

Challenges and Opportunities of School Administrators in Managing Teachers' Instruction During Covid-19 Pandemicera in Surigao Delnorte Division

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Abstract: *The main objective of this study is to assess the challenges encountered and opportunities given to the school administrators in managing the teachers' instruction in Surigao del Norte Division in the middle of crisis brought by the Covid-19 pandemic. It sought the answers to the problems: what is the profile of the respondents in terms of age, gender, highest educational attainment, district, grade level, position, number of years being a school head, total number of teachers under supervision and number of trainings in administration and supervision attended?; What are the challenges encountered by the school administrators based on their level of assignment in managing the teachers' instruction in Surigao del Norte Division amidst Covid-19 pandemic?; What are the opportunities afforded by the school administrators based on their level of assignment in managing the teachers' instruction in Surigao del Norte Division amidst Covid-19 pandemic?; Is there a significant difference in the challenges encountered by the elementary and secondary school administrators in managing the teachers' instruction in the middle of Covid-19 pandemic in Surigao del Norte Division based on their personal and professional profile?; Is there a significant difference in the opportunities afforded by the elementary and secondary school administrators in managing the teachers' instruction in the middle of Covid-19 pandemic in Surigao del Norte Division based on their personal and professional profile? and Based on the findings of the study, what intervention program can be proposed? To solve the given problems, the researcher used the descriptive research design. The sample population of 197 was asked to answer the research-made questionnaires. The frequency count, mean and standard deviation and analysis of variance (ANOVA) were used for data analysis. Result revealed that regarding the respondent's profile, the majority of school administrators are female, between the ages of 50 and older, with a master's degree as their highest level of education. In terms of the number of years they have been school administrators, the majority have served in that capacity for 0 to 5 years. In terms of the total number of teachers they supervise, the majority oversee 0 to 15 teachers. In terms of the number of trainings they have received, most of the school administrators have attended more than 16 trainings. Managing the teachers' instruction in Surigao del Norte Division during the COVID-19 pandemic presented challenges for school managers, although those challenges are now less common. They are quite delighted with the advantages and chances provided for the school administrators in Surigao del Norte Division in supervising the instructors' instruction throughout the COVID-19 pandemic. Based on their profiles, there is no significant difference in the difficulties faced by the school administrators in Surigao del Norte Division in supervising the teachers' instruction during the Covid-19 pandemic. There is no significant difference in the opportunities afforded by the school administrators in managing the teachers' instruction in the middle of Covid-19 pandemic in Surigao del Norte Division based on their personal and professional profile. There is a significant relationship the opportunities compensate the challenges encountered by the school administrators in managing the teachers' instruction.*

Keywords: Covid-19 pandemic

I. INTRODUCTION

The recent COVID-19 pandemic has infected every country on the planet, is one of the most recent public health problems of global concern. This disease is caused by a new coronavirus (SARS-CoV-2, formerly known as 2019-nCoV) and has drawn worldwide interest due to the increasing number of infections and the need to eradicate the disease and flatten the infection curve (Guo et al., 2020). The number of illnesses and deaths is still rising over the world at this moment. The World Health Organization recommends containment, mitigation, contact tracing, self-isolation, social distancing, face masks, enhanced health care systems, hand-washing, and surface cleaning to prevent infection (World Health Organization, 2020).

The fight against the COVID-19 pandemic had far-reaching consequences and repercussions in practically every aspect of human life. These have resulted in widespread disruptions such as travel restrictions, global economic slump, political disputes, racism, misinformation, and controversies (Tria, 2020), and this has resulted in a significant shift to providing education outside of traditional educational institutions.

The Department of Education (DepEd) is addressing the challenges in basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. As the Philippines continues to grapple with various issues caused by the coronavirus disease 2019 (COVID-19) pandemic, the Department of Education (DepEd) is addressing the challenges in basic education through its Basic Education Learning Continuity Plan. The BE-LCP strives to ensure the learners', teachers', and personnel's health, safety, and well-being during COVID-19, while also ensuring that education continues despite the crisis. The BE-LCP, in particular, has been built with a legislative framework that is responsive to the "new normal," while keeping in mind the constitutional responsibility to ensure that all people have access to high-quality education at all times (Tibon, 2020). The situation is nearing a tipping point, causing educational institutions to adopt new instructional delivery methods. This task necessitates substantial planning for changes in the educational landscape in order to ensure that children's learning continues in this new epoch of human history. As the country continues to battle with the COVID-19 pandemic, the Philippine Department of Education (DepEd) recently declared its intention to employ a combination of traditional and online training. It thinks that whether children stay at home or go to school, the learning process must continue (Anoba & Cahapay, 2020).

School heads, also known as school administrators, have been under tremendous stress to put together an emergency response to schooling in the event of a pandemic - they require time and energy to focus on the immediate issues. School leaders serve as a vital link between educational authorities, teachers, students, and communities. Many studies have found the relationship between readiness and numerous elements as a result of this. The three highlighted variables that impede instructors' readiness are "lack of confidence, competence, and access to resources." Teacher skills, school infrastructure, budget allocation, teacher confidence, quality technical assistance, workload, access to technology, teacher practices, the structure of education systems, nature of the curriculum, and peer support system, on the other hand, are highlighted. Due to the current crisis, it is recommended that many educational contexts should be examined at this time in order to better understand suitable reforms (Anoba & Cahapay, 2020).

"While the pandemic continues to drag us down, there is still something happening in our Region that makes us optimistic about the future. Dr. Evelyn R. Fetalvero, Regional Director, commented, "This pandemic provided us with the ideal timing and abundant possibilities to take action that will tremendously benefit the department" (DepEd Caraga Region, 2021). As a result, the researcher was inspired to perform this research in these trying times, when education is still looking for a way to move forward. Because this pandemic is expected to last until a preventive vaccine is developed and made available to everyone, it is critical to understand the challenges and opportunities faced by school administrators in managing teachers' instruction in the Surigao del Norte Division during the Covid-19 pandemic. This is thought to be the first step toward finding a solution, and it is assumed that there will be more to come. The present study desired to provide a proposed intervention in managing teachers' instruction that will assist school administrators as well as the teachers in efficient transition.

