

Challenges of Administrative Supervision on the Full Implementation of Face-To-Face Classes

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Abstract

Although the COVID 19 pandemic has not yet ended, various studies and research have shown that the learning process should not be delayed by implementing an all out in-person classes but this would require full-throttle preparation of all government agencies nationwide, especially the Department of Education and its staff. Everyone, especially the head teachers, finds it confusing that the school is opening with careful consideration of all factors only to carry out the request to hold classes as long as possible without jeopardizing anyone's health while maintaining a current level of education. The challenges of administrative supervision on the full implementation of face-to-face classes are presented in this study. A phenomenological research design was used to collect data from 13 administration specifically the Head Teachers in the different schools in the region . The findings demonstrated

that Head Teachers were challenge of the following: Students' academic loss and incompetence, students' unease on mental, behavior and attendance then the well-being and financial support for classroom teachers' needs and concerns and weighty additional administrative duties and responsibilities. Furthermore, the head teachers have dealt with these issues by establishing a more child-friendly programs in dealing students' new behavioral patterns, answering teachers classroom needs and concerns, collaborative and optimistic efforts among stakeholders and adapting by moving down to the level of the students. Evidently, the researcher found that head teachers, as part of the department's leaders, have a responsibility to preserve and safeguard the children, who are the nation's primary benefactors of education. As a result, the department of education must consider the needs of its teachers and students, who are also one of the important providers of quality education for everybody, since face-to-face sessions were implemented despite the difficulties encountered. Additionally, blended learning is regarded as a solution to any delivery-related obstacles in the learning process.

INTRODUCTION

Schools are one of the most affected aspects of human life due to coronavirus disease-2019 (COVID-19) pandemic. Since the rise and threat of the pandemic, many countries around the world have decided to temporarily close schools that have affected millions of students. Consequently, students who are mostly children have been facing a learning crisis due to the pandemic (Sarmiento, 2021).

After more than two years of forced campus shutdowns due to the COVID-19 pandemic, public elementary and high schools returned to the traditional five days of face-to-face classes a week starting Wednesday, November 2.

This was based on the first order that Vice President Sara Duterte issued as concurrent education secretary. She made the order through the Department of Education (DepEd) Order 34, s. 2022, containing the calendar of activities for school year 2022-2023, and which was made public on July 2.

With the shifting of classes from online or modular classes to full face-to-face class due to the pandemic. Head teachers and school heads faces new challenges in the implementation of the new classes scheme.

As the students, teachers also reported various challenges during the pilot run (Malipot, M. 2022). In particular, teachers expressed concern about the "limited time to accommodate all learning concerns by learners." Some teachers also reported that they have limited teaching

and learning resources. Teachers, raised concerns on the “unreadiness of learners in face-to-face learning.” They also experienced challenges in paying attention to learners in face-to-face.

Just like the students, teachers also reported difficulty in hearing the learners due to face masks and face shields. Teachers also observed learning gaps in reading and writing and separation anxiety of Kindergarten and Grade 1 pupils from their parents.

Behavioral issues, were also observed by the teachers among the learners “since they did not come to school for almost two years.”

In Davao region, same issues were observed by some school heads relating to the behaviors of the students. Therefore, this study aims to know the different challenges of the head teachers in the implementation of full face-to-face classes relating to management and handling of students, stakeholder, parents and teachers.

PURPOSE OF THE STUDY

The purpose of this phenomenological study was to explore and to understand the head teachers’ challenges during the conduct of full implementation of face-to-face classes in some schools in Davao City.

THEORETICAL LENS

This study used a qualitative research design. According to Mason (2002), qualitative research is an umbrella term for various approaches and methods that vary considerably in terms of focus, assumptions about the nature of knowledge, and the researcher's role. In addition, according to Cresswell (2014), a qualitative study attempts to build the essence of experience from participants.

In particular, this study employed phenomenology. According to Christensen et al. (2010), the primary objective of a phenomenological study is to explain the meaning, structure, and essence of the lived experience of a person or a group of people around a specific phenomenon. It is being supported by Waters (2000) which states that phenomenological research is a study that attempts to understand people's perspectives and understanding of a particular situation or phenomenon.

