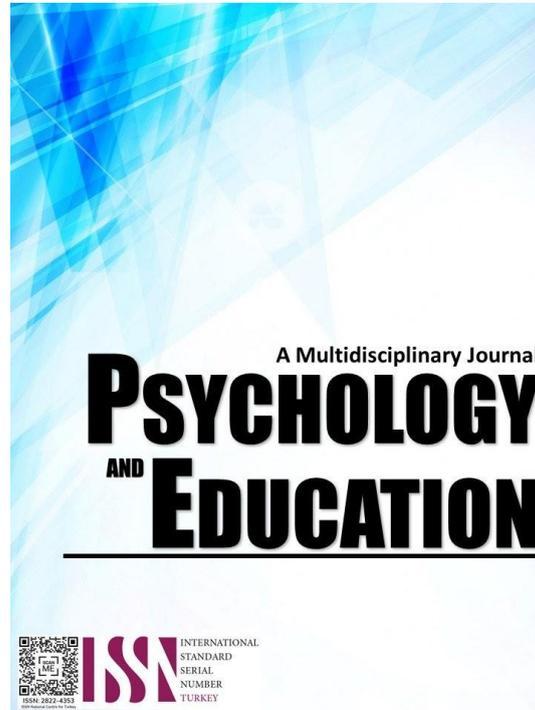


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The Lived Experiences of School Administrators and Teachers in the New Normal: Basis for Management Plan

Glenda R. Paquera*

For affiliations and correspondence, see the last page.

Abstract

School leaders from the Philippines and around the world are confronted by shockingly high degrees of difficulties. Threats are present that many, if not all, school organizations have faced in the past. Due to the fact that teachers were underprepared when the pandemic hit, education in the new normal requires numerous adaptations. The purpose of this study was to ascertain the actual experiences, weaknesses and opportunities of the school administrators and public-school teachers in the new normal education in Alcantara District, Cebu province for the school year 2022-2023 as basis for proposed management plan. Specifically, this research explored the challenges of the administrators as to Learning Continuity Plan (LCP), Challenges in Introduction of LCP through Webinars, and Student's Issues. It also investigated the coping mechanisms of school administrator in addressing the aforementioned challenges and the suggestions can be made to help the other administrators cope up the post effect of the pandemic. This paper utilized qualitative approach particularly Heideggerian phenomenology in the current study. This design is used to examine the lived experiences of school administrators on how flexible learning is being used as a modality in the new normal. There 9 participants who made the data saturated across 9 schools in Alcantara. The phenomenological model explains the participants' interpretations of their experiences. Based on the results of this study, the adaptable mindset of the elementary school administrators toward instructing and learning in the new normal was evident despite all the difficulties they face, it is clear. The Covid-19 epidemic brought with it advantages, disadvantages, In the new normal, teacher educators face both possibilities and risks. The instructors interpreted the flaws as opportunity for teaching lessons throughout the pandemic.

Keywords: *lived experiences, management plan, phenomenological model, school administrators, teachers*

Introduction

Education is a social process, it is not a means of preparing for life, but rather life itself. Everyone agrees that providing education is a noble vocation (Elkhaira et al., 2020). The heart of every successful institution is an effective administrator. The difficulties that educational systems encounter is numerous. An essential component of the educational system that can serve as a motivating and coordinating force are school leaders. A group of circumstances that are referred to as the "new normal" decision-making for any educational leader faces various challenges. It focused on the shift to online learning and education with a focus on outcomes.

Exploring the lived experiences of school administrators was expected to provide new understanding of school leadership experiences. Thus, provide valuable contributions to the leadership and educational fields. Leader effectiveness is critical to teacher and student success. According to Grissom et al. (2021), school principals are only as effective as their schools. They can bring the school to the pedestal when they function well. The typical perception of a school principal is that they implement policies, juggles multiple responsibilities and keeps a regular

schedule (Michelson et al., 2021). Responsibility for student performance and educational outcomes has been integrated into their obligations. Management and leadership must work together. It is described as the capacity to persuade a group of people to pursue objectives (DaMatthews et al., 2021). They are not interchangeable. However, they are inextricably connected and complementary. The importance of excellent management and leadership for the efficient administration of schools has been recognized more and more in the twenty-first century. An increased understanding of the significance of management proficiency for educational leaders has resulted from the tendency toward autonomy and self-management in many nations (Elkhaira et al., 2020).