Conceptual Framework of the Study

School leaders have faced a variety of challenges, ranging from rebuilding after natural catastrophes to assisting communities in the aftermath of economic, social, and emotional destruction. School leaders have provided clarity and

direction, created resilience, and inspired hope while remaining focused on the greatest possible outcomes for their children and school communities during difficult times. It's difficult to lead in the face of uncertainty since there are no easy answers and frequently no clear pathways to take. Leaders must react swiftly to a fast-changing environment and draw on a variety of abilities and leadership styles when faced with uncertainty. When faced with uncertainty, school leaders must deal with the present while keeping their eyes on the future in order to provide the greatest possible teaching and learning environment and outcomes for students (Australian Institute for Teaching and School Leadership, 2020).

Figure 1 shows the interplay of the Input, Process and Output of the study. The input in the study are the challenges encountered and opportunities received by the elementary and secondary school administrators in managing the teachers' instruction in this new normal. The process would be the procedures on how the gathering of data will be done, and the output of the study would be the proposed intervention program in managing teacher's instruction in Surigao del Norte Division amidst Covid-19 pandemic.

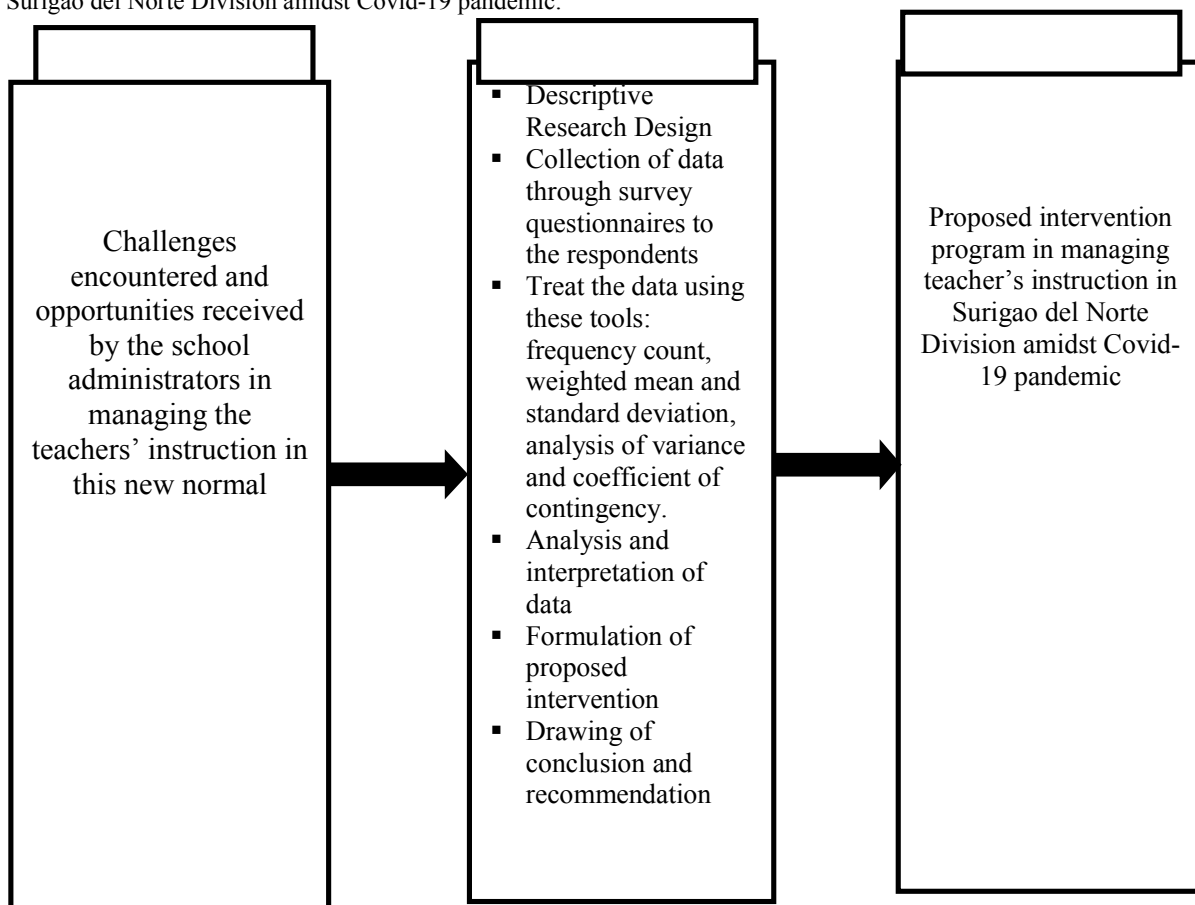


Figure1. Conceptual Framework of the study showing the input, process and the output of the study.

Statement of the Problem

The purpose of the study is to assess the challenges encountered and opportunities given to the school administrators in managing the teachers' instruction in Surigao del Norte Division in the middle of crisis brought by the Covid-19 pandemic.

Specifically, this will give answers to the following questions:

1. What is the profile of the school administrator in terms of:

- age
- gender;

- highest educational attainment;
 - training in school administration and supervision;
 - years as a school administrator;
 - total number of teachers under supervision?
2. What are the challenges encountered by the school administrators in managing the teachers’ instruction?
 3. What are the opportunities afforded to the school administrators in managing the teachers’ instruction?
 4. Is there a significant difference in the challenges encountered by the school administrators in managing the teachers’ instruction when grouped by their profile?
 5. Is there a significant difference in the opportunities afforded to the school administrators in managing the teachers’ instruction when grouped by their profile?
 6. To what extent do the opportunities compensate the challenges encountered by the school administrators?
 7. Based on the findings of the study, what intervention can be proposed?

II. METHODOLOGY

Research Design

This study determined the Challenges and Opportunities of School administrators in Managing Teachers’ Instruction in Surigao Del Norte Division Amidst Covid-19 Pandemic. This study used the descriptive-comparative research method which involves gathering conditions for the purpose of description and interpretation and comparison between the result of the data gathered between level of assignment among school administrators. Analysis of the Variance (ANOVA) determined the presence or absence of significant difference between the challenges encountered by the school administrators by level of assignment in managing the teachers’ instruction in the middle of Covid-19 pandemic in Surigao del Norte Division in terms of their profile and significant difference between the opportunities given to the school administrators in managing the teachers’ instruction in the middle of Covid-19 pandemic in Surigao del Norte Division in terms of their profile.