Qualitative inquiry is appropriate in this study because it led to describing the meaning of what participants have in common as they experienced the phenomenon. The researcher used a qualitative design to search for the different challenges the head teachers faced in the full implementation of face-to-face classes.

RESEARCH QUESTIONS

This research work sought to answer the following questions:

1. What are the challenges faced by the Head Teachers in implementation of full face -to – face classes?
2. What are the coping mechanism/mitigation activities conducted to address challenges?

OPERATIONAL DEFINITION OF TERMS

Some important terms in the study were defined operationally for clarification:

Administration. The duties of the school administrator are as follows: As director he (1) selects subordinates; (2) inspects work of various school departments; (3) inspects schools; (4) is responsible for (a) results in each department, (b) the selection of textbooks, (c) improvement of teachers, (d) the application of salary schedule, (e) promotion of teachers; (5) is a court of appeal for (a) subordinates, (b) parents, (c) teachers; (6) is chairman of educational meetings (Mirick, G.A 1918). In this study, it refers to the administrative tasks of head teachers in Davao region.

Supervision. The supervisor (1) must be an authority on (a) subject-matter for study in the grades supervised, (b) the courses of study, (c) general pedagogy, (d) special methods, (e) educational standards and measurements; (2) must be competent in the diagnosis of pupils' (a) capacities, (b) grading, (c) testing, (d) motivating, (e) promoting; (3) must be competent in diagnosis of teachers' (a) abilities, (b) limitations, (c) incentives, (d) promotions; (4) must have exceptional skill (a) in leading, (b) in inspiring, (c) in teaching, (d) in Securing cooperation, (e) in planning and conducting meetings (Mirick, G.A. 1918). In this study, this refers to the supervisory tasks of Head Teachers in Davao City.

REVIEW OF RELATED LITERATURE

In-person instruction should always be used instead of distance learning. Distance learning is unable to adequately accommodate several aspects of in-person education that are essential for a good education. Too many restrictions exist. Students now must deal with several distractions at home and a desire to put off tasks. Students who study remotely are under pressure to suddenly exercise considerably greater restraint (Vasquez et al., 2023). Distance learning cannot adequately replace in-person learning because of the stark differences between the surroundings of the two types of learning.

The COVID-19 epidemic has disrupted the global educational system in several ways. Even experts did not anticipate how dangerous contracting COVID-19 would be to the community members when countries started to shut down in March 2020. Governments in almost every nation started ordering the closure of numerous industries, including educational institutions, to slow the virus's fast spread (Singh et al., 2021). Education systems had to find a means to keep students learning

because COVID-19 was unpredictable, and it was unclear if face-to-face instruction would be able to continue. Online learning was able to offer a temporary fix at the time when on-campus education was permanently ceasing to exist. Due to an emergency change in learning, teachers were compelled to relocate all face-to-face training online, regardless of their familiarity with technology (Rapanta et al., 2020).

Moreover, the government of the Philippines reopened schools upon the announcement of the full blast face-to-face classes that had few pupils and staff members. This indicates that there are 25,668 public schools offering in-person instruction across the nation. This figure corresponds to 56.89% of the Department of Education's more than 47,000 public schools. From kindergarten through the 12th grade, more than 5.95 million students attend in-person classes. These institutions satisfied safety requirements, and even if regulations were relaxed, the number of reopened institutions would rise (Cabrera, 2022). This research entails further hearing the concerns of public-school administrators, teachers and put together a paper with facts about the opportunities and limitations of the reopening of face-to-face classes in schools and other places where services are provided, as problems with post-pandemic effects on students and the national debate about reopening schools continue. As classes resume after more than two years of global lockdown—the longest lockdown in educational history—there is an urgent need for this study to be done in addition to the clear issues with students' learning and involvement in physical activity that exist now (Mercê et al., 2023). Helping school officials, educators, parents, and other key players is essential.

School staff, notably school managers of both public and private institutions, have been working relentlessly for the safe reopening of school, especially this school year 2022–2023, prior to the deployment of the new normal face-to-face lessons. There was not much time to prepare for the complete adoption of face-to-face instruction for faculty, administrators, and students (Nworie, 2020). School staff must actually adhere to many health preventive measures advised likewise by the health offices, even in the face of this sudden but required rule stated by the department of education.