The world is now facing a new existential threat because to COVID-19, and the nations disputedly must once more use its educational, moral, and scientific strength to combat it because it has brought about a period of social alienation rather than mental (Pietrocola et al., 2021). The 2019 outbreak of the coronavirus disease (COVID-19), brought on by severe acute SARS-CoV-2, also known as the respiratory syndrome coronavirus, was deemed a pandemic by the World Health Organization (WHO) (Viner et al., 2020). The worldwide education systems

have been impacted by the COVID-19 pandemic, and the attempts the conversion of schools into institutions that efficiently deliver strong in a time of fast global change, teaching and in-depth learning are essential (Nakajima & Goode, 2019) remarked that "this process of school transformation is a process, not an event," and Expert management is necessary, However the viewpoints of researchers differ and they concur on the critical need of educational leaders in approaches to school reform into place modifications and altering their school (Cunningham, 2018). Every school that is successful and one that is changing has a capable school principal (Cordeiro et al., 2018).

The immediate leaders in the educational establishment who support the achievement of the school's goals are teachers and administrators. According to Kiral (2020), school administration should encourage instructors to take advantage of opportunities to discuss their strong points with other staff members. Administrators' personalities are another element that could influence a teacher's ability. The impact of teachers and school administrators on students' mental health was highlighted in the most recent study (Elkhaira et al., 2020). Due to the increasing demands and duties placed on school leaders, it is necessary to train effective administrators who are highly skilled, competent, and multi-role competent leaders. Haynes and Gurley (2022) elaborated that effective school leaders are crucial for impacting learning, teaching, and school transformation in a positive way. DepEd Order No. 85, there must be a principal for every public and private elementary and secondary school per Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155's section 6.1, which was implemented in 2003 based on merit, ability, fitness, and equity. The need to empower the school administrators underscores the fact that they make decisions for the students to have quality and equitable education. They are also the contributors in molding and supervising the classroom teachers in providing meaningful learning experiences towards the students.

Banduras's Social Cognitive Theory (SCT) explains how personal experiences, other people's behaviors, and environmental circumstances affect a person's health behaviors. The majority of human behavior, according to this theory, is learned through modeling and observation. The ongoing reciprocal interaction of cognitive, behavioral, and environmental effects is the basis of the social learning hypothesis, which explains human behavior. It is now the job of the school principal to get the educational establishment ready for changing and implementing tactics to mold the

school's environment (Mahoney et al., 2021).

The developing expectations and obligations placed on school administrators have made it necessary to build competent school administrators. Effective school administrators have the biggest impact on schools that are at risk (Cordeiro et al., 2018). As a result, preparing and mentoring aspiring leaders is necessary before change can be any institution of higher learning (Nakajima & Goode, 2019). In the list of priorities for transforming the school, the development of school principal leadership is among most on a list of urgent concerns relating to public school education. Then, despite the challenges and setbacks, school administrators underwent a complete transformation in leadership (Cabello et al., 2022). As a result, the effectiveness of several management and leadership philosophies in dealing with the situation was examined. There are studies related to explore the living experiences of administrators but not focus more on how the struggles, the coping mechanisms of school heads and principals are being appreciated and being rejected or what not, and so, there is a need to have a management plan for them.

Further, this study probed the lived experiences of Administrators in the new normal in Alcantara District, Cebu for the School Year 2022-2023 as basis for management plan adoption.

Research Questions

This research probed the lived experiences and also individual realities of school administrators in public Elementary School in Alcantara District for the School Year 2022-2023 as basis for management plan for adoption. Specifically, this research answered the following:

1. What are the challenges of the administrators as to:
 - 1.1 Learning Continuity Plan (LCP); and
 - 1.2 Student's Issues?
2. What are the coping mechanisms of school administrator in addressing the aforementioned challenges?
3. What suggestions can be made to help the other administrators cope up the post effect of the pandemic?
4. What is the meaning of their experience and the management plan that can be deduced from the experiences of the participants?

Methodology

Research Design

This paper utilized qualitative approach particularly Heideggerian phenomenology in the current study, this design is used to examine the lived experiences of school administrators on how flexible learning is being used as a modality in the new normal. The application of phenomenology was made possible by the focus on the actual encounters that school administrators had with the new normal education. The obtained data were examined and studied by considering the issues that must be resolved and the ideal viewpoints that ought to have been used to produce various scenarios.

