



## Leaders of Collaboration, Communication, and Confidence Behind Adversity

Eileen May R. Atienza<sup>1\*</sup>

<sup>1</sup> Department of Education, Philippines

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### Abstract

The creation of a professional and training community has an impact on every aspect of an organization's overall achievement, including education. Based on this issue, this study wants to investigate the lived experience of public elementary school principals concerning the challenges encountered in professional and training needs in the new normal. The research design used was qualitative with phenomenology as an approach. Using the interpretative phenomenological approach, the study generated ten superordinate themes. Based on the consolidated findings and reflections, the study recommends that the Schools Division of Calamba City may focus on the provision of technical assistance, mentoring, and coaching to the school heads in crafting and formulating professional development activities intended for the challenges and issues encountered by the teachers from the classroom setting to the school set-up. In addition, School heads may provide different professional development activities aside from the monthly school-based learning action cell session. Teachers may provide feedback and suggestions to their school heads in dealing with their needs in the classroom and school as their second home. Future researchers who plan to investigate the same topic may use this as one of their references. Other factors which may influence the implementation of professional development training may be subjected to future studies. More so, other appropriate methods and designs may also be used to further validate this study's findings.

**Keywords** *Challenges, Communication, Confidence, Lived-Experiences, New Normal, Quality Education, Roles*

### INTRODUCTION

Talent and good fortune may come to people by accident, but learning is a skill and an activity that everyone can master with hard work. Many research efforts have confirmed that the school principal plays a pivotal role in efforts to change achievement standards within the institution. Learning is what keeps the mind youthful, and it is well said that anyone who stops learning is old, whether at twenty or eighty. Since "change" is the result of all true learning, "change" is the answer to this question that people hold within themselves.

The establishment of a professional and training community influences each facet of an organization's overall success. Meeting the requirements of the organization ensures compliance with regulations and the provision of services in the most cost- and resource-efficient manner, which creates room for expansion and growth. Other benefits of documenting professional and training needs include meeting the requirements of the organization, which ensures compliance with regulations and the provision of services in the most cost- and resource-efficient manner, creating room for expansion and growth.

The initial concept of the elementary principalship was framed as the "principal teacher" (Peterson, 2019). Over time, this concept has evolved, leading to the expectation that elementary school principals should primarily focus on instructional supervision (The Elementary School Principalship, 2017). In recent years, the role of elementary school principals has transformed into a blend of managerial responsibilities alongside their duties as instructional leaders.

Creating a professional and training community has a far-reaching impact on all aspects of an organization's success. It not only ensures that the organization meets its regulatory obligations and provides services efficiently in terms of cost and resources but also opens up opportunities for expansion and growth. Documenting professional and training needs further contributes to meeting the organization's requirements, promoting compliance with regulations, and facilitating

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Corresponding author's email: [eileenmay.atienza@deped.gov.ph](mailto:eileenmay.atienza@deped.gov.ph)

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the efficient delivery of services, all of which are essential for creating the conditions necessary for expansion and progress.

This research aims to investigate the real-life experiences of elementary school principals in DepEd Calamba City about the difficulties they have in meeting the professional and training requirements of their staff members.

## **LITERATURE REVIEW**

### **Roles of School Head**

Recent research underscores the importance of strong relationships between school counselors and principals in fostering academic success within safe and supportive learning environments (Armstrong et al., 2018). As education reform initiatives continue across the United States, it becomes increasingly vital for principals and school counselors to collaborate. Their collaboration is essential for bolstering curriculum development, monitoring student progress, and narrowing the achievement gap (Militello & Janson, 2007). Wesley (2018) emphasized that counselors and administrators should no longer operate in isolation and that a greater number of collaborative partnerships were necessary (Dahir et al., 2017).

As per a recent investigation (Winter et al., 2017), further exacerbating the declining pool of potential principal candidates and retirements could result in increased pressure on the quantity of male elementary school principals. This is because when an experienced principal retires, a substantial amount of institutional knowledge is left with them. Consequently, new principals are confronted with the challenge of having to reacquire all the information that is no longer accessible within the school.

In alignment with the School Counselor Competencies outlined by the American School Counselor Association (2018), many counselors have endeavored to implement data-driven counseling programs addressing students' academic, career, and personal/social needs. However, they often encounter obstacles in their efforts due to a lack of supportive relationships with their principals (Wilkerson, 2017).