The numerous school administrations have been notified by higher DEPED authorities, including those who have direct involvement in the resumption of courses, to seriously prepare the essential tasks for the complete implementation of face-to-face lessons. Especially, school administrators are responsible for a variety of things, including managing human resources, financial resources, educational activities for students and instructors, external interactions, student and teacher well-being, and instructing pupils (Whang, 2021). They must also make more difficult judgments during the COVID-19 issue that weren't necessary before. School administrators are obliged to utilize their skills

and knowledge to attack new leadership difficulties from novel perspectives since they are trapped between the plans made by district administration and the needs of their teachers and students, according to (Medeiros et al., 2022).

Yet when they supervise the objective execution of new strategies, take into account how they will affect the staff, students, and employees, and decide how to communicate with crucial partners, leaders routinely participate in sensemaking. Most of the staff in the educational system found it extremely difficult to administer face-to-face lessons after several years. The requirement for instructors to adapt to the kids' newly acquired qualities is one of the difficulties they face. Their conduct also appears to have been impacted by the two years of modular learning (Kanetaki et al., 2022). Instructors must be there and pay close attention to how students act in this new face-to-face class norm. Teachers must adhere to their lesson competence despite the altered timetable, according to Trinova et al. (2022). Teachers feel stressed because they have a lot of competences to develop. This affects the school administration since they will oversee ensuring that pupils understand the competences that the department of education has set forth for them. A good lesson must be planned. Making your teachings clear and well-timed can assist keep pupils engaged and interested. Every school faces a significant problem in imparting the competences to the students while capturing their interest and maintaining their attention. This calls for a changed approach.

Stress and tiredness are the school's next clearly visible problem. According to Pressly and Ha's study from 2022, teachers' and other school administrators' support has been impacted by stress and weariness. Teachers, particularly school administrators, get fatigued and anxious after a long, arduous day because of the constant observation and evaluation of the environment and welfare of both instructors and pupils inside the school. The change is clearly visible. Faculty members experienced stress and mental pressures as a result of the switch to face-to-face instruction. It is vitally necessary to implement supportive professional development techniques to equip professors with online teaching abilities. Teachers and students are feeling stressed and burnt out after face-to-face instruction has been used for a while (Permata et al., 2022).

Even if face-to-face instruction has returned in some schools, blended learning is still used in others. Developed more than ten years ago, blended learning combines traditional classroom activities (face-to-face learning) with online learning to support teaching and learning activities (Dangwal, 2017). While certain educational activities and materials must be completed in-person in the classroom, others can be completed utilizing a variety of digital technologies in real-time interactions across time and space (Nugroho et al., 2021). Worldwide, blended learning is

often employed in educational and professional contexts (Smith & Hill, 2019). The management of the school is also burdened by this since they must obtain both modalities so that they can meet the demands of the teachers, particularly the pupils.

It has been found that administrators have had difficulties integrating the new learning modality, especially those working in integrated schools (Villanueva, 2023). With all the standards that must be satisfied despite the lack of resources and the inadequacies of stakeholders in adopting the new modality, many schools need to be better prepared. The study could provide insight into the difficulties integrating school administrators had when carrying out their duties and attending school activities during the epidemic. Because of the COVID-19 pandemic-related school closings, pupils from various backgrounds who are more vulnerable are less likely to get the assistance and additional resources they require. Closures can also have an impact on students' emotions of self-worth and belonging in their schools, both of which are essential components for inclusion in education (Organization for Economic Cooperation and Development, 2020). Taking kids away from their classrooms has a negative impact on their development. Delays in learning recovery may reduce their prospects of finding employment in the future, which is crucial for the nation's economic recovery from the COVID-19 consequences (Ramos, 2022).