Research Respondents

Universal sampling technique was employed to each area in the district. Table 1 shows the respondents.

Table 1
Table of Respondents

Level	N	Total Number of School administrators
Elementary	163	163
Secondary	34	34
Total	197	197

Research Locale

This study was conducted in the division of Surigao del Norte. Surigao del Norte is a province in the Philippines located in the Caraga Region of Mindanao. Its capital city is Surigao City. It comprises of two major islands, Siargao and Bucas Grande Islands with 1,072.93 square kilometers.

Locally, this research intended to study the school administrators of the Surigao del Norte division.

Research Instrument

This study used a researcher made questionnaire that specifically addressed areas related to the study. The questionnaire is composed of three parts. Part 1 covers the profile of the respondents such as age, gender, highest educational attainment, district name, school name, position, years being a school head and the total number of teachers under supervision. Part 2 covers the challenges encountered by the school administrators in managing the teachers’ instruction in Surigao del Norte Division amidst Covid-19 pandemic. And part 3 composes of the opportunities given to the school administrators in managing the teachers’ instruction in Surigao del Norte Division amidst Covid-19 pandemic.

To determine Challenges and Opportunities of School administrators in Managing Teachers’ Instruction in Surigao Del Norte Division Amidst Covid-19 Pandemic, the following scale and interpretation was used. In order to satisfy the

needs of the two factors, 2 scales were used one for the challenges encountered by the school administrators and the other for the opportunities given to the school administrators.

Table 2: Parameters on Challenges Encountered by the School administrators

Scale	Parameter	Verbal Description	Qualitative Interpretation
4	3.26-4.00	Always	Most Encountered
3	2.51-3.25	Often	Encountered
2	1.76-2.50	Sometimes	Less Encountered
1	1.00-1.75	Never	Never Encountered

Table 3: Parameters on Opportunities Encountered by the School administrators

Scale	Parameter	Verbal Description	Qualitative Interpretation
4	3.26-4.00	Strongly Agree	Very Satisfactory
3	2.51-3.25	Agree	Satisfactory
2	1.76-2.50	Disagree	Fairly Satisfactory
1	1.00-1.75	Strongly Disagree	Poorly Satisfactory

The research instrument was validated by the experts as well as the researcher's adviser and was pilot tested in the School Administrators from Surigao City Division to determine its reliability if it satisfy the Chronbach's coefficient of 0.84. The higher the Chronbach's Alpha, the higher the reliability it has. If doing so, the strength of reliability would be weaken, so it is best to delete question item that has a "Chronbach's Alpha if Item Deleted" value of greater than the computed Chronbach's Alpha of 0.843.

Table 4: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on N of Items	Standardized Items
.985	.984	40

Ethical Considerations

In conducting the study and gathering of data, the following are considered:

In observance and support of the Data Privacy Law of the Philippines, the researcher will make all effort to keep the participants' identity and information confidential. The researcher ensures all the participants not to be placed in a situation where they might be of risk of harm as a result of their participation either in physical or psychological aspect. Rest assured integrity must be valued to protect the privacy of the respondents.

Risk – Benefit Assessment

The researcher assesses the risk and benefits involved in the conduct of the study as it is essential in protecting the interest of the participants.

- **Risk.** One risk identified is the issue on disclosure of confidential information of the participants. This will be addressed by assigning code to the research tools. After gathering data and evidences, they will be destroyed.
- **Benefit.** The output of the study is more beneficial to the participants and to the school and the output may be used to draft an enhanced program on inclusion.
- Furthermore, their contribution on relevant concerns will help them improve the current process on inclusion.

Content, Comprehension, and Documentation of Informed Consent

It is apparent that safeguarding the rights of the participants in this study should be given with utmost importance. Thus, attached in this study is a sample of the informed consent form indicating approval by the ethics committee which will be presented and discussed to the participants before the conduct of the survey. It is implied that participation in this study is voluntary in nature and consent is given by the respondent upon signifying their interest and agreement to participate.

Authorization to Access Private Information

Private information is authorized by the participants upon signing the consent form. This signifies the responsibility of the researcher to safeguard this private information upon its disclosure to the researcher or the adviser only. It is known to the researcher and the participants that there may potential damage or risk to confidential information that may arise. This should be effectively and confidentially dealt with by the researcher.

Confidentiality Procedure

The following are the steps follow by the research to guarantee privacy: (1) coding and distinguishing data; (2) maintaining a secured shelf for data storage throughout the study; (3) entering no identifying information or mark in the instrument or in the computer; and (4) destroying identifying information efficiently after use.

Debriefing, Communications and Referrals

Debriefing is the process of asking feedback at the end of the research process. It is a dialogue between the researcher and the participants conducted in a way that benefits and respects the respondents. In this study, the researcher will take time to explain the importance of participating in the study and the expected outcome of participating. The respondents will be debriefed after data gathering to avoid or minimize psychological harm, if any. During the debriefing session, participants are urged to ask questions to further understand and clarify the purpose of the study and avoid confusion. In some situations, it can be an avenue for new referrals to health, social, or psychological service.

Incentives or Compensation

It is important to note that there is no monetary incentive involved aside from a simple token of appreciation for the participants who volunteer.

Conflict of Interest

The researcher/s declare that there is no external funding for this study and that all costs related to the conduct of this study are shouldered by the researcher/s. The researchers are independent and are not affiliated to any organization. This study is carried out in partial fulfilment of the requirements for the degree Master of Arts in Education.

Recruitment

The researcher assures that there will be no coercion, intimidation, and undue influence used in the selection and recruitment of participants and that they have the right to refuse or withdraw at any time without fear of being penalized.

Vulnerability Assessment

The participants of this study do not belong to the vulnerable sector of the society as they do not fit the characteristics of being vulnerable. Matters will be addressed promptly and effectively if there is a threat of harm to the participants.

