

# COVID-19 and emergency e-learning: Role of Green school principals as leaders and agents of social responsibility in the new normal

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## Abstract

**Introduction:** A strong team of researchers has emerged from different medical fields since the start of the year 2020 e.g. bioinformatics, immunology, virology, etc., but very little scholarly work has emerged from other disciplines like business and education sectors. The new normal has created a necessity for substantial modifications in the way the education system works and provides teaching and learning opportunities and support to teachers, students, and the community. This study seeks to find out how education sectors especially schools responded during the current situations of Covid-19. The research paper addresses the impact of COVID-19 globally and the changing role of leaders in the education industry as this pandemic spread throughout the world.

**Methods:** Exploratory research has been done considering the novelty and uniqueness of this research to gather deep insights into the leadership styles implemented by school principals during the execution of E-Learning strategies in green schools during the pandemic. The study mainly focused on the policies and the procedures adopted by school leaders for the successful implementation of E-learning in Green schools during COVID-19.

**Results:** The school principals as leaders of Green schools are acting as motivational leaders motivating and driving their team members to achieve their objectives of quality education through online education. They are creating a student-teacher tech-savvy and friendly

atmosphere. They are making the teachers technologically equipped by organizing their regular training

**Discussions:** The Principals as school leaders are playing a motivational role in trying to inspire and guide employees to be trained in online teaching. Regular training sessions are being organized. The Principals are ensuring that the school shifts to an online mode of teaching successfully and delivers quality education during this time.

**Keywords:** COVID19, Green schools' strategies and Leadership styles, Social Responsibility of School Principals, Decision-making and eLearning.

## **1.Introduction**

COVID-2019 pandemic is a global health emergency of unparalleled proportions. Everyone in the education fraternity (teachers, principals and administrators) and the various policymakers including all the health workers have shifted their priorities and concerns. Many challenges and hurdles to provide essential educational services have emerged since education leaders responded to the current crisis. Additionally, questions have been raised about how the educational system can provide help and support to the learners, whether and how the expectations which were made at the time of policy formation will be met or come up to an expectation as desired. There is a need to formulate strategies on how the leaders from the education sector including principals, academic coordinators, superintendents and teachers can join hands with the government and work on similar principles and help the students in meeting their needs. With this approach, government bodies are supporting the educational institutions and school management at the regional and national levels by sharing knowledge resources and providing substantial support while practitioners are searching for ideas and answers as to how to move ahead and face the disruption. In this study, we have tried to address the impact of COVID-19 globally and the changing role of leaders in the education industry as this pandemic spread throughout the world. This study intends to address numerous pertinent questions and issues related to a pandemic and to support novel research and viewpoints on how COVID-19 affected the leaders and their leadership styles across the globe. This study would be a resource for the education fraternity to think and respond in a critical situation especially creating awareness about the epidemic and in-depth analysis of its repercussions for the educational sector and leadership in Green schools.

### **COVID-19 crises**

According to (Sohrabi, et al., 2020) an outbreak of pneumonia of unknown etiology was first seen in Wuhan city, Hubei province in China in December 2019. The World Health Organization (WHO) identified this new coronavirus as the causative agent of respiratory problems and named it COVID-19. A beta coronavirus named SARS-CoV-2 was responsible for causing COVID-19 that shows as pneumonia in humans affecting the lower respiratory tract, a member of Severe Acute Respiratory Condition (SARS) and Middle East Respiratory Syndrome (MERS). The cases and numbers of COVID-19 increased rapidly in multiple countries, despite arduous global containment and quarantine efforts. As per the emergency committee, International Health Regulations (IHR, 2005) the outburst of novel Coronavirus (2019-nCoV) was confirmed by the WHO a Public Health Emergency of International Concern (PHEIC) as it had spread to 18 countries with four countries reporting human-to-human transmission (Casella, Michael, Arturo, Scott, & Napoli, 2020).

According to (Holshue et al., 2020; Sohrabi et al., 2020; Van Doremalen et al., 2020) Director-General of WHO, Dr. Tedros Adhanom Ghebreyesus on 11 February 2020 announced the spread of pandemic by this new virus named "COVID-19," which is the short form of "coronavirus disease 2019." The new virus appears to be highly infectious due to its widespread across the world in a short span. On 11 March 2020, WHO declared COVID-19 as a pandemic resulting in lockdown in numerous countries across the world.