METHODOLOGY

RESEARCH DESIGN

The researchers used a qualitative research design. They chose a qualitative approach because they wanted to evaluate instructional supervisors' perspectives from the standpoint of their day-to-day work as administrative supervisors. The importance of qualitative research in educational studies is believed to be due to its ability to make normal classroom activities visible, which frequently go unnoticed yet can clarify how quality education can be achieved (Kozleski, 2017). Also, it is believed that qualitative research will direct evidence-based practice in education due to a variety of cultural traditions that are difficult to generalize (Kozleski, 2017). In order to give a reasonable idea of their research, head teachers in several schools in the Davao region were visited and questioned. The goal was to gather information on the decision to call for the full blast in-person sessions.

ROLE OF RESEARCHER

The researchers aim to examine the difficulties of Head Teachers in secondary schools in Davao region encounter in carrying out their supervisory activities and to investigate those practices themselves. The decision to choose Davao was made because the region is home to secondary schools with a growing student body.

RESEARCH PARTICIPANTS

The administrative supervisors in the example technique are head teachers of high schools. It's critical to remember that the sample size was chosen at random. In fact, we had conversations with the school heads of five secondary high schools. However, when we neared the analysis stage with 13 participants, we found new patterns that were closely aligned with the outcomes we had anticipated. In a qualitative research, the sample size can be determined using the informative redundancy criterion, according to Guba and Lincoln (1982); sampling should finish when no additional data can be gained by sampling more units. So, we made the decision to focus on 13 individuals.

DATA SOURCES

School names were marked in the lottery system of randomization, and some schools were just picked at random. The randomization technique served as the non-replacement method. We chose to utilize simple random sampling since we had access to many secondary high schools and because we needed to eliminate bias from the investigation. It is better to choose samples for in-depth interviews in a qualitative study with many participants using a random number generator (Baltes and Ralph, 2020). Semi-structured interviews were used as the method of data gathering. Head Teachers were questioned using the interview guide, and with their permission, the interviews were recorded on audiotape.

DATA COLLECTION PROCEDURE

Two schools were visited each day, and head teachers were interviewed during the visits. The interviews lasted between 40 and 50 minutes. Prior to the fieldwork, the researchers formally requested permission and additional support from the public school district supervisor in order to carry out the study there. The PSDS sent the researchers a list of schools and an authorization document for the study environment. The letter was distributed to Schools in the several secondary schools that were chosen at random.

DATA ANALYSIS

Data were analyzed using Braun and Clarke's (2006) six stages of theme analysis. Data was recorded into written form by the researchers through frequent, attentive listening. These processes included familiarizing yourself with the data, creating preliminary codes that look for themes, analyzing themes, classifying and labeling themes, and producing the report. Thematic analysis allowed the researchers to fully comprehend the data and give it significance in line with the objectives of the study and relevant literature.

TRUSTWORTHYNESS OF THE STUDY

Implementing observations, interviews, and records served to give the data credibility and accountability. The researchers wanted to see if the individuals' activities and interview answers were consistent. The researchers looked at how well the observations and statements made by the participants in the interviews matched what transpired when face-to-face instruction was fully implemented in secondary high school.

ETHICAL CONSIDERATIONS

All ethical considerations necessary for human research have been observed in this work. The ethical clearance necessary to carry out the study was granted by the department's higher ranking personnel through correspondence and communication letter.

RESULTS AND IMPLICATIONS

RESULTS AND DISCUSSIONS

TABLE 1. Challenges faced by the head teachers in the implementation of full face to face classes.

Challenges	Frequency of Occurrences	Emblematic Quotes
Students' Academic Loss and Incompetence	General	<p>“isa sa pinaka burden na part sa teacher kay naana sila sa grade 8 no, kay ilahang example, sa reading nila, ilahang reading, dili sila into, ang level nila sa reading is elementary level pa gyud”.</p> <p>IDI1,HT1</p> <p><i>(The hardest aspect for teachers is that they have classified their students as elementary readers, and their comprehension level is still at the primary level.)</i></p> <p>“As a head teacher of this institution, I am more on the students welfare because as I observed, the students need to be pushed to leap the hurdle of their struggles in reading, writing, listening and</p>