Mastering the elementary school principalship involves acquiring unexpected skills, which, according to Peterson and Deal (2019), can be challenging due to four distinct characteristics of the job. Firstly, the goals are often unclear and difficult to measure. For instance, a common objective for a principal might be for the school to excel in education. However, this goal lacks clarity in terms of how "excellence in education" is defined, achieved, and assessed.

Secondly, the role demands extensive and frequent interactions with various stakeholders, ranging from at-risk students to teachers, parents, textbook salespeople, and central office administration.

Thirdly, decision-making in this position is often unstructured and spontaneous. Principals must rapidly gather and assess information before making quick decisions.

However, Richardson's (1999) research offers a different perspective. It suggests that principals in schools with at-risk students develop and apply appropriate instructional leadership skills and possess a clear vision of student achievements. They actively involve teachers, parents, students, and others in shaping this vision and engage them in efforts to realize it. These principals prioritize the vision by supporting teachers in their instructional endeavors and utilizing data to gauge the school's progress, effectively becoming champions of the idea that all students can succeed.

The public's heightened interest in improving education and the widely recognized importance of principal leadership came together in the arenas of policy and professional practice. Established professional norms no longer considered it acceptable for principals to focus exclusively on school maintenance or mere program management. Instead, instructional leadership

emerged as the new educational standard for principals. Nevertheless, questions remained about the precise nature of this evolving role and how principals adapted to these emerging normative standards (Michailides & Payne, 2018).

Overall, these research investigations and references have played a substantial role in enhancing comprehension and discourse surrounding the research issues associated with the responsibilities of elementary school principals. They have shed light on the difficulties they encounter, the variables impacting their contentment with their roles, the scarcity of adequately trained principals, traits, leadership characteristics, principal preparation programs, the need for professional development, and the importance of instructional leadership in schools.

Sergiovanni (2019) and Michailides and Payne (2018) collectively found that every state had substantial in-service programs dedicated to enhancing the instructional leadership skills of principals. School administrators were inundated with a "new orthodoxy" that reflected the effective school's perspective on leadership. The model of instructional leadership conveyed to principals through these state academies was highly specific regarding the elements of this role.

Begley and Slater (2018), Sergiovanni (2019), Leithwood (2018), Michailides and Payne (2018), Hawkins (2019), Townsend (2016), Lockwood (2016), Gurr (2000), Cash (2017), Fullan (2019), Bürgener and Barth (2018), and DuFour et al. (2008) describe effective schools as professional learning communities where principals assume pivotal roles in establishing and maintaining conditions conducive to learning. They elucidate that principals in professional learning communities:

- a. Lead by sharing a common vision and values rather than relying on strict rules and procedures.
- b. Engage faculty members in the school's decision-making processes and empower individuals to take action.
- c. Provide staff with the necessary information, training, and guidelines to make sound decisions.
- d. Build credibility by modeling behavior consistent with the school's vision and values.
- e. Prioritize achieving tangible results.

## **RESEARCH METHOD**

Creswell's perspective (as cited in Palileo, 2022) aligns with this, defining phenomenology as an investigative method through which the researcher seeks to identify the essence of human experiences related to a phenomenon, as described by the participants. It is characterized by its descriptive nature. It is particularly valuable for investigating questions related to the "who, what, and where" of events or experiences and for gaining insights from sources concerning poorly understood phenomena. This approach is also suitable when a direct depiction of a phenomenon is required or when information is sought to develop and refine surveys or interventions.

The choice of a phenomenological research approach was well-suited to the study's objective, which aimed to explore and comprehend the lived experiences of exceptional school leaders regarding their evolving roles in addressing the challenges presented by the new normal in education. The researcher's thorough analysis of performance led her to adopt this research design, which was applied to the study of the professional and training needs of public elementary school principals in Calamba City.

## **FINDINGS AND DISCUSSION**

Results should be clear and concise. The results should summarize (scientific) findings rather than provide data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

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**Corollary Question 1: How do the public elementary school heads describe their experiences regarding challenges encountered in professional and training needs in the new normal?**

This phenomenological research study was premeditated as a means to analyze the lived experiences of the elementary school heads through one-on-one interviews. Phenomenology, through a one-on-one interview, is the chosen method to study the leadership skills of the elementary school heads in the professional and training development in the new normal. Capturing the mere essence of the lived experiences of the elementary school heads was the overall goal of this research paper; however, conducting this research, which included in-depth discourse with peers, was equally an exertion on self-consciousness and self-reflection on the part of the researcher.