### **COVID-19 - Influence on the world and in India**

The first case reported as COVID -19 in India appeared on 30 January 2020 and reportedly originated from China (PIB, 2020). It was spreading rapidly in all the states across the country. On 22 March 2020, a 14 hours' voluntary public curfew was ordered. The Government of India planned a complete lockdown across the country for 21 days on 24 March 2020 as a precautionary step against this deadly virus, restricting the movement of 1.3 billion people living in India. This lockdown followed a series of rules and regulations in the country especially in the COVID-19 affected places like social distancing and self-quarantine measures. India went into lockdown when the number of corona positive cases rapidly increased to 500. The duration of nationwide lockdown was extended until 3 May, and the Government promised to give some relaxation after April 20, only for those areas or places where it was under control. As of April 27, 2020, the number of cases increased to 27,977 with 6,523 patients being recovered but unfortunately, 884 had died (Covid-19 in 2020). All the cases that were confirmed positive were to be sent for hospital isolation, home quarantine and people who came in contact with positive cases were being traced. Still in India, the infection rate was less in comparison to other countries of the world.

### **Influence of Covid-19 on school education in India**

According to (www.indiatoday.in, 2020) the Covid-19 crisis has shaken the world economy with a ubiquitous impact on almost every sector. Several countries announced a sudden lockdown in an attempt to stop the transmission of coronavirus. A report by UNESCO mentioned that Covid-19 badly impacted approx. 290 million students in 22 countries due to abrupt lockdown and closure of educational institutions. The extended school closures might lead to the weakening of the basics of students along with the loss of human resources and financial opportunities. The impact of this pandemic was profound in the countries where learning outcomes are low and dropout rates are high, as per World Bank. Most of the educational intuitions were left with no choice but to switch from traditional mode of face-to-face teaching/learning to remote or online learning to overcome and sustain this crisis learning seems to be the only feasible solution currently to bridge the gap created in absence of face- to-face teaching due to Covid-19.

### **Advent of green schools worldwide and in India - Concept and Importance**

Green School Alliance (GSA) was formed in October 2007 to overcome all the challenges to reduce carbon emissions by 30% by 2050. GSA is an attempt by the schools (primary and secondary) across the globe to tackle all the challenges related to environmental conservation and climate change by creating networking groups of schools committed to reducing the emission of greenhouse gases and encouraging the implementation of sustainable practices in

their schools. Schools that are members of GSA share and implement sustainable practices by creating green curriculum, peer forums, exchange of resources and connecting youths to nature, and developing connections between schools, community and environment. The sustainability coordinators include school principals, teachers, students, administrators, key decision-makers and educationists.

### **Green School Principals roles and responsibilities during Covid-19**

In the critical times of Covid-19, Green schools are focusing primarily on the health, safety and well-being of the school community along with serving the nation by being agents of Social responsibility. Schools Principals were involved in the multi-tasking, which included coordination and online meetings with state authorities for understanding protocols to be followed for Green schools during the pandemic. School Principals also held regular discussions about how to switch conventional teaching to online mode, sharing information with teachers, students and parents while creating awareness about how to stay safe by following instructions given by the government. Conducted meetings with subject teachers weekly to take an overview of challenges encountered and success achieved by teachers during online classes. Extended continuous support at school for training needs of teachers and encouraging them to stay motivated during such hard times. WhatsApp groups were created, to stay in touch with parents and students and for taking feedback regarding online sessions. Some of them volunteered as Corona warriors to serve society and the nation. The Indian express mentioned how the 55-year-old Principal of SDMC Primary school at Tihar village prepared herself for the biggest test of her career to serving the nation during the Covid-19 crisis. ([www.indianexpress.com](http://www.indianexpress.com), 2020). Her school's name was in the list of places to convert their facilities into shelters for laborers and how Ms. Rani's role shifted from a school principal to shelter home manager during the lockdown in Delhi. School principals are shouldering new responsibilities as they have to make many tough choices. The biggest question is how they can best support their staff and students while looking after the welfare of the school community? What could be the post-pandemic future for their schools? Covid-19 is the time for leadership and crises like this demonstrate the true leadership capabilities of an individual. School principals believe in being more flexible and adaptive to the new teaching-learning environment, as they have to ensure that students are learning while school learning is suspended. They are putting their best efforts to address unplanned situations and are prepared to accept the change.