Participants

The participants of this study were coming from the nine (9) public school principals of Alcantara District namely; Alcantara Central Elementary School, Polo Elementary School, and Palanas Elementary School, Cabil-isan Elementary School, Candabong Elementary School, Lawaan Elementary School, Cabadiangan Elementary School, Salagmaya Elementary School, Manga Elementary School all from Alcantara District, Cebu Province. The researcher conducted the survey for the proposed management plan practices.

Research Instrument

A researcher-created semi-structured interview guide was used to gather data from the participants. The instrument was anchored with (IPA) Interpretative Phenomenological Analysis technique by Van Kaam and made popular by Moustakas. The test consists of questions for the demographic profiles of the participants. While the primary questions centered on the difficulties faced by school administrators in the new normal education, the introductory question focused on the participants' perceptions of themselves as school heads of Alcantara District in the new normal education. The last question asked the participants about the learnings they had from their experiences.

Data Gathering Procedure

The researcher created reference questions that were pertinent to the formulation of the issue and sought assistance from professionals for its confirmation. Before useful information for the study could be acquired, the researcher initially asked the District Supervisor to carry out the research. The availability of the participants was taken into consideration as the

interview procedure was carefully developed. After the approval was obtained, the face-to-face and online interviews were conducted. With the consent of the participants, the conversations were recorded. For clarification and improved accuracy, the participants were requested to go over the transcriptions of the recorded interviews.

Treatment of Data

An approach for analyzing qualitative data is thematic analysis. Often, it refers to a group of texts, such transcripts of interviews. In order to find recurring themes—topics, concepts, and patterns of meaning—the researcher meticulously studies the data. According to, Braun & Clarke, it is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set. The researcher used the method for conducting a trustworthy thematic analysis, which includes familiarizing oneself with the data, creating initial codes, looking for themes, reviewing themes, defining and naming themes, and producing reports. Results were checked with participants after interpretation and analysis.

Results and Discussion

The pandemic has changed the whole dynamics of education. Not only the students but also to the administrators and teachers have also started a new learning phase and have to face many hurdles and difficulties under the current normal education system. DepEd Order 12, s. 2020 also known as “Adoption of the Basic Education Learning Continuity Plan. This change from a face-to-face classroom to a virtual one completely altered new regular set up has impressively brought about a variety of teaching moments for the instructors. In order to develop a comprehensive understanding of the phenomenon from the perspectives of the principals themselves, this study was exploratory and focused on a poorly challenges and living experiences in new normal education of the Administrators of Alcantara District as to:

Learning Continuity Plan

The pandemic has altered the nature of schooling as a whole. It encourages the adoption of early learning policies and standards, extending the availability of chances beyond official center-based services to reach the excluded. Many theories about what constitutes being ready for school exist today, and occasionally methods based on outmoded models are used as a

result of unequal access to new information. To affect practice and policy surrounding school preparation, efforts must be made to collect the most recent knowledge and disseminate it widely in an equitable, timely, and efficient manner. Without a doubt, during COVID-19, there were concerns with school management.

The development of the Basic Education Learning Continuity Plan in response to the issues and difficulties caused by COVID-19, as detailed in DepEd Order No. 12 2020 series. The Basic Education-Learning Continuity Plan's other documents and announcements might be studied by school administrators and policymakers, and they could also look at other potential vertical and horizontal alignments to the provision of high-quality basic education. The school's Aim, according to the principal, is given that it has previously been prepared, satisfactory or good according to the quarantine two weeks weekly time frame procedure. As a result, if an Educator can have an infection and needs to go through quarantine period the LCP won't be impacted by the quarantine because it is two weeks of preparation. The necessity for social distance is a drawback of learning continuity plans, making limited face-to-face engagement almost impossible (Gamage et al., 2020), given that there is limited interaction between the students and their teacher and fellow students, it is unclear how much learning the pupils receive and whether they achieve their full potential.

“Several teachers in my school lack of digital proficiency needed to use the gadgets and the sites. Participant no.3

Nowadays teachers used these new resources. Others lacked the expertise and confidence to apply the improved technology in a meaningful way, while some perceived it as a slight on their ability to educate.