As shared, participants revealed their difficulties in navigating the challenges posed by the new normal. However, they are tirelessly exploring every possible avenue to ensure the delivery of high-quality education to their students. This underscores the pivotal roles required to uphold a school's performance and appeal. School administrators act as the vital bridge connecting educational authorities, teachers, students, and communities. Just as the heart's functioning is essential for the overall well-being of our bodies, the efficacy of school administrators is crucial to the functioning of the entire educational system. Especially in times of crisis, such as a pandemic, school administrators face immense pressure to swiftly devise strategies for responding to educational emergencies. These circumstances demand more time and resources than ever before to address immediate challenges effectively.

Furthermore, they recounted encountering a multitude of challenges stemming from teachers, parents, resources, the community, and other factors inherent in the new educational system set-up. While these challenges mirror the issues faced in the traditional education model, the global pandemic has intensified the burden due to COVID-19-related restrictions and limited mobility. This highlights a significant frustration for principals: the lack of parental involvement in supporting the school's endeavors to enhance student performance. The global pandemic has exacerbated this issue, and parents also share responsibility for their children's academic struggles. Leveraging web and mobile platforms to provide real-time updates on activities, meetings, grades, fee collection, attendance, and disciplinary matters could bolster the connection between teachers and parents, ultimately narrowing the achievement gap. Principals and staff invest considerable time and effort into fostering relationships with students, teachers, and other staff members.

In addition, they communicated their concerted efforts to devise solutions for the existing difficulties and challenges arising from the global pandemic. They are fully utilizing and optimizing all available avenues to meet the overall needs of the school. They are actively seeking partnerships and alliances with parents, the community, private organizations, individuals, and other stakeholders to collectively address and resolve the encountered challenges and obstacles. This underscores the unforeseen and dramatic transformation of school leaders' roles brought about by the COVID-19 crisis. Given the extraordinary nature of this situation, there isn't a predefined path for them to follow. School leaders find themselves akin to actors on a stage whose plot, script, and costumes have all changed mid-performance, necessitating improvisation to adapt to their new roles. There are instances where school administrators must patiently await guidance from elected officials, system leaders, and first responders.

Furthermore, they elucidated that their responsibilities as school leaders remain fundamentally unchanged, but the mode of execution has undergone a profound shift. Previously, they were accustomed to carrying out nearly all tasks physically and through face-to-face interactions. However, due to the new setup, these tasks are now performed virtually and online. This highlights the notion that leadership during a crisis necessitates collaboration while also embracing a sensibly hierarchical approach. There are circumstances where school leaders must

exercise patience and seek counsel from government authorities, system-level leaders, and first responders.

Moreover, they highlighted that their roles as school leaders involve employing every conceivable approach to adequately prepare themselves, particularly for their responsibilities in the new normal. The findings underscore the significance of theoretical knowledge, as it forms the foundation for any skill and acquaints learners with the subject matter. Conversely, practical learning must be seamlessly integrated with theoretical knowledge, as it empowers learners to apply theoretical concepts in real-world scenarios and gain a deeper understanding of the subject.

Furthermore, they elaborated that, in their capacity as school heads and as exemplars for others, they must exhibit a positive demeanor and proactive actions in the face of various challenges. They are required to demonstrate strength, as they serve as the wellspring of resilience for both schoolteachers and personnel. They must also display heightened consideration, particularly given numerous factors, notably the health and safety of all educators and school staff. The outcomes suggest that effective teachers ascertain students' academic requirements by utilizing data such as reading inventories. Similarly, effective principals employ data to identify areas necessitating staff development initiatives.

### **Corollary Question 2: What themes emerged from the testimonies of the public elementary school heads?**

#### ***Interview Question 1: Before attending professional development and training, what were your initial perceptions and expectations as a principal or school head?***

Theme A: Shared Responsibility, Contentment with Challenges, Technological Orientation, Preparation for the New Normal, Comprehensive Engagement, and Alignment with Departmental Objectives.

In response to this question, Principal 1 emphasized the significance of shared responsibility within the school. They underscored the importance of involving teachers, especially Master Teachers, in the planning and organizing processes to ensure the school's success. Shared responsibility entails fostering a sense of personal accountability among all team members, where they work collectively to facilitate learning both inside and outside the school. Principal 3 expressed a deep sense of contentment and gratitude for their role as a school head, considering it a privilege. This happiness stems from a profound belief in the profession, which is rooted in creating a joyful and effective learning environment. Furthermore, Principal 4 highlighted the increasing role of technology in education despite some resistance from certain quarters. The Principal stressed that technology is essential for modern education, but not all stakeholders readily embrace it.