### **Leadership styles in Green Schools**

As mentioned by (Ackley, 2009) among Leith wood's six leadership styles the Moral, Participative, Instructional, Managerial and Transformational approaches have the highest level of significance to these green schools. Considering these five leadership styles and how they relate to sustainability and education will surely help us in understanding how school leadership might be supported and encouraged.

#### **1. Moral leadership**

In moral or ethical leadership, people practice/prefer providing values or meaning to live and inspire others for a purposeful life. Enabling them to be trustworthy, practicing right conduct and motivating them to think about a different and better future.

## **2. Participative leadership**

In Participative leadership, people practice/prefer decision-making processes by involving all the participants. As an integral part of the team, if people are involved in the decision-making process it makes people feel valued leading to a sense of belongingness and commitment.

## **3. Instructional leadership**

In Instructional leadership, people practice/prefer instructional models focused on promoting effective learning, professional training and providing essential resources, developing relations with those who are responsible for mentoring and collaborating with them for the overall benefit of the organization.

## **4. Managerial leadership**

In Managerial leadership, people practice/prefer managing, technical, conceptual, decision-making, analytical, problem solving, interpersonal and communication skills. It enables an individual to manage the entire organization.

## **5. Transformational leadership**

In Transformational leadership, people practice/prefer changing the normative structure of an organization, to build the organization's capacity to innovate and support the development of changes in teaching and learning practices. Since all organizations function in different manners, that is why there is never a one-size-fits-all approach in leadership that fits in all situations. Some leadership traits might be successful in certain environments only, while a failure in other situations.

## **6. Servant leadership**

In Servant leadership, people practice/prefer prioritizing the needs of their team, encouraging collective decision-making and power-sharing models of authority. This approach is practiced by Green schools. Altruistic leadership by an organization can boost morale and improve diversity as claimed by Catalyst.

However, critics suggest that at times servant leaders lack authority and experience conflict of interest as they prioritize their employees ahead of organizational objectives.

## **7. Situational leadership**

Management experts Paul Hersey and Ken Blanchard in 1969 developed a theory known as Situational leadership. This theory says that the best leaders use a variety of leadership styles depending on their surroundings and situations.

Implementation of a particular leadership style for any given situation is dependent on factors such as seniority, the process of specific task performance and the intricacy of that task; these play a pivotal role in the selection of leadership style.

Since, every person has a natural leadership style, which makes it is challenging to switch between roles at times.

### **Leadership styles of green school principals during Covid-19**

In Green schools, principals are aware of teachers' responsibilities towards their family as well, so they created a network with frequent communication with parents, students and community for helping each other. Spreading awareness on how to deal with this crisis, and follow safety policies and procedures set by the government and how to take care of physical and mental well-being. Moreover, principals are constantly checking up with teachers on how they are doing and keeping them updated regularly. School leaders are trying to figure out what they have learned from this pandemic, and how they can put things in place to help them if they come across such a situation in the future. Many school principals feel that teachers are going to be more comfortable in bringing technology into the classroom in the future as it is a necessary component for effective teaching and learning, students are also comfortable using this technology therefore, one must know how to use technology.

### **2.Knowledge gap**

Multiple research studies have revealed that the online learning experience during COVID-19 has shown speedy transmission and retention of information in a short time. However, there is a dearth of literature mentioning the approach adopted by green schools in continuing education using online platforms. According to (Yin, 2009) the analysis of any research or study will be based on the context in which it exists because every region has its distinctive set of objectives, goals, challenges and resources to meet. The success of any online program is likely to be attributed to various reasons and not just to a single source, as indicated based on data collected. It is noteworthy to follow a replication design with rationality to facilitate successful implementation and effective leadership.

Therefore, the main objective of this research is:

1. To explore the role of school principals as leaders of social responsibility towards quality education through online platforms.
2. To analyze the leadership styles implemented by Green Schools Principals to ensure the smooth conduct of online classes by teachers.

### **3.Methods**

#### **Theoretical framework**

**Technology Acceptance Model (TAM):** Fred D. Davis in 1989, proposed a model known as TAM which is extensively used to investigate users' degree of acceptance of information technology (IT) and their willingness to use IT in the future as a way to identify potential IT users. Two important factors in the TAM are perceived ease of use and perceived usefulness for users. These two factors influence the attitude of users toward a system, and the resulting attitude further influences their behavioral intention to use the system.