Collaborative Study Terms of References

This study is part of the academic requirement of the university and is undertaken solely by the researcher. The expenses incurred will be personally financed by the researcher. This study can be published by any member of the team provided that the member has been granted permission by the other members. The thesis adviser may publish this study provided that the names of all the team members appear as co-authors.

Data Gathering Procedures

The researcher will secure permission from the Schools Division Superintendents in the division of Surigao del Norte, Public Schools District Supervisors and School Principals through the recommendation letter from the Dean of College Graduate Program. Then a letter will be prepared to request the school heads of each school to allow the researcher to administer the survey questionnaire to them. The researcher will personally go to the schools and administer the questionnaire to the respondents with the appropriate permission letters. Then the researcher will retrieve immediately the questionnaire from each school.

Statistical Treatment

All the gathered data was treated using the following statistical tools:

Frequency Count and Percentage Distribution. This statistical tool was used to problem number 1 on the professional profile of the respondents. This was engaged to describe the personal and professional profile of the respondents in terms of age, gender, highest educational attainment, district, school, academic position, years being school head, and total number of teachers under supervision.

Weighted Mean (WM) and Standard Deviation (SD). This statistical tool was used to treat the challenges encountered by the school administrators in managing the teachers’ instruction in Surigao del Norte Division amidst Covid-19 pandemic and the opportunities given to the school administrators in managing the teachers’ instruction in Surigao del Norte Division amidst Covid-19 pandemic.

Analysis of Variance (ANOVA). This statistical tool was used to determine whether there is a significant difference between the challenges encountered by the school administrators in managing the teachers’ instruction in the middle of Covid-19 pandemic in Surigao del Norte Division in terms of their profile and between the opportunities given to the school administrators in managing the teachers’ instruction in the middle of Covid-19 pandemic in Surigao del Norte Division in terms of their profile

Coefficient of Contingency. This tool will be used to determine the relationship between the opportunities compensate the challenges encountered by the school administrators.

III. RESULTS AND DISCUSSION

This chapter discloses the results and discussions of the data gathered from the study.

Problem No. 1: What is the profile of the School Administrators?

Table 5 – Table 10 shows the profile of the respondents in terms of their age, gender, highest educational attainment, district, grade level, position, number of years being a school head, total number of teachers under supervision and number of trainings in administration and supervision attended.

Table 5: Age Profile of the School Administrators

Age	Frequency	Percent
50 Years Old and Above	93	47.2
41-50 Years Old	74	37.6
31-40 Years Old	27	13.7
25-30 Years Old	3	1.5
Total	197	100.0

The dispersion of 197 school administrators' ages may be seen clearly in Table 5. The majority of them—93, or 47.2%—are over the age of 50, while the minority—three, or 1.5%—are between the ages of 25 and 30. This means that the majority of the Surigao del Norte division's school administrators are 50 years of age and older, and it also suggests that the respondents have sufficient experience given their age.

Table 6: Gender Profile of the School Administrators

Gender	Frequency	Percent
Female	137	69.5
Male	60	30.5
Total	197	100.0

The gender breakdown of the 197 respondents is seen in Table 6. The majority of them—137, or 69.5%—are female, while the minority—60, or 30.5%—are male. This suggests that women make up the majority of school administrators in the Surigao del Norte region.

Table 7: Highest Educational Attainment of the School Administrators

Highest Educational Attainment	Frequency	Percent
Doctor’s degree Graduate	15	7.6
Doctor’s degree Unit Earner	33	16.8

Master’s Degree Graduate	46	23.4
Master’s Degree Unit Earner	103	52.3
Total	197	100.0

Table 7 shows the distribution of respondents' Highest educational attainment among the 197 respondents. The majority of them, 103 or 52.3%, are master's degrees unit's earner, while only 15 or 7.6% has doctor's degree unit's earner.

Table 8: Profile of the Respondents in Terms of Number of Years being a School Head

Profile	Frequency	Percent
16 Years and Above	27	13.7
11-15 Years	33	16.8
6-10 Years	47	23.9
0-5 Years	90	45.7
Total	197	100.0

The distribution of 197 respondents' years of experience as a school head is shown in Table 8. 90 of them, or 45.7%, are school heads with experience of 0 to 5 years, while 27 of them, or 13.7%, are school heads with experience of 16 years or more. This suggests that the majority of Surigao del Norte division school administrators are new to their positions.

Table 9: Total Number of Teachers Supervised

Profile	Frequency	Percent
0-15 Teachers	146	74.1
16-30 Teachers	31	15.7
31-45 Teachers	12	6.1
46 Teachers and Above	8	4.1
Total	197	100.0

Table 9 clearly shows the distribution of the 197 respondents' total number of teachers under supervision. The majority of them supervise 0–15 teachers with 146, or 74.1%, while the minority, with 8, or 4.1%, are in charge of 46 teachers and higher. This may imply that the administrators of the school are managing a sufficient quantity of competent teachers.

Table 10: Number Trainings in School Administration and Supervision Attended

Profile	Frequency	Percent
0 to 5 Trainings	18	9.1
6 to 10 Trainings	27	13.7
11 to 15 Trainings	42	21.3
16 Trainings and above	110	55.8
Total	197	100.0

Table 10 shows the distribution of responses from 197 people regarding their school administration and supervision training. Majority of them had attended 16 trainings or more, with 110 or 55.8%, on the other hand, the minority of them had attended 0 to 5 trainings, with 18 or 9.1%. This indicates that the school administrators have participated in several trainings and seminars on management and supervision, which are very beneficial for carrying out their job descriptions.

Problem No. 2: What are the challenges encountered by the school administrators in managing the teachers’ instruction?