Finally, Principal 6 spoke about proactive preparation for the new normal, emphasizing the importance of adaptation and adjustment to fulfill educational responsibilities. Professional development workshops have become a means to explore technology integration, enhance teaching knowledge, and collaborate with peers.

In summary, the principals' responses reflect a deep commitment to shared responsibility, contentment amid challenges, a strong belief in technology, and proactive preparation for the changing educational landscape.

#### ***Interview Question 2: After attending professional development and training, how has your perception of being a principal or school head evolved? What additional competencies have you acquired?***

Thematic Chart B: Positivity, Motivation, Embracing Technology, Open-mindedness, Enabling Education, Resilience, Innovation.

In their post-professional development reflections, the school heads exhibited a newfound sense of positivity, motivation, and adaptability. They have become more open-minded, innovative, and resilient in their roles. Principal 7 emphasized their role as an enabler of education, feeling inspired to uphold the school's best practices even during challenging times. This newfound motivation aligns with the concept of transformational leadership, where leaders encourage positive change and innovation among their teams. Principal 3 found their role more challenging yet deeply inspiring after attending professional development. They now approach administrative tasks with renewed determination, finding fulfillment in their accomplishments.

Overall, the principals have embraced a positive and forward-thinking approach, demonstrating a readiness to tackle challenges and promote innovation in their respective roles.

***Interview Question 3: What best practices have you adopted as a result of professional development activities?***

Theme C: Communication, Feedback, Intervention, Orientation, Collaboration, Training, Implementation.

The school heads have incorporated various best practices into their leadership roles, guided by their professional development experiences. Principal 1 highlighted the importance of effective communication with stakeholders through various platforms like GCs, chats, and Zoom. This enhanced communication facilitates feedback collection and proper intervention when necessary. Principal 2 mentioned the crafting of projects to address school issues and the provision of support to staff. This demonstrates a commitment to collaborative problem-solving and resource allocation. Principal 4 emphasized the significance of orientation for parents and community engagement, reinforcing the idea that involving the community in school initiatives can lead to positive outcomes.

Collaboration emerged as a recurring theme, as Principal 8 stressed the importance of collaborative efforts among teachers and stakeholders, especially in the current educational landscape. In summary, the principals have integrated best practices such as effective communication, collaboration, tailored support, and community engagement into their leadership approaches.

***Interview Question 4: How have you applied the knowledge gained from professional development in addressing challenges?***

Theme D: Flexibility, Consistency, Innovation, Program Development, Communication, Adaptation.

The school heads have leveraged their professional development knowledge to address challenges effectively and bring about positive change in their schools. Principal 2 highlighted the need for flexibility in dealing with unforeseen circumstances, consistency in updating teachers, and comfort with technology as essential aspects of their role. They also initiated programs to support learners, such as "Guro ko Kapit-bahay ko," demonstrating a commitment to innovation. Principal 5 emphasized the importance of embracing challenges and using them as a driving force for improvement. This mindset is essential for overcoming obstacles and fostering innovation.

Principal 6 recognized the importance of working from different angles and tailoring solutions to unique situations. This adaptability and sensitivity to context are crucial for addressing complex challenges effectively. In summary, the principals have applied their professional development knowledge by being flexible, consistent, innovative, and adaptable in their leadership roles.

***Interview Question 5: How do you address the challenges encountered in your role as a school head?***

Theme E: Carefulness, Flexibility, Consideration, Positive Outlook, Competence, Understanding, Resourcefulness, Creativity, Leadership Style.

The school heads have developed a range of strategies to address the challenges they face as school leaders. Principal 10 highlighted the importance of understanding, compassion, resourcefulness, and flexibility in facing challenges. They view challenges as opportunities for personal and professional growth. Principal 9 stressed the need to be determined and confident in confronting challenges, maintaining a positive outlook, and making balanced decisions. They emphasized empathy and motivated leadership. Principal 7 mentioned the importance of professional development and training to cope with adjustments and the role of good communication in addressing challenges. In summary, the school heads address challenges through a combination of personal attributes, leadership style, and effective communication.

***Interview Question 6: What have you learned from the challenges you've encountered?***

Theme F: Open-Mindedness, Collaboration, Dedication, Adaptability, Learning from Experience, Multifaceted Approaches, Effective Communication.