**Grounded Theory:** Barney Glaser and Anselm Strauss, two sociologists, developed this theory in 1967 from real-life observations as mentioned in their book 'The Discovery of the Grounded Theory. Rather than empirical testing of the theory, GT is an approach to theory development grounded in the data, that is, data are collected and evaluated, and then a theory is developed which is rooted in the data (Glaser & Strauss, 1967). Grounded theory was defined as "The theory that was derived from data, systematically gathered and analyzed through the research process" (Strauss & Corbin, 1990)

#### **4. Research Methodology**

This study aims to comprehend the role of green school Principles in facilitating the online teaching and learning process during Covid-19. Exploratory research has been done considering the novelty and uniqueness of this research to gather deep insights into the leadership styles implemented by school principals during the execution of ELearning strategies in green schools during the pandemic. The study mainly focused on the policies and the procedures adopted by school leaders for the successful implementation of E-learning in Green schools during COVID-19. According to (Schramm, 1971, as cited in Yin, 2009) the case study method seeks to find, reasons behind specific decisions taken, their execution, and the outcomes in a particular situation. The objective was to analyze the interdependence between the significance of green school culture and the role played by School leaders for achieving success.

Researchers used Yin's case study method to answer specific questions like what factors were taken into consideration by school leaders while making a transition from face-to-face interaction to E-Learning. Additionally, how did these factors and values affect the execution of an online learning system in the significant contextual situations that are unique to green schools? The case study method used an explanatory approach to examine, prepare and plan various steps involved in the implementation of online learning in green schools. This research methodology fulfils the three criteria for selecting the case study method identified by (Yin, 2009). **(a) Asking "how" or "why" questions about (b) a contemporary set of events, i.e. e-learning programs and methods (c) over which the researchers have little or no control (Yin, 2009, p. 8).** Data were collected through semi-structured, in-depth interviews (telephonic) with Green school principals in Gujarat district, who included E learning into their green school curriculum during Covid-19. This study examined the implementation of online learning within the context of green schools and proposed the outcomes that will guide other school principals/administrators who might face similar challenges in the future.

To examine the historical, cultural and political processes of the community, a social constructivist approach was adopted. Since the data is grounded in the participants' actions and

viewpoints, therefore, grounded theory was applied. To understand the perspectives of school leaders, a dialog with the participants was needed to learn what was effective and significant in their specific situation and how it influenced their decision-making process. Every school of the district has its distinctive requirements and resources that are available with them must be administered, accomplish the desired results for its students. Therefore, a single method will not be applicable for every school. The school leaders have to focus on every issue that is common in almost all the schools, although the details differ between regions. This research clarifies different procedures and policies that emerged from the interviews establishing some familiar features among the participants.

The purposive sampling method was used to select respondents, who served as Green school principals/academic coordinators for at least 5-7 years and were able to communicate in the English/Hindi Language. Based on the suggestions of (Creswell, 1998) a sample size of 20-30 participants is appropriate, hence for discussion and in-depth interviews 25 participants were selected.

### **Data collection**

Interviews of Green school principals of Gujarat were conducted for the primary data collection in the case studies. Various topics were covered in the guided open-ended questions related to the planning, leadership style, teachers training, relations with administrative staff, teachers, parents and the educational community. The interviewees were asked for specific details, ideas and insights about their perspectives regarding the sudden shift in educational practices (classroom to e-learning).

These participants are on the front lines of education and provided information on work culture and environment of the school. Open-ended questions were asked so that the principals can express and expand their remarks and give examples whenever possible. The questions were shared beforehand to let them have an understanding of the purpose of the study and clarity about their responses. Interview with the participants lasted for 40 - 50 minutes and was recorded to prepare final transcripts. To ensure the confidentiality of the school and participants the interviews were transcribed and edited. For review and member checking purposes, each transcript was sent to the participant. Finally, the analyzed and coded transcripts were used as the key source of data for this research.