“Excessive time spent on administrative or clerical tasks”. Participant 2

“I have to attend way too many webinars, and meetings. “. Participant 6

“Working extra hours to meet all the requirements”. Participant 5

In order to achieve a seamless transfer to the new learning environment, school and district leaders may need to reorganize or form new teams. The system may be shocked by a sudden shift to remote learning; therefore, these executives will need to concentrate the organization's efforts in order to maintain stability and to ensure that some processes can continue (Janssen & Van der Voort, 2020). The goal of this phase is to

provide school and district leaders with an opportunity to reflect on the accomplishments and difficulties encountered during the closure of the school and to make changes to the learning continuity plan in an effort to improve the plan's overall effectiveness.

Challenges in Introduction of LCP through Webinars

According to Reimers (2022), there are a variety of factors that can be considered when analyzing the difficulties that teachers and administrator encounter when putting such continuing education into practice, including learning during unfamiliar times and seasons, using unfamiliar devices and gadgets, and experiencing technological problems for the first time. This kind of instruction, where the majority of teachers and students lack the patience to continue their commitment to continuing study, assesses the level of effort and dedication.

“The weak internet connection is the major issue. In order for me to get an internet connection, I must ascend to the roof or other high locations. And also I'm not very skilled when it comes to using technology. Participant no.6

It is evident that a poor internet connection is one of the biggest issues with instruction and ICT use during this pandemic. It can be difficult to connect to the internet in some areas of Municipality of Alcantara because of signal reception issues. Despite this situation, teachers find methods to interact with their students, especially those who require assistance, by calling and visiting them at home. However, because there are still issues with internet connectivity. Administrators come up with critical solutions to this problem in order to meet the needs of the teachers and pupils. Teachers find the use of ICT and instruction during the pandemic to be difficult. This is because, in the new normal, performing duties and obligations requires the use of new talents, practices, methods, and skills.

“Instructors lacking the technological expertise required to use technology-driven modalities”. Participant 7

“Lack of expertise in resolving technology issues, such as broken computers, printers, and photocopiers, among others.” Participants 4 and 5

There is an urgent need for equal collaboration and teamwork amongst educators, parents, and students, rather than just an emphasis on technological use.

This comment provided more detail on the

participant's first-hand observation of how important to have knowledge in technology. Administrator and teachers are significantly impacted by online work. In this kind of instruction, since few teachers and administrators have the patience to maintain their commitment to lifelong learning, the degree of effort and dedication is measured. Although some educators think it's simple or that anybody can teach online, it actually requires a certain set of skills and a lot of experience to be a good online teacher. There is an urgent need for equal collaboration and teamwork amongst educators, parents, and students, rather than just an emphasis on technological use.

Another Implementation of Enhanced Community Quarantine

The COVID-19 pandemic has a direct impact on their safety, health, relationships, emotional condition, and even financial situation as they remain at home with their family. Their mental stability may deteriorate. The Administrator identified a different difficulty during the new version of ECQ whereby no transactions are allowed are acceptable in schools. Principal emphasized the importance of module distribution to students to avoid teachers' and of the workload for the purpose of the pupils' education. The principal struggles to choose the modules' distribution since consideration adjustments should be made to elements like pupils' learning, the workload of teachers, and avoiding crowds in school for reasons of safety.

“To prevent crowding, there ought to be space between individuals”. Participant 4

“At our school there is a limited space for people”. Participant 9

“People are afraid of virus. This circumstance is comparable to the educators who are unable to leave their homes “. participant 4

No matter what, that considering the problems they face, they should have discovered how to aid humanity. It was reiterated that working together to come up with a better response, rescue other people's lives and improve things for the benefit of students and the community as well. Compassionate behavior is recognizing others' frailties and acting more effectively to assist them as a result. Create a welcoming, secure, and caring learning environment now more than ever.

“Set up in a noisy atmosphere in my home during the times I work from home.” Participant 1

“Due to the current degree of transmission, the risk of

contracting COVID-19 is quite serious”. Participant 2

Administrators worry that they might contract the illness despite the fact that the school and local municipality meticulously follow rules to reduce the danger of contracting the illness because, according to the World Health Organization, the virus is airborne. When new strains are discovered, the illness has also developed into one that is more contagious. Administrator experience stress as a result of these. During a time of harsh lockdowns during the COVID-19 pandemic, the majority of nations implemented laws requiring individuals to use common sense when avoiding crowded areas, in accordance with the WHO's recommendations. Policies for preventing COVID-19 infections are being closely examined. The advice to "avoid crowded areas" is a crucial tenet of public policies in practically every nation. Society must exercise tremendous restraint in order to avoid spreading the COVID-19 epidemic. There is no disagreement in psychology regarding the innate human urge for social interaction. According to Ye (2019), regular social contact is essential for maintaining emotional stability. One of the two key protective elements to avoiding mental health difficulties during this crisis is social support. People examine more variables and possible outcomes as a result of this uncertainty. Governments will be able to more effectively execute COVID-19-related regulations if they have an understanding of the human thought process from a behavioral standpoint, rather than just labeling behavior as disobedient. This phase starts when a prolonged school closure takes place. Leaders of the school or district implement the learning continuity strategy at this time.

