaining the trust of the teachers and other personnel paves way for application of quantum leadership.

Moreover, another circle, which is the green one, represents how quantum leadership shape the leadership capabilities of the school heads. This means growth on the part of the school heads and green represents growth. These include Fostering Interconnectedness of People, Building New Dependable Leaders from the Ground and Instilling Excellence in Serving the People.

These three colored circles outside the gray circle are the ones that represent the electrons. These are surrounding the nucleus and these electrons are responsible for the operation of schools using quantum leadership.

Lastly, the arrow circulating the atom-like spinner indicates rotation or movement of the entire framework. Through this rotation, the framework produces centrifugal force that contradicts the forces of the challenges being faced by the school heads in applying quantum leadership. This centrifugal force produced by the three electrons minimizes the chance of the challenges to penetrate the entire framework.

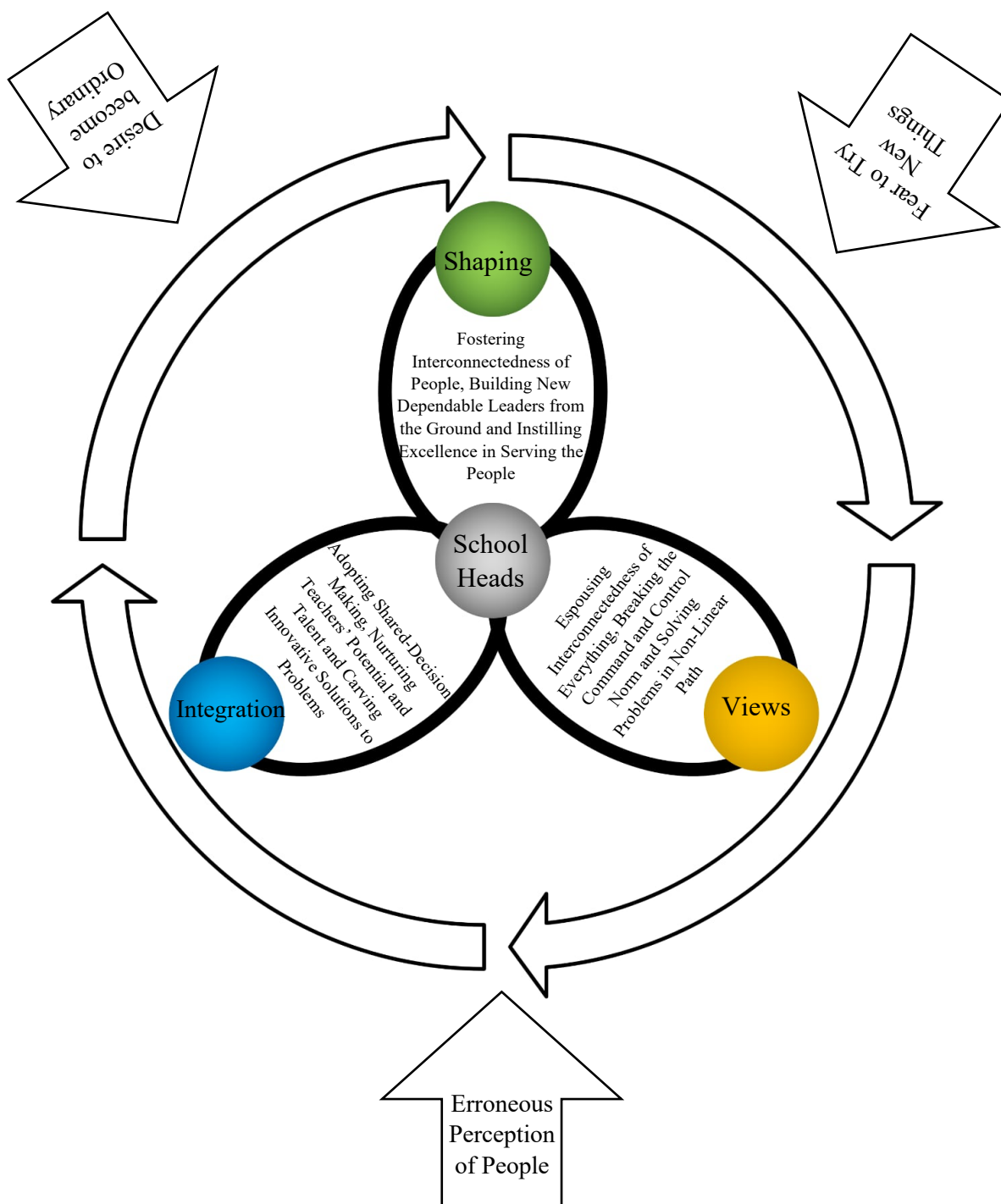


FIGURE 3
MANANSALA'S PROPOSED LOCALIZED LEADERSHIP FRAMEWORK (2025)

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter dealt with the summary of the findings; the conclusions and recommendations formulated from the obtained results of the study conducted.

Summary of Findings

The following are the summary of the findings of the study:

1. The participants' views on quantum leadership in the context of school leadership include Espousing Interconnectedness of Everything, Breaking the Command and Control Norm and Solving Problems in Non-Linear Path.
2. School heads integrate quantum leadership in school setting by Adopting Shared-Decision Making, Nurturing Teachers' Potential and Talent and Carving Innovative Solutions to Problems.
3. Quantum leadership shaped the leadership capabilities of the target participants through Fostering Interconnectedness of People, Building New Dependable Leaders from the Ground and Instilling Excellence in Serving the People.
4. The challenges of the participants in applying quantum leadership in schools are Erroneous Perception of People, Desire to become Ordinary and Fear to Try New Things.
5. Using the themes that are created from the findings, the researcher came up with proposed localized leadership framework.

Conclusions

Based on the summary of findings, the following are inferred:

1. School heads see the potential of quantum leadership in school by having a strong positive relationship with everyone. In addition, they see its potential in trying new things in solving problems and going beyond the norms of leadership.
2. Quantum leadership gives opportunities to school heads to get the ideas from teachers and other personnel in decision making. Furthermore, they put premium on people development and applying breakthrough solutions through innovations.
3. Quantum leadership made school heads grow exponentially and they were able to create new leaders in school in different activities and these people strive to achieve excellence in their work as shown in their positive relationship.
4. School heads dealt with their perceptions of people and addressed the need for motivation of teachers and other personnel to go beyond expectations and solve problems through new ways.
5. The proposed localized leadership framework aims to be of great help to school heads who desire to be apply quantum leadership in school.

Recommendations

Based on the conclusions, the following are recommended:

1. School heads may conduct reading of research and articles related to application of quantum leadership in an organization for them to have a better understanding of its existence, purpose and utilization in the field.

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2. Schools Division personnel in charge of human resource and development may include in the training of school heads the various types of leadership applicable in school setting including the quantum leadership.
 3. Practices of school heads who apply quantum leadership may be shared in colloquium to give inspirations to other school heads on how they can improve managing and leading their schools.
 4. School heads may include in school development plan a series of activities that will boost the motivation of teachers and other personnel to go beyond ordinary and not being afraid to try new things in work.
 5. The proposed localized leadership framework may be presented in the Division Office and may be considered in conducting training program for newly school appointed school heads and those who are struggling with leading people.
 6. Future researchers may conduct study on how teachers perceive their school heads applying quantum leadership using a triangulation-research design to enrich the findings of the study.

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