### **Results and Data Analysis**

Main themes that emerged from the in-depth interviews

#### **1. Major concerns and challenges during COVID-19**

*“I take COVID- 19 as an ‘environmental wake-up call. An infectious disease telling us that we need to evolve-own a completely new way of sharing our planet.”*



*“It’s a deadly viral disease. We have to learn to live with it. Therefore, we need to maintain hygiene and keep social distance, wear masks and avoid going outside from home until it’s urgent and unavoidable.”*

*“There is a lack of awareness among people in rural areas. People are casual and ignorant in following government recommended steps.”*

*“The major challenge was the quick transition from a conventional system to online mode and to plan with a futuristic vision, preparing the teachers mentally to accept the challenges and then executing all the plans by developing the training programs for teachers and then connecting the parents in a manner that they stay confident about their children’s uninterrupted learning- all had to happen so quickly.”*

*“A major concern is keeping students updated that Covid-19 is highly contagious in nature. It is a difficult task to prevent the spread of this disease amongst the students in the school environment but by creating awareness and spreading correct information we can overcome this.”*

Green schools are concerned about the deadly viral disease and its spread. The Principals as leaders expressed that they need to maintain hygiene and keep social distance. However, they also expressed the concern that people in their rural area were casual and ignorant about the steps to be taken to control the spread of this pandemic. The major challenge faced by them was the quick transition to teaching online, preparing teachers mentally to face this challenge, execute training programs for teachers to successfully execute online teaching to students and connecting and reassuring parents about their ward’s uninterrupted quality learning through online mode.

## **2. A shift in job responsibilities in the new normal**

*“This Pandemic has changed our thought process. Post pandemic our lifestyle has changed as per the demands of the community. Our job responsibilities have been more challenging towards our school. We have started conducting online sessions for children, which are more thought-provoking for everyone. ”*

*“The major concern for the students is whether they are learning the concepts effectively in online classrooms.”*

*“There is a shift to E-learning that poses a challenge for both teachers and students over technology.”*

*“The responsibility was to keep the learning continued by restructuring the conventional classroom in such a way that the whole efforts do not go futile, but effective learning occurs.”*

The shift of Green Schools to E-learning mode brought a major shift in the responsibilities of the Principal and the teachers to ensure whether quality education was imparted and the concepts were effectively communicated through virtual classrooms. The responsibility is to restructure the conventional classrooms so that thought-provoking and effective learning occurs among students.

### **3. Maintaining Work-life balance**

*“Working hours of the employee have increased manifold compared to normal working days.*

*“It is not easy to balance everything under-stimulated timelines. Regular meditation keeps me calm. It benefits me to think positively in this pandemic time.”*

*“I have been patient with my co-employees and students even before the pandemic. In addition, I am still maintaining the same. I have become all the more patient in dealing with them.”*

*“Managing everything and keeping calm and composed becomes difficult sometimes. I spend time reading and learning new skills and techniques. This helped me in getting used to the new work routine.”*

The work from home concept and the drastic shift to the online mode of teaching has created a work-life imbalance among Principals and teachers of Green schools. They are acquiring new skills, technology, and maintaining calm and composedness.

### **4. Technology adoption and Virtual classrooms in Green school**

*“We are trying to give education with the use of technology like smart TV projectors. We are also promoting a student-teacher, tech-savvy and friendly atmosphere in the school.”*

*“We are adapting to new technological tools and pedagogy and changing our role as an educator. Professional training and development sessions of teachers were conducted. They are delivering lectures, notes, videos on WhatsApp and Microsoft Teams.”*

*“The online classes began considering the uncertainty involved during the lockdown period. We are using Microsoft Teams, YouTube, Microsoft team, google meet, etc.”*

*“The role of the computer teachers became critical after the virtual classes as they are the ones who first learned the usage of the technology and then taught the other teachers. The rest of the hierarchy remains the same in terms of their functioning.”*

*“We have been following course content as designed by the school committee. We have been delivering the same content with proper pedagogy in our online sessions.”*

### **5. Role of school principals as leaders and agents of social responsibility**

#### **Leadership styles of Principals**

*“I am not a boss. I am a good supporter who leads by example. I see my organization as a team where each individual contributes to winning. I believe in passing on the knowledge to others and contributing as a team member.”*

*“I believe in the skill of motivating people to act towards achieving a common goal. And I always take collective decisions after taking other employees’ views on it.*

*“I prioritize the needs of my employees and believe in collective decision making. I believe in boosting the morale of my employees.”*

The Principals of Green schools believe in leading by setting an example. As motivational leaders, they drive their team members to achieve goals and facing challenges during this challenging era. They listen to the views of their employees and believe in collective decision-making. They prioritize the needs of their employees.