Table 11: The Extent of the Challenges Encountered by the School Administrators Managing the Teachers’ Instruction

Statements As a School Administrator, I encountered challenges:	Mean	SD	Verbal Description	Qualitative Interpretation
1. in giving instructions.	2.44	0.77	Less Encountered	Less Encountered
2. on knowledge required in delivering different	2.47	0.78	Less Encountered	Less Encountered

learning modalities in this new normal.				
3. on skills required in delivering different learning modalities in this new normal.	2.45	0.80	Less Encountered	Less Encountered
4. on responding to queries of the teachers through e-mail and messages.	2.36	0.80	Less Encountered	Less Encountered
5. on responding to queries of the teachers through face-to-face conversation.	2.18	0.81	Less Encountered	Less Encountered
6. on the sudden shift from face to face to online classes specifically on checking and/or evaluating the outputs of the teachers.	2.45	0.83	Less Encountered	Less Encountered
7. on the sudden shift from face to face to online classes specifically on monitoring the outputs of the teachers.	2.40	0.84	Less Encountered	Less Encountered
8. on building a positive environment to the teachers through online monitoring.	2.39	0.75	Less Encountered	Less Encountered
9. on giving of emotional support to the teachers.	2.24	0.74	Less Encountered	Less Encountered
10. on encouraging the teachers to participate on trainings related to new normal pedagogies.	2.24	0.85	Less Encountered	Less Encountered
11. on encouraging teachers on the utilization of strategies and resources good in this new normal.	2.35	0.82	Less Encountered	Less Encountered
12. on beating the deadlines and requirements set by the division office.	2.55	0.78	Encountered	Encountered
13. on establishing communication.	2.42	0.77	Less Encountered	Less Encountered
14. on assigning teachers to develop instructional materials and on the use of these materials.	2.33	0.83	Less Encountered	Less Encountered
15. on assigning teachers to develop learning modules assigned by the division office.	2.46	0.83	Less Encountered	Less Encountered
16. on establishing a network of communication among stakeholders such as parents for support at home.	2.41	0.78	Less Encountered	Less Encountered
17. on submitting of data needed by the division on time.	2.44	0.77	Less Encountered	Less Encountered
18. on uniting the teachers specially on virtual meetings.	2.43	0.85	Less Encountered	Less Encountered
19. on the use of social media, stable internet connection and other learning materials.	2.67	0.82	Encountered	Encountered
20. on the use of phones, laptops, and tablets or any devices.	2.40	0.89	Less Encountered	Less Encountered
Average	2.40	0.66	Less Encountered	Less Encountered

Table 11 shows the challenges encountered by the school administrators in managing the teachers' instruction. The highest mean response of 2.67 stated that "I encountered challenges on the use of social media, stable internet connection and other learning materials." This means that the respondents are somewhat having a hard time in dealing with social media and internet connection issues. School administrators should take initial step for this to deliver good service very well because as emphasized by Yusuf et.al., (2020), this would enhance the sharing of instructional ideas and strategies, policy issues, and positive aspects of school culture that promote community pride. In this way, a school would not only provide a healthy environment for sharing ideas and collaboration but would improve the teaching and

learning process and attract the enthusiastic participation of stakeholders in school affairs. Furthermore, a school leader can create specific social media channels to collectively engage teachers, heads of departments, coordinators and community leaders.

The COVID-19 is wreaking havoc on the world's health systems, as well as influencing many aspects of life, including education. According to Alea, L. A., Fabrea, M. F., Roldan, R. D. A., and Farooqi, A. Z. (2020), educators resorted to online platforms to reach out to students, webinars became a temporary classroom, parents were summoned for home monitoring, and kids were deprived of peer social interaction. Due to the COVID-19 outbreak, the WHO urged educators and students to perform alternate learning to avoid school cancellations by providing a resource. According to UNESCO, 1.6 billion young people have been out of school during this crisis and as Zhao, Y. (2020) points out, 'virtually all schools have been paused' and teaching has been significantly re-organized.

In addition, respondents have encountered challenges on beating the deadlines and requirements set by the division office with a 2.55 mean response. This supported the claim of Wise (2015) that a lack of time hindered the school administrators to do what they need to do or tasks that are time consuming as a significant challenge. It is added that the most significant challenge is finding time to do everything that is required of the job with full effort. It is quoted that they have "too much to do and not enough time to manage it all."

On the other hand, the least mean response of 2.18 revealed that "I encountered challenges on responding to queries of the teachers through face-to-face conversation." This means that the respondents aren't having difficulties or encountered this issue less. This is because the teachers still have a schedule to be on work site face to face which was stipulated on the DepEd Order No. 11 series of 2020 on alternative work arrangements that include flexible work schedules, job sharing of one position between several employees and having a regular work location at a place other than a campus work site. As quoted by Education Chief Leonor Magtolis Briones (DepEd, 2022) "we see the 100% onsite reporting as an opportunity to improve the implementation of our multiple learning delivery modalities, through a more efficient supervision and monitoring of the proper use of learning modules and online platform. With this, we can facilitate school-level activities such as learning action cells, coaching and mentoring, remedial classes, and parent-teacher conferences." This has helped the school administrators relay information and designation of workloads to teachers making this indicator a less challenging to them.

As a result, the overall mean of 2.40 exposed that the challenges encountered by the school administrators in managing the teachers' instruction are being lessened as the days by because the respondents had already adapted and prepared for this kind of problems.

Problem No. 3: What are the opportunities afforded by the school administrators in managing the teachers' instruction?

Table 12: The Extent of the Opportunities Afforded by the School Administrators Managing the Teachers' Instruction

Statements	Mean	SD	Verbal Description	Qualitative Interpretation
1. I have received benefits and incentives as DepEd employee just like the normal school year (bonus, clothing, and chalk allowance, etc.).	3.75	0.49	Strongly Agree	Very Satisfactory
2. I am afforded opportunity to attend trainings (virtual) on delivering instruction in this new normal.	3.67	0.52	Strongly Agree	Very Satisfactory
3. I have received hazard pay.	2.15	1.08	Disagree	Fairly Satisfactory
4. I have been given opportunity to attend webinars on how to write instructional materials.	3.33	0.69	Strongly Agree	Very Satisfactory
5. I have been given opportunity to validate self-learning modules (SLM).	3.40	0.71	Strongly Agree	Very Satisfactory
6. I have been given opportunity to validate learning activity sheets (LAS).	3.19	0.84	Agree	Satisfactory