		<p>comprehension". ID12,HT2</p> <p>"based on observation, it is more on the challenges to promote students growth and success in particular about their learning losses and majority have reduced their academic skills". ID12,HT3</p> <p>"full implementation of face to face classes brought challenges to both the teachers and students, the learning performances of students are poor when it comes to comprehension as well as in reading, mostly they lack confidence and lack of focus, learners more often distracted and unfocused maybe due to technology ". ID12,HT4</p> <p>" Students' behavior and performance in school were the great problem of the implementation ". ID12,HT5</p> <p>"Learning ability of students...since 2 years sila nag modular...mitaas ang rate sa mga non-reader". ID13, HT1</p> <p><i>(There is an increase rate for the non-reader because of the 2 years learning gap which lessen the learning ability of the students)</i></p> <p>"Low quality of students;</p>
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		<p>reading ability, numeracy and attitude as depicted in the result of various inventories to students in the beginning of the classes”. IDI3,HT4</p> <p>”students readiness due to learning gap brought by the pandemic and struggling learners especially in numeracy and literacy” IDI3,HT5</p>
<p>Students' Unease on Mental, Behavior and Attendance</p>	<p>General</p>	<p>“Hmm, ahh okay so based on my experience as grade level head, we encounter the particular behavior of the students..., so ang most na encounter namu is ang ilahang behaviour is dili na level sa grade 8 karon. So mao to xa ang mga problems na encounter namo karon. Ang ilahang level of attitude in particular is elementary pa gyud xa”. IDI1,HT1</p> <p><i>(As the grade level head, I can speak from experience when I say that the students' behavior, in particular, shows that they are not at grade level 8, acting more like elementary school students)</i></p> <p>“As they have rested for the longest time because of the pandemic, I must say that regulating students' attendance is also of utmost significance. This affects their attitude toward attending class.” IDI2,HT1</p>

		<p>“ I also see concerns on the students attendance and discipline ”. ID12,HT3</p> <p>”More challenging is the behavioral attitude of the students, the have this difficulties or resistance to change”. ID12,HT4</p> <p>” Students’ behavior and performance in school were the great problem of the implementation ”. ID12,HT5</p> <p>”Low quality of students; reading ability, numeracy and attitude as depicted in the result of various inventories to students in the beginning of the classes”. ID13,HT4</p> <p>“mental health of learners”. ID13, HT5</p>
<p>Well-being and Financial Support for Classroom Teachers’ Needs and Concerns</p>	<p>Typical</p>	<p>“First of all, being the grade level head, that was the first time to hold a small group within the school. So of course, one of the challenges is how should I go along with the teachers”. ID11,HT2</p> <p>“One of the issues is how to deal with school health facilities based on the memo standard, in particular while dealing with resource</p>

		<p>limitations in the classroom” <small>IDI2, HT1</small></p> <p>“The implementation of this face to face is a big challenge not only to head teachers but also to all members in school because we are here to mold for the good of our students.in addition, lack of classrooms and chairs as well”. <small>IDI2, HT2</small></p> <p>”As head teacher, monitoring of teachers performance is very challenging in which we have to consider the mental health of teachers for their experienced during pandemic”. <small>IDI2,HT5</small></p> <p>”As head teacher, I faced the challenge on financial:pampalit sa mga covid supplies and equipment”. <small>IDI3,HT1</small></p> <p><i>(As head teacher, I face the challenge about financial aspect on how to produce money to buy Covid19 supplies and equipment)</i></p> <p>“resources: facilities, Covid19 supplies and learning materials to cope up with the new normal setting but no enough school budget to implement all the needed programs to support teaching</p>
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		and learning” ID13, HT5
<p>Weighty Additional Administrative Duties and Responsibilities</p>	<p>Typical</p>	<p>“as head teacher, more task is approaching for us like how to balance our decision making, request recruitment for additional teachers and of course on a very tedious class scheduling for the individual and class program”. ID12,HT3</p> <p>“pag impose nga dapat naka vaccine ang mga bata...dili jud tanan mga bata naka vaccine”. ID13,HT1</p> <p><i>(to impose the Vaccination policy advised by DOH thru DepEd because not all students were vaccinated)</i></p> <p>“They experience the tedious readjustments of the new normal management, its transition from virtual back to face to face teaching-learning set up”. ID13, HT2</p> <p>”To ready both learners and teachers mindset due to pandemic, the transition from modular/on line to in person approach classes”. ID13, HT3</p> <p>“One of the challenges faced...is we have a new set – up. Though we are used to old and traditional but during face to face we follow health protocols since we are not sure of such students are safe</p>

		from Covid19 virus". IDI4, HT1
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Legend:

General 50% up

Typical 25%-40%

Variant 20% down

Table 1 presents the challenges faced by the head teachers in the implementation of full face to face classes. It reveals generally that head teachers encountered students' academic loss and incompetence as well as the students' unease on mental, behavior and attendance which shows based on the percentage computed which is equivalent to 62% and 53% respectively. Moreover, typically, with the percentage of 46 % and 38%, head teachers faced challenges on the well-being and financial support for classroom teachers' needs and concerns and weighty additional administrative duties and responsibilities correspondingly.

The participants generally referred to the theme of Students' academic loss and incompetence and students' unease on mental, behavior and attendance as dominant perspective. This is made clear from the participants' answer during the interviews as they said:

"isa sa pinaka burden na part sa teacher kay naana sila sa grade 8 no, kay ilahang example, sa reading nila, ilahang reading, dili sila into, ang level nila sa reading is elementary level pa gyud". IDI1,HT1

(The hardest aspect for teachers is that they have classified their students as elementary readers, and their comprehension level is still at the primary level.)

"As a head teacher of this institution, I am more on the student's welfare because as I observed, the students need to be pushed to leap the hurdle of their struggles in reading, writing, listening and comprehension". IDI2,HT2

"based on observation, it is more on the challenges to promote students growth and success in particular about their learning losses and majority have reduced their academic skills". IDI2,HT3

"Hmm, ahh okay so based on my experience as grade level head, we encounter the particular behavior of the students..., so ang most na encounter namu is ang ilahang behavious is dili na level sa grade 8 karon. So mao to xa ang mga problems na encounter namo karon. Ang ilahang level of attitude in particular is elementary pa gyud xa". IDI1,HT1

(As the grade level head, I can speak from experience when I say that the students' behavior, in particular, shows that they are not at grade level 8, acting more like elementary school students)

“As they have rested for the longest time because of the pandemic, I must say that regulating students' attendance is also of utmost significance. This affects their attitude toward attending class.” IDI2,HT1

“I also see concerns on the students attendance and discipline”. IDI2,HT3

“More challenging is the behavioral attitude of the students, they have this difficulties or resistance to change”. IDI2,HT4

The results show that most head teachers responded to issues that focused more on students' academic failure and incompetence as well as students' concern with their behavior, mental health, and attendance because students face these hurdles or are resistant to change. Reading ability, numeracy, and attitude as seen in the results of numerous inventories given to students at the beginning of the classes were the greatest implementation problems due to low quality of pupils. Furthermore of utmost importance is the students' mental wellness.

The participants also stated that they are also challenged on the well-being and financial support for classroom teachers' needs and concerns. In relation to this, IDI3, HT1 shared:

“As head teacher, I faced the challenge on financial: pampalit sa mga covid supplies and equipment”.

(As head teacher, I face the challenge about financial aspect on how to produce money to buy Covid19 supplies and equipment)

Other participants shared same experience as to others:

“First of all, being the grade level head, that was the first time to hold a small group within the school. So of course, one of the challenges is how should I go along with the teachers”. IDI1,HT2

“One of the issues is how to deal with school health facilities based on the memo standard, in particular while dealing with resource limitations in the classroom”. IDI2, HT1

“The implementation of this face to face is a big challenge not only to head teachers but also to all members in school because we are here to mold for the good of our students.in addition, lack of classrooms and chairs as well”. IDI2, HT2

” As head teacher, monitoring of teachers performance is very challenging in which we have to consider the mental health of teachers for their experienced during pandemic”. IDI2,HT5

“ resources: facilities, Covid19 supplies and learning materials to cope up with the new normal setting but no enough school budget to implement all the needed programs to support teaching and learning ”. IDI3, HT5

This indicates that the participants were challenged by how to conduct in-person classes in accordance with the department's criteria while accommodating the wants and worries of their teachers with regard to the classroom and health regulations.