Student Issues

The principal listed the difficulties that students have been having adjusting to the new normal of education, selecting a modality, and completing outputs by the due dates. Other issues that come up during implementation, like teachers' busy weekly schedules and some parents' failure to submit modules on time, were noted by the administration. Due to a lack of resources, some or all of the students' modules in some of their subjects were not submitted since they were unable to fully understand the material or the topical conversations. Working from home in general assists kids in avoiding boredom and also stimulates thought even when at home. Limited learning opportunities to students and it does not promote social development. Consequently, some students are experiencing difficulty in submitting their schoolwork. Hassle to parents during weekly retrieval and returning of

modules. Incomplete group tasks that have been placed aside, work, and undiscussed lessons.

“Parents refuse to participate in pandemic-related school learning programs”. Participant 8

“Arguments between parents over their child's grades”. Participant 4

“Parents who are unresponsive, particularly when it comes to issues involving their child's behavior when completing and submitting tasks”. Participant 7

Learners should not work autonomously or alone; they require assistance. DepEd has maintained its position that "Learning must continue" firmly. To meet the requirements and interests of students who are interested in continuous learning, a variety of methodologies and learning modalities have been established. However, because of several social media apps, such Facebook and Twitter, children may become easily distracted.

The COVID-19 occurrence has raised the Education Department in a pickle. It had to choose between two options, supplying ongoing education to the students or put the well-being of the students. The leaders in education ultimately decided to prioritize pupils' health and the entire community serves as its greatest concern. Some parents don't pay enough attention to the teachers' criticism, particularly when it comes to submitting and answering the questions for the modules. These days, this is a widespread issue in many schools. There are some pupils that treat the modules they have been provided with disrespect. There have been instances where students have responded to modules with "answers may vary." This demonstrates unequivocally that some students simply copy the answers from the answer sheets given to them without reading the modules. Moreover, some people submit answer sheets that are incomplete while others fail to do so. Some parents don't respond when these instances of misconduct are reported to them. This choice created a numerous problems and obstacles to the community in education.

Administrators Strategies and Coping Mechanism in Addressing the Challenges

The coping techniques were grouped into five emerging themes:

Planting and Farming

The administrators also become farmers just to cope up and find a way to ease the situation. Participants 5, 7, and 8.

"In the garden, I grow veggies. When I'm feeling stressed, I grow plants and hunt for new ones to plant to keep myself busy. Since it is forbidden to go near the market, this is how we get our food. — Participant No. 5

"I started advocating for plants. I deal with the problem by planting flowering plants. — Participant No. 7

"Planting indoor plants may sound weird, but trust me, it's my coping method. I collect different kinds. It's absolutely enjoyable". Participant No. 8

In an effort to evade the virus, those who turned to gardening during the COVID-19 pandemic did so to reduce stress, interact with others, and cultivate their own food. It changed from being a personal passion to a shared one. Since the epidemic outbreak, elements like wholesome, nutritional foods, increased safety, eradicating poverty, and environmental sustainability have been crucial (Gulseven, 2020). The key aim during this epidemic is to expand crop and food production capacity while putting sufficient emphasis on sustainability and safety (Osabohien et al., 2019). In a post-COVID world, small-scale farming can help create a resilient food supply.

Use the experience to improve yourself

The administrator used their experience to spur themselves to overcome the difficulties they had faced. It is the most effective method of handling stress during a pandemic Participant 2 and 3 explained;

“My own experiences inspire me to be more productive”. Participant 2

“I embrace change, accept it, and I appreciate it because it was quite helpful to me”. Participant 3.