The challenges encountered in their roles have provided valuable learning experiences for the school heads. Principal 6 emphasized the importance of being open-minded and responsive to different situations, viewing challenges as opportunities to become more sensitive and adaptable. Principal 5 highlighted the value of collaboration, dedication, and effective communication in addressing challenges and achieving goals. Principal 7 emphasized the need for multifaceted approaches to challenges, acknowledging that different situations require different solutions.

Overall, the challenges have reinforced the importance of open-mindedness, collaboration, adaptability, and effective communication in their leadership roles.

***Interview Question 7: What kind of school head are you now due to your professional development experiences?***

Thematic Chart G: Determined, Confident, Resilient, Empowering, Positive, Competent, Motivated, Coordinated.

As a result of their professional development experiences, the school heads have evolved into determined, confident, and resilient leaders. They empower their teams, maintain a positive outlook, demonstrate competence, stay motivated, and coordinate efforts effectively. Principal 7 expressed increased confidence and competence, believing that they have gained valuable knowledge through training and seminars. They view themselves as motivating and coordinating personnel, ensuring alignment with school plans. Principal 9 considers themselves determined and

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confident in their role as school head, emphasizing a commitment to continued leadership growth, empathy, and balanced decision-making. In summary, the school heads have become more self-assured, empowered, and motivated leaders due to their professional development experiences.

***Interview Question 8: What other types of professional development initiatives have you implemented with your staff?***

Thematic Chart H: Seminars, Coaching and Mentoring, Feedback Mechanisms, Tailored Support, Learning Action Cells, Experimental Teaching Methods.

The school heads have implemented various professional development initiatives to support their staff. Principal 2 mentioned providing coaching and mentoring to colleagues and master teachers. This approach fosters ongoing professional growth and skill development. Principal 7 emphasized the importance of communication, feedback mechanisms, and tailored support to address teacher needs effectively. Principal 10 spoke about experimenting with different teaching methods and fostering collaboration among teachers through learning action cells. In summary, the professional development initiatives include seminars, coaching, feedback, tailored support, and collaborative learning approaches.

***Interview Question 9: When introducing changes in your school, what processes do you employ?***

Thematic Chart I: Innovation, Communication Enhancement, Delegation of Tasks, Research Integration, Collaboration, Dedication.

When implementing changes in their schools, the school heads follow a structured approach that includes innovation, enhanced communication, delegation of tasks, research integration, collaboration, and dedication. Principal 1 highlighted the importance of innovation, effective communication, and delegation of tasks to master teachers, as well as integrating research findings to address learning gaps and involving stakeholders in school programs.

Principal 3 emphasized collaboration, teamwork, dedication, and communication as key processes in implementing changes effectively. Principal 5 noted the need for an open-minded and adaptable approach when dealing with changes.

In summary, the school heads employ a combination of structured processes to introduce changes in their schools, focusing on innovation, communication, collaboration, and dedication.

***Corollary Question 3: Based on the findings of the study, what professional needs assessment for school heads may be proposed in the new normal?***

The study necessitates an action plan based on the findings of the study focusing on the replication and adoption of the best practices of the elementary school heads regarding their leadership skills in addressing the challenges encountered in the new normal in education. This compendium of best practices will provide a localized guide for each school head regarding leadership skills in addressing the difficulties encountered, most especially in times of crisis like this pandemic. Based on the findings of this research, the researcher came up with crafting a Localized Professional Needs Assessment Tool that presented in the following section.



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**Localized Professional Needs Assessment Tool**

1. Which of the following best describes your role at your school?

- Classroom Teacher
- Instructional Coach/Specialist
- Instructional Support Staff (e.g., instructional aide, teaching assistant)
- School Administrator (e.g., principal, assistant principal)
- Other (please specify): \_\_\_\_\_

2. What grade levels do you currently teach? Please select all that apply.

- Pre-K
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

3. In which of the following types of professional development (PD) programs or workshops did you participate during the 2022-2023 school year that were offered by your school or district? Please select all that apply.