## **6. Initiatives by Principals to ensure smooth delivery by teachers during online sessions**

*“Regular training is given to teachers to get used to the online teaching tools and pedagogy. The internet connectivity is strong in our school but the internet connectivity varies from student to student depending upon the area they reside.”*

*“We often visit the virtual classrooms where teachers take online classes. We have been taking proper feedback from teacher and student regularly.”*

*“Regular feedback from parents and students are taken and then discussed with teachers. Problems faced by students are resolved and an immediate course of action is taken through mutual discussions with teachers.”*

*“Students can get education sitting at home and stay in touch with subjects. Only interested and resourceful students can have education through this method. Poor students of tribal regions will not be benefited.”*

The school principals as leaders of Green schools are acting as motivational leaders motivating and driving their team members to achieve their objectives of quality education through online education. They are creating a student-teacher tech-savvy and friendly atmosphere. They are making the teachers technologically equipped by organizing their regular training. They are also ensuring smooth delivery of the online classes through teachers and resolving any issue faced through the collective decision making and supporting their team members. They are taking regular feedback from parents and students and finding ways of resolving their issues. They believe that poor internet connectivity in rural areas prohibits students from getting access to quality education through online sessions.

## **6. Discussions**

The pandemic compelled the education system to modify its way of teaching. It posed challenges to teachers to change their mode of teaching. At this time the role of school, principals as agents of change becomes equally important. Different leadership styles are adopted by different leaders while acting as agents of transformation. Research in the past has proved that transformational leadership in school management often coincides with effective school leadership. A lot of work research has been done to explore the role of school leadership in effective school management portraying that transformational leadership plays a motivational role in making school teachers

adapt to eLearning but not much research has been done for green schools especially in India and there lies the uniqueness of our research paper. (Leithwood & Jantzi, 2005)

Our research focuses on the role of green school leaders in India in adopting eLearning and the leadership styles adopted by them to implement the change. Looking into the fact the contribution of green schools to sustainability it becomes very important to understand what leadership styles principals adopt in green schools of India to motivate teachers to successfully transit to eLearning. So different leadership styles have been considered as a theoretical framework and exploited through in-depth interviews of school principals of green schools in India. The results show that school principals' play a motivational role inspiring teachers to transit to e-learning. They are depicting the Servant leadership style working along with their team towards a collective decision making.

## **7.Conclusions**

Green schools are aware of the pandemic and the risks associated with it. The Principals as school leaders are aware of the government norms of social distancing and other steps to be taken to prevent the spread of this pandemic. However, they expressed the concern that rural people there were either ignorant or casual about these steps. They are aware of the challenges of shifting to online teaching during this new normal. The Principals as school leaders are playing a motivational role in trying to inspire and guide employees to be trained in online teaching. Regular training sessions are being organized. The Principals are ensuring that the school shifts to an online mode of teaching successfully and delivers quality education during this time. They regularly visit virtual classrooms to ensure that the teaching is happening smoothly. They take regular feedback from parents and their wards and resolve issues through collective decision-making with their staff members. The Principals follow the Servant leadership style where they prioritize the needs of their team and encourage collective decision-making. The Principals still believe students in some rural and tribal areas because of poor internet connectivity may not have access to education.

## **8.Implications**

This research paper tries to analyze how school principals as leaders ensured a successful transition from classroom to online teaching during pandemic. What methods were implemented by them to overcome unpredictable issues and provides a direction for further research and analyze the ways to resolve these challenges. Additionally, it provides important feedback and suggestions to the government to address various challenges faced by green schools in virtual teaching especially those located in rural areas and develop new methods and strategies for a sustainable move from “new normal” to “new future”.

## **9.Limitations**

This study was conducted during the first phase of the COVID-19 pandemic with Green school principals of Gujarat. Due to the pandemic, it was difficult to reach out and connect with other school principals. In this study, in-depth interviews were the basis of data collection and the transcripts were developed as per the responses shared by interviewees, so minor subjectivity

may have slightly affected the data analysis. As a result, this study may have limited generalizability though it provides some relevant insights about the challenges faced by school leaders during the transition from classroom learning to eLearning, adopting strategies, policies and methods to keep education ongoing in a time of healthcare crisis of unparalleled proportions.

## **10.Future scope**

This is exploratory and qualitative research conducted to understand the challenges faced by Green schools in virtual teaching in the new normal and the role of school principals in addressing the challenges. The research can be further extended to understand the impact of online teaching pedagogy on the quality of education.

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