7. I have been given opportunity to help teachers write self-learning modules.	3.48	0.60	Strongly Agree	Very Satisfactory
8. I have received cash donations from stakeholders for the school.	3.07	0.85	Agree	Satisfactory
9. I have received bond paper donations and other materials needed in printing of modules.	3.36	0.61	Strongly Agree	Very Satisfactory
10. I have received things such as face mask, alcohol, vitamins and etc. donated by the stakeholders and funded by the school.	3.44	0.69	Strongly Agree	Very Satisfactory
11. I have been given opportunity to be promoted in this new normal.	2.91	1.01	Agree	Satisfactory
12. I am afforded opportunity to join webinars on mental health initiated by the division office.	3.48	0.52	Strongly Agree	Very Satisfactory
13. I am afforded opportunity to join webinars on emotional health initiated by the division office.	3.42	0.59	Strongly Agree	Very Satisfactory
14. I am afforded opportunity to join webinars on financial status initiated by the division office.	3.20	0.80	Agree	Satisfactory
15. I am afforded opportunity of having load/internet allowance during webinars.	3.51	0.58	Strongly Agree	Very Satisfactory
16. I gained many leave credits.	2.94	0.90	Agree	Satisfactory
17. I gained many certificates for my professional growth.	3.25	0.60	Strongly Agree	Very Satisfactory
18. I have been given opportunity to inspire teachers in this new normal.	3.49	0.53	Strongly Agree	Very Satisfactory
19. I have been given opportunity to propose actions that will help management be improved.	3.27	0.52	Strongly Agree	Very Satisfactory
20. I have received credits to the efforts I have exerted in facilitating the teachers.	3.15	0.68	Agree	Satisfactory
Average	3.27	0.40	Strongly Agree	Very Satisfactory

Table 12 shows the opportunities afforded by the school administrators in managing the teachers' instruction. The highest mean response of 3.75 stated that "I have received benefits and incentives as DepEd employee just like the normal school year (bonus, clothing, and chalk allowance, etc.)." This means that the respondents very satisfied that despite the pandemic the incentives they are receiving are still there. This is in support to the Article XIV, Section 5 (5) of the 1987 Constitution expressly provides that: "The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment as highlighted by Llego (2019). It is added that as government employees, DepEd teachers get all the benefits that come with being a public servant in the Philippines. In addition, DepEd teachers also get additional financial incentives and benefits that are unique to their nature of work despite pandemic. This has been an opportunity of the DepEd employees ever since that has been afforded still during pandemic despite budget and system changes.

On the other hand, the least mean response of 2.15 revealed that "I have received hazard pay." This reveals that the respondents aren't receiving hazard pay despite being a frontliner in this global pandemic. This is because most of the location of the schools are not in the danger zone. As emphasized, this hazard/hardship pay is given to teachers who are assigned to hardship posts and is equal to 25% of the teacher's basic pay. Hardship posts, according to the Department of Budget Maintenance, refer to assignments in areas characterized by extremely hard, uncomfortable, and extreme difficulties. The eligibility of a location as a hardship post is determined by a 0 to 1 index called the Hardship Index. The higher the index score of a location, the higher its degree of difficulty (hardship) (LETPasser, 2021).

As a result, the overall mean of 3.27 exposed that the opportunities afforded by the school administrators in managing the teachers’ instruction, they expressed their very satisfied responses to the opportunities they received in this time of pandemic.

Problem No. 4: Is there a significant difference in the challenges encountered by the school administrators in managing the teachers’ instruction when grouped by their profile?

Table 13: Level of Significant Difference in the Challenges Encountered by the School Administrators in Managing the Teachers’ Instruction when grouped by the Profile

Independent Variables	dependent Variables	F-value	P-value	Interpretation	Decision on H ₀
Age	Challenges Encountered	.904	.633	Not Significant	Not Rejected
Gender		1.128	.298	Not Significant	Not Rejected
Highest Educational Attainment		1.334	.473	Not Significant	Not Rejected
Number of Years being a School Head		1.004	.473	Not Significant	Not Rejected
Total Number of Teachers under Supervision		.637	.948	Not Significant	Not Rejected
Number of Trainings in Administration and Supervision Attended		1.006	.470	Not Significant	Not Rejected

Table 13 shows the Analysis of Variance (ANOVA) on presence or absence of the significant difference in the challenges encountered by the school administrators in managing the teachers’ instruction based on profile. As a result of the calculation, it appears that the p-value is greater than the required level of significance or alpha (α) at 0.05. Namely: age vs challenges encountered (p-value=0.633), gender vs challenges encountered (p-value=0.298), highest educational attainment vs challenges encountered (p-value=0.114), number of years being a school head vs challenges encountered (p-value=0.473), total number of teachers under supervision vs challenges encountered (p-value=0.948) and number of trainings in administration and supervision attended vs challenges encountered (p-value=0.470). The null hypothesis in these variables is accepted, and it reveals that there is no significant difference in the challenges encountered by the school administrators in managing the teachers’ instruction based on profile. This also means that despite differences on the respondents personal and professional profile, the challenges and opportunities afforded to school administrators are observed and true to all the respondents which do not signify significant changes among them. As the pandemic unfolded as emphasized by Lien, Khan & Eid (2022), school administrators had to adapt their leadership behavior in response to new external requirements and the internal needs of their staff and students. This supported the result of the study and means that the department have develop a plan of action to counteract the effect brought by the pandemic to the education system. Despite the hardships, the pandemic also seemed to have produced new and promising experiences. The profound changes in school structure, routines, and activities gave the principals an opportunity to question the status quo and reflect on the future of the school organization and educational practices. Thus, the pandemic may also have brought an opportunity to challenge existing routines and establish new organizational processes.

Problem No. 5: Is there a significant difference in the opportunities afforded by the school administrators in managing the teachers' instruction when grouped by their profile?