One of the most crucial things you can do for yourself is self-development. Education, learning, and knowledge are crucial to personal development. It feels great when you pursue your goals and accomplish advancements and achievements. Personal growth is something you may apply in every aspect of your life. If a person is brave enough to face any situation, it will be helpful for him in the days and years to come. This indicates that the administrators firmly believe in the value of learning from the experience. Tamayo et al.'s (2022) viewpoint is that teachers and administrators would face uncertainties as a result of the unprecedented developments in the new normal. Based on their experiences, they were able to determine which tactics are effective and which are not. They were able to learn from them and develop as a result.

Strong Faith in God

Administrators constantly pray for comfort as they cope with the difficulties they confront at work and ask God for assistance. The spiritual life as a whole and all human endeavors are driven by prayer. The administrators assert that they continually pray to God for guidance and protection as they work. Based on the interview, these activities help them relax since they know that someone is watching out for them. Many claimed that this idea relieves their stress and reduces their worry. People are now seeking assistance in coping with the dangers they face as a result of the pandemic. According to studies, when these circumstances are taken into consideration, the seemingly negative relationship between prayer and psychological health disappears. People also prefer to increase their prayer activities when they have run out of other coping mechanisms or when things feel hopeless. Furthermore, it has been shown that when issues are serious, persistent, or when other coping mechanisms don't work, people tend to pray more fervently. People who pray during difficult times frequently concentrate on their own stress while praying, which causes them to be focused on their own issues rather than the solutions, which results in a passive and potentially detrimental strategy. Those who choose to pray during stressful times frequently concentrate on how God's intentions and plans could assist them get through the challenging circumstance, perhaps leading to a sense of empowerment.

Share feelings to somebody else

It's crucial to express your emotions to others so they can support you as best they can and make an effort to comprehend what you're going through.

"Sharing feelings with someone else can make me feel less anxious. It may also aid in enhancing interpersonal communication throughout these dull days. –Participant 8 said

Sharing feelings with others aids in the discharge of trapped emotions. It enables people to discuss their circumstances, which might result in a clearer mind. Keeping emotions bottled up can be physically and emotionally taxing. An outlet is required for emotions including stress, rage, grief, and others. Otherwise, these things will consume from the inside out, eroding the sense of value and potential achievements.

Participant 4 declared, " It's crucial that I pay attention to how my teachers are performing at this time. I always speak with them when it's necessary so that

they may make corrections and perform effectively".

Compassion fatigue may develop as a result of working from home, juggling personal and professional obligations, and continuously giving comfort and security to others. We have a wide spectrum of emotions at birth happiness, sadness, anger, fear. Stopping these healthy and natural processes might have detrimental and undesirable effects. All people benefit from expressing their emotions and the community matters too.

Watch inspirational videos, meditation, and Zumba

This theme emphasizes that the majority of the administrators' coping strategies include prayer, meditation, yoga, and watching motivational films. The teachers notice students requesting heavenly assistance to overcome all obstacles at this extremely trying period. Their coping mechanisms include watching devotional videos and occasionally purchasing online. Maintaining a work-life balance requires fostering relationships, encouraging awareness, and contemplation. The administrators discussed their thoughts on this issue.

"I prayed a lot, and sometimes or most of the time after a certain task, I do online shopping." - Participant No.3

"I have always believed in prayer, and my conviction that this pandemic is just transitory helped me to cope the situation ". - Participant No. 1

"Listening to the radio and watching inspirational videos somehow make my day better. made me consider the possibility that others are also being impacted by this commotion. I find it easier to deal with our position when I think of it that way". Participant No. 2

"What are my coping skills? Yes, I practice Zumba. It greatly aided in this challenging scenario we are in ". - Participant No.5

Others who took part in the discussion agreed that one strategy for dealing is to stay hydrated. Some participants also noticed using mental exercises and working with other co-teachers to reduce tension and anxiety.

"I cope by simply thinking about positive things on a daily basis. I stay hydrated to reduce stress. To cope, I also engage in mental activities. Occasionally, I work together and communicate with my coworkers just to vent my worries during this challenging period for our educational system. Participant 9 said.

"As an administrator coping in this extremely difficult time, I always talk with my co-workers discussing how



we may be better. I made careful to inquire about their clever solutions to lighten the mood.” Participant 10 said.

Suggestions Made to Help other Administrators Cope with the Present Pandemic

School administrators are like actors in a play who are on stage improvising to fit into their new roles since the plot, the script, and the costumes have all changed in the middle of the play. Few school administrators receive adequate training and support for their position, and even fewer receive clear instructions on what is expected of them during disaster response and recovery (Grissom & Condon, 2021). The majority of the participants' comments addressed the need to emphasize mental health more, encourage virtual collaboration to reduce anxiety, and emphasize the good things in life to make people happy.