- Technology-related (e.g., integration, skill development)
- Differentiated instruction
- Promoting equitable education (e.g., cultural competency, equity practices)
- Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
- Safety (e.g., bullying)
- Subject-specific programs (e.g., math, literacy, foreign language)
- Supporting special student populations (e.g., EL, Special Education, At-Risk)
- Social and Emotional Learning (SEL)
- Classroom management
- Lesson planning/curriculum development
- Parent communication and engagement
- Professional responsibility (e.g., legal and ethical responsibilities)
- Developing and using formative/summative assessments
- Other (please specify): \_\_\_\_\_

4. In which of the following areas would you be most interested in receiving additional PD? Please select up to 5 options.\*

- Technology-related (e.g., integration, skill development)
- Differentiated instruction
- Promoting equitable education (e.g., cultural competency, equity practices)
- Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
- Safety (e.g., bullying)
- Subject-specific programs (e.g., math, literacy, foreign language)

- Supporting special student populations (e.g., EL, Special Education, At-Risk)
- Social and Emotional Learning (SEL)
- Classroom management
- Lesson planning/curriculum development
- Parent communication and engagement
- Professional responsibility (e.g., legal and ethical responsibilities)
- Developing and using formative/summative assessments
- Other (please specify):\_\_\_\_\_

<b>Indicative Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<i><b>In general, the professional development opportunities offered by school...</b></i>				
...meet my needs as an educator.				
...are relevant to my work.				
...positively impact my instructional practice.				
...include offerings for participants of different skill/experience levels.				
...offer practical information or skills for me to implement.				

With the formulated localized needs assessment tool, the challenges and issues encountered by the teachers from the classroom setting to the school set-up. In addition, School heads may provide different professional development activities aside from the monthly school-based learning action cell session. Teachers may provide feedback and suggestions to their school heads in dealing with their needs in the classroom and school as their second home.

Furthermore, this study also provides these recommendations:

- The Schools Division of Calamba City may focus on the provision of technical assistance, mentoring, and coaching to the school heads in crafting and formulating professional development activities intended for the challenges and issues encountered by the teachers from the classroom setting to the school set-up.

- School heads may provide different professional development activities aside from the monthly school-based learning action cell session.
- Teachers may provide feedback and suggestions to their school heads using the localized assessment tool in dealing with their needs in the classroom and school as their second home.
- Future researchers who plan to investigate the same topic may use this as one of their references. Other factors which may influence the implementation of professional development training may be subjected to future studies. More so, other appropriate methods and designs may be used as well to further validate the findings of this study.

## **CONCLUSIONS**

The research underscores the need for an actionable strategy derived from its results, centered on replicating and incorporating the exemplary methods demonstrated by elementary school principals in their leadership capabilities while tackling the obstacles posed by the new educational landscape. This collection of optimal approaches will serve as a customized resource for each school principal, offering guidance on leadership skills aimed at effectively addressing the specific challenges encountered, particularly during times of crises such as the ongoing pandemic.

Participants describe challenges in adapting to the new normal but remain dedicated to ensuring quality education. School administrators play a crucial role as links between authorities, teachers, students, and communities. Pressure on administrators during the pandemic is high, requiring more resources.

Challenges faced include issues with teachers, parents, resources, and the community, intensified by COVID-19 restrictions. Lack of parental involvement in student achievement frustrates principals, suggesting the need for tech-driven teacher-parent communication to bridge gaps. Administrators are actively seeking partnerships to address challenges posed by the pandemic's impact. COVID-19 has dramatically shifted school leaders' roles, necessitating adaptability and improvisation. They also need to await guidance from authorities.

Roles remain similar, but methods have shifted to virtual and online. Preparation involves combining theoretical knowledge with practical application for effective learning. School heads must maintain a positive, strong presence as role models and sources of strength. Effective educators use data for student needs, and principals use it for staff development.

## **LIMITATION & FURTHER RESEARCH**

In summary, the testimonials of the participants underscore the challenges faced in the new normal educational landscape. Despite these difficulties, school administrators are dedicated to delivering quality education. They serve as crucial links between educational authorities, teachers, students, and the community. The COVID-19 pandemic has placed significant pressure on administrators, necessitating swift responses and increased resources.

Challenges include issues with teachers, parents, resources, and community factors exacerbated by the pandemic. A key frustration is the lack of parental involvement in supporting student achievement. Employing technology for communication can bridge this gap.

Administrators are committed to finding solutions through partnerships and alliances. The pandemic has transformed their roles, requiring adaptation to virtual operations while emphasizing collaborative leadership. Preparation for the new normal is essential, with theoretical knowledge complemented by practical application. Administrators also serve as role models, fostering a positive attitude and supporting staff. Effective data analysis helps address academic

needs, benefiting both students and staff. Overall, administrators play a pivotal role in navigating the challenges of the new normal in education.

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