Table 14: Level of Significant Difference in the Opportunities Afforded by the School Administrators in Managing the Teachers' Instruction when Grouped by their Profile

Independent Variables	dependent Variables	F-value	P-value	Interpretation	Decision on H ₀
Age		1.190	.241	Not Significant	Not Rejected
Gender		1.074	.373	Not Significant	Not Rejected
Highest Educational Attainment		1.171	.261	Not Significant	Not Rejected
Number of Years being a School Head	Opportunities Afforded	1.322	.136	Not Significant	Not Rejected
Total Number of Teachers under Supervision		.622	.940	Not Significant	Not Rejected
Number of Trainings in Administration and Supervision Attended		.755	.820	Not Significant	Not Rejected

Table 15 shows the Analysis of Variance (ANOVA) on presence or absence of the significant difference in the opportunities afforded by the school administrators in managing the teachers' instruction when grouped by their profile. As a result of the calculation, it appears that the p-value is greater than the required level of significance or alpha (α) at 0.05. This is when the independent variables are compared to the dependent variable namely: age vs opportunities afforded (p-value=0.241), gender vs opportunities afforded (p-value=0.373), highest educational attainment vs opportunities afforded (p-value=0.261), number of years being a school head vs opportunity afforded (p-value=0.136), total number of teachers under supervision vs opportunities afforded (p-value=0.940) and number of trainings in administration and supervision attended vs opportunities afforded (p-value=0.820). The null hypothesis in these variables are accepted, and it reveals that there is no significant difference in the opportunities afforded by the school administrators in managing the teachers' instruction when grouped by their profile. Moreover, in the statement of Secretary Briones (Department of Education, 2020), "government has to continue, education has to continue, services have to be delivered, salaries and benefits have to be paid". This means that opportunity always comes whatever the situation is.

Problem No. 6: To what extent do the opportunities compensate the challenges encountered by the school administrators?

Table 15: Level of Significant Relationship between the Opportunities Compensate the Challenges Encountered by the School Administrators

Variables	c -value	r -value	p-value	Interpretation	Decision on H ₀	
Opportunities Afforded	Challenges Encountered	.066	.070	.000	Significant	Rejected

Table 15 reveals the contingency coefficient correlation on the presence or absence of the significant relationship between the opportunities compensate the challenges encountered by the school administrators. As a result of the calculation, it appears that the level of preference is less than the required level of significance at 0.05. The null hypothesis in this variable is rejected. It reveals that there is a significant relationship as to the opportunities if it compensates the challenges encountered by the school administrators in managing the teachers' instruction. This means that the struggles have been paid off by the benefits and experiences they have encountered during pandemic. They also

enrich themselves with more knowledge related to their tasks, new teaching method and management strategies, ICT integration (Joshi& Yaseen, 2021).

Good leadership in schools' fosters nurturing learning environments that help teachers and students grow and develop. To cultivate such an environment, school heads must navigate and promote collaboration across the often-complex network of stakeholders: education authorities, teachers, students, parents and local communities. In a sense, school heads are the glue that holds everyone together (Whang, 2021). During the COVID-19 crisis, school heads are expected to be more flexible in managing school resources to keep up with frequently changing guidelines and circumstances. Leadership and management have always been the main responsibilities of school heads and it's a great challenge. School heads have various areas of responsibilities including human resources, financial resources, educational activities of students and teachers, external relations, well-being of students and teachers, and teaching students. During the COVID-19 crisis, they are also expected to make more complex decisions that were not needed before.

Transformational leaders engage their followers' higher-order demands, increase their understanding of the value of task outputs, and inspire them to act in the organization's best interests. By fostering a greater knowledge and acceptance of the group's goals and objectives, transformational leaders broaden and elevate the interests of their constituents. In addition to inspiring their followers and giving them personalized attention, transformational leaders stand out for their ability to exude charisma. Setting more ambitious goals and fostering a positive work environment are further characteristics of transformational leadership that encourage followers to go above and beyond the organization's minimum criteria. Transformational leaders take into account individual differences and mentor their personnel to support their professional development. Such leaders push their followers intellectually, support and model fresh approaches to solving long-standing issues, and place a strong focus on reasoned problem-solving. (Dinibutun, S., 2020).

Problem No. 7: Based on the findings of the study, what intervention program can be proposed?

Based on the result of the study, the researcher proposed the **Intervention Plan on the Challenges and Opportunities in Managing Teachers Instruction.**

Rationale

School administrators have been under tremendous pressure to put together an emergency response to schooling in the event of a pandemic; they require time and energy to focus on the immediate difficulties. As a result, they have had difficulty coordinating teacher instruction during the pandemic. However, departmental support, such as the hosting of numerous trainings and webinars, has been extremely beneficial to school administrators in adapting and continuing education during the pandemic

During the pandemic, the school principals were tasked with the challenging responsibility of balancing the students' academic, social, emotional, and physical needs in response to the health concerns, expectations, and needs of teachers, school authorities, parents, and local stakeholders. The school closures during the pandemic presented a crisis that had unforeseen consequences when decisions had to be made under conditions of uncertainty and time pressure.

In support to the mantra of the department that education must continue, this intervention plan will help school administrators identify and determine areas need to enhance and which part from the areas will mark and set as a priority to improve. Consequently, it is assumed that school administrators can function better as a leader through this program.

General Objectives of the Intervention Plan

After the implementation of this intervention program, school administrators are expected to:

- Enhance their skills and qualities by attending capability seminars, trainings, and workshops in leading teachers in times of pandemic.
- Develop alternative resources to be utilized for upgrading knowledge and competence in managing instruction in the new normal.
- Spread awareness on stress and mental health issues brought by the pandemic to the colleagues.
- Conceptualize individual monitoring plan and create skills training based on the changes of needs, aspects and attributes of the teachers in the new normal.

Proposed Intervention Plan on the Challenges and Opportunities in Managing Teachers Instruction in the New Normal.

Areas of Concern	Specific Objectives	Programs/ Projects/ Activities (Description)	Time Frame	Budget /Budget Source	Persons Involved
Conduct of Trainings and Seminars Through Learning Action Cell	To enhance the knowledge and skills of the school administrators by attending various relevant trainings and seminars to be shared to the teachers under supervision.	Tabang: an enhancement training and seminar to be conducted quarterly through Learning Action Cell (LAC) sessions.	Quarterly	P8,000.00 Source: School MOOE, Private donations, and Other involved stakeholders	Principals, Department Heads, Teachers, and Stakeholders
New trends in Teaching in the New Normal	To equipped school administrators with the new trends in teaching in the New Normal that will be the basis for devising facilitating strategies.	Bag-o: a separate focused group discussion that will exhibit best practices of the teachers in the new normal set-up that will give clue to the school administrators on the progress of the teachers in the new normal on how to implement and address specific concerns.	Quarterly	P10,000.00 Source: School MOOE, Private donations, and Other involved stakeholders	Principals, Department Heads, Teachers, and Stakeholders
Campaign on Stress and Mental Awareness	To spread awareness on the stress and mental health of the school administrators as the leader of the school.	Be Aware: a campaign on spreading awareness on the stress and mental health of the school administrators in times of pandemic.	Quarterly	P5,000.00 Source: School MOOE, Private donations, and Other involved stakeholders	Principals, Department Heads, Guidance Counselors, Teachers, and Stakeholders
Individual Monitoring Plan	To make the school administrator be informed on the progress of their teachers and to identify their strengths and weaknesses.	IMP: a monitoring plan that will determine the strength and weakness of the teachers and an intervention that the school administrator should employ to enhanced teacher's performance in the new normal.	Anytime within a Year	P3,000.00 Source: School MOOE, Private donations, and Other involved stakeholders	Principals, Department Heads, Guidance Counselors, Teachers, and Stakeholders