“I'd want to suggest to the teachers that they concentrate more on improving their mental health. To combat the pressure on the environment brought on by this pandemic, they must be powerful”, participant 3 claimed.

“The importance of keeping our mental stability in mind as we carry out our tasks and obligations. Our physical and mental well-being are equally vital” participant 5 said;

“Please stress the importance of maintaining good mental health.” Participant 6

Emotional and mental health is crucial to the well-being because it has a significant impact on personal ideas, behaviors, and emotions. Emotional well-being can increase efficiency and effectiveness. You're more likely to encounter pressure as an educator if you have more hours of preparing lessons, don't have sufficient resources, and lack of work-life balance. A lot of stress may harm the psychological wellness, even though little tension can be helpful and keep the self-motivated. Studies revealed that teachers are more prone than those in other occupations to experience mental health issues like anxiety and depression. Spend time on yourself aside from work. A person's mental health and attitude on life could be improved by emphasizing tenacity and resilience.

“Do not pretend as if you know everything “. Participant 3

Asking for assistance from those who are knowledgeable about technological matters is another significant suggestion offered by the participants. It's true that a lot of educators are having trouble with the

technological integration in online education. Teachers, I want to stress the importance of keeping our mental stability in mind as we carry out our tasks and obligations. Our physical and mental well-being are equally vital.

Lastly, administrator should find ways to innovate themselves.

“I'd want to recommend that other teachers stay current as well. There are countless lessons available on YouTube, Participant 7 said

“We should "collaborate, research, innovate, and believe that teachers can always be a blessing to the students no matter what situation we are in." participant 2 said

One should always innovate, especially in the area of technology, which is quite helpful in today's computer-age. In order to be persistent, one must keep trying, although flexibility is also encouraged. Perseverant people are also innovative people. Every aspect of a person's life benefit from their ability to adapt, and they become more robust in a world that is by its very nature chaotic. Community and life events have a significant impact on how someone navigates the world, but persistence is a skill that can be learned. An essential component of that is resilience training. Only in well-managed schools does instruction take place effectively. As a result, various school leaders in addition to the administrators play important roles for the school. This enables principals to respond to difficulties facing the school effectively in the future. Administrators can withstand a crisis by committing to best practices in leadership, strengthening their position, enhancing their credibility, and even enhancing their performance as instructional leaders.

Conclusion

The role of principals as instructional leaders has evolved in this new normal period. Their top priorities have changed a little, and in terms of time allocation, so has how they allocated their working hours. The school administrators of Alcantara District schools faced a variety of difficulties in the new educational norm, particularly with the Learning Continuity Plan implementation, which needed extensive planning to guarantee that educational standards and health and safety guidelines were followed by school facilities. Also, the educators and administrators at the institution had to adapt to the sudden changes in the educational system. The administrators had to make sure the teachers carried out their obligations in light of the

new work schedule. School administrators could keep exercising their administrative temperament with regard to sympathy. Since it is crucial to the preparation of the school during this epidemic, school administrators must be able to comprehend others' needs and be conscious of their feelings and thoughts. Eventually, the administrators of the schools had to deal with measuring the truthfulness of students' academic progress in the modular learning modality. Teachers pray to God and seek his direction in order to deal with these difficulties. The instructors may continue their profession with the help of this important coping mechanism since their faith helps them to relax and work peacefully at their workplaces. Participants' suggestions for how to support fellow educators in the field and lift their spirits during this trying time were also taken into consideration. A COVID-19 task force, which was made up of experts from all of the institution's divisions, provided the administrators with outstanding examples of teamwork and collaboration.

Based on the findings and conclusion of the study, it is advised that the Department of Education (DepEd) Cebu Province should create initiatives that connect and train school leaders to ensure that school leaders receive sufficient training in directing, controlling, and maintaining District schools effectively. The administrators had to make sure the teachers carried out their obligations under the new work structure, respectively. Ensuring appropriate supplies is highly recommended because it was had happened that due to the disruption in supply chains, it will be up to school administrators to come up with solutions for how to continue teaching in the absence of textbooks and other instructional materials. Also, the Office might help the administration keep an eye on the teachers' work activities away from the campus.

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Affiliations and Corresponding Information

Glenda R. Paquera

Cebu Technological University – Philippines