As emphasized, it is designed to enhance the competence of the school administrators and elevate their skills despite of the pandemic. This will also serve as guide to assist their potential in transporting quality teachers and guide them to become effective and efficient. Furthermore, it will serve as reinforcement for the challenges and difficulties encountered by school administrators of Surigao del Norte division in times of pandemic. However, the success of this intervention plan depends on the implementation of the administration.

School heads are at the heart of the education system, connecting education authorities, teachers, students and communities. Like in our own bodies, when the heart fails, the entire system breaks down. School heads have been under enormous pressure to put together the emergency response to schooling amidst a pandemic. In times of crisis, more than ever, they need time and energy to concentrate on the immediate challenges. This could be done through measures such as temporarily adjusting school heads' administrative workloads or compensating them for the increased volume of work. During difficult times, it is important that school leaders are encouraged, supported and their efforts recognized as they play a crucial role in ensuring learning continues, even at a distance.

IV. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

Summary of Findings

The main objective of this study was to assess the challenges encountered and opportunities given to the school administrators in managing the teachers' instruction in Surigao del Norte Division in the middle of crisis brought by the Covid-19 pandemic. It sought the answers to the problems: what is the profile of the respondents in terms of age, gender, highest educational attainment, district, grade level, position, number of years being a school head, total number of teachers under supervision and number of trainings in administration and supervision attended?; What are the challenges encountered by the school administrators based on their level of assignment in managing the teachers' instruction in Surigao del Norte Division amidst Covid-19 pandemic?; What are the opportunities afforded by the school administrators based on their level of assignment in managing the teachers' instruction in Surigao del Norte Division amidst Covid-19 pandemic?; Is there a significant difference in the challenges encountered by the elementary and secondary school administrators in managing the teachers' instruction in the middle of Covid-19 pandemic in Surigao del Norte Division based on their personal and professional profile?; Is there a significant difference in the opportunities afforded by the elementary and secondary school administrators in managing the teachers' instruction in the middle of Covid-19 pandemic in Surigao del Norte Division based on their personal and professional profile? and Based on the findings of the study, what intervention program can be proposed?

To solve the given problems, the researcher used the descriptive research design. The sample population of 197 was asked to answer the research-made questionnaires. The frequency count, mean and standard deviation and analysis of variance (ANOVA) were used for data analysis.

The following are the findings of the study:

Regarding the respondent's profile, the majority of school administrators are female, between the ages of 50 and older, with a master's degree as their highest level of education. In terms of the number of years they have been school administrators, the majority have served in that capacity for 0 to 5 years. In terms of the total number of teachers they supervise, the majority oversee 0 to 15 teachers. In terms of the number of trainings they have received, most of the school administrators have attended more than 16 trainings.

Managing the teachers' instruction in Surigao del Norte Division during the COVID-19 pandemic presented challenges for school managers, although those challenges are now less common.

They are quite delighted with the advantages and chances provided for the school administrators in Surigao del Norte Division in supervising the instructors' instruction throughout the COVID-19 pandemic.

Based on their profiles, there is no significant difference in the difficulties faced by the school administrators in Surigao del Norte Division in supervising the teachers' instruction during the Covid-19 pandemic.

There is no significant difference in the opportunities afforded by the school administrators in managing the teachers' instruction in the middle of Covid-19 pandemic in Surigao del Norte Division based on their personal and professional profile.

There is a significant relationship the opportunities compensate the challenges encountered by the school administrators in managing the teachers' instruction.

V. CONCLUSION

The following are the conclusions of the study based on the findings above:

- The Surigao del Norte division has been supervised by mostly female school administrators who are professional and experienced in handling their teachers.
- The new normal education due to Covid-19 pandemic have become challenging to school administrators, however due to adaptive measures employed by the Department of Education, they have been assisted and encountered less challenges in managing teacher's instruction.
- School administrators are very satisfied with the continued benefits, incentives, and opportunities that they are receiving despite sudden shift of educational system.
- There is no significant difference between the challenges encountered by the school administrators based on their personal and professional profile. This means that the challenges have not affected the way they managed teacher's instruction and that school administrators have adapted in the situation.
- There is no significant difference between the opportunities afforded by the school administrators based on their personal and professional profile. This means that the opportunities have not affected the way they managed teacher's instruction and that they have received full support from the institution and the department as a whole.
- There is a significant relationship when the opportunities were assessed if it compensates the challenges encountered by the school administrators in managing teacher's instruction. This means that the challenges and effort extended by the school administrators have been rewarded with the continued benefits and opportunities afforded to them.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were suggested:

- For School Administrators, to be more observant on the things that is happening around them and device solutions to whatever problems they encounter. Additionally, an updated annual Enhanced School Improvement (ESIP) Plan may be crafted and implemented to ensure school monitoring and progress.
- For Teachers, to provide list of challenges encountered to the administration and the best practices they have implemented for others to bench mark and apply it in their teaching journey.
- For Students, to be more participative in the teaching and learning process as they observe that their school heads are doing their best to facilitate learning despite the pandemic.
- For Parents, to give their full support to their students since blended learning has been the new trend.
- For the People in the Community to continue become partners of learning since educating a child needs the involvement of everyone.
- For future researchers to use different approach and models and tools in order to develop this kind of research.

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