It is also evident that the head teachers were also hampered with weighty additional administrative duties and responsibilities. They expressed it by saying:

“as head teacher, more task is approaching for us like how to balance our decision making, request recruitment for additional teachers and of course on a very tedious class scheduling for the individual and class program”. IDI2,HT3

“pag impose nga dapat naka vaccine ang mga bata...dili jud tanan mga bata naka vaccine”. IDI3,HT1

(to impose the Vaccination policy advised by DOH thru DepEd because not all students were vaccinated)

“They experience the tedious readjustments of the new normal management, its transition from virtual back to face to face teaching-learning set up”. IDI3, HT2

“to ready both learners and teachers mindset due to pandemic, the transition from modular/on line to in person approach classes”. IDI3, HT3

“One of the challenges faced...is we have a new set –up. Though we are used to old and traditional but during face to face we follow health protocols since we are not sure of such students are safe from Covid19 virus. IDI4, HT1

This illustrates that head teachers struggle to adopt comprehensive face-to-face classrooms since there are so many heavy chores to take into account in addition to their existing roles and obligations.

The study's conclusions show that head instructors experienced difficulties, burdens, and overloads during the complete implementation of face-to-face instruction. First, they underlined that in addition to no budget being allocated; they are given tasks outside of their job-specific roles and responsibilities.

Table 2. Coping Mechanism or mitigation activities conducted by head teachers to address challenges.

Coping Mechanism	Frequency of Occurrences	Emblematic quotes
Establishing a more Child	General	“Unya ang patience dira sa teacher, kanang i-dapat e-

<p>Friendly programs in dealing students' new behavioral patterns.</p>		<p>extend gyud siya. Kay kung dili nimu i.extend ma werla si teacher". ID1,HT1</p> <p><i>(The teacher must exercise more patience or endure the consequences)</i></p> <p>"instruct teachers to have close monitoring of attendance with proper coordination with health authorities by following protocols and take extra mile in applying alternative delivery mode of learning by giving modules and learning activity sheets to students who are suspected covid19 confirmed cases to ensure equitable access to education in accordance to learner's preference and circumstance". ID12,HT1</p> <p>"As head teacher, these are my programs implemented such as Reading Hour: schedule time just intended only for students to read in Filipino or English and is guided by the designated reading coordinator to look over the activity; adviser and guidance counselor were designated for counselling to boost students confidence and students are advise when and how to find space to optimize focus and manage time when or where to open their gadgets". ID12,HT3</p> <p>"Close monitoring of academic</p>
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		<p>and mental status of students through the implementation of remedial classes especially in reading to cope with the two years learning gap”. IDI2,HT5</p> <p>“Create a school program for a non-reader students.” IDI3, HT1</p> <p>“For reading ability: even last year midst of pandemic, the school has initiated LPNHS C.A.R.E. Council for the advancement and of reading empowerment where we established movie marathon with subtitles, typing master, karaoke challenges(students will have to sing unfamiliar songs), one on one reading enhancement thru a teacher for readers under frustration and the use of SRA Kit, the programs still runs up to present For the numeracy: various activities(quiz before start of the class, group activities, games and recitation) eliciting prior knowledge in MDAS. And for their attitude, thru the prefect and of the guidance, the school handbook was disseminated to parents and students where thorough discussion on the school discipline policy was emphasized ”. IDI3, HT4</p> <p>“intensive literacy and numeracy interventions, enhancement and remedials” IDI3,HT5</p>
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<p>Answering teachers classroom needs and concerns.</p>	<p>Typical</p>	<p>“With that challenges ano ba yung nagawa ko to cope up that challenge, of course unang una, I should understand ano ba yung pagiging grade head... Hanggang saan ba yung kaya kung e manange sa mga teachers para ma address ko yung challenges na kinakaharap ng mga teachers. Ano ba yung pwede kung gawin or help na maibigay ko sa kanila para ma eliminate or ma address yung mga issues and concerns na kinakaharap nila. I must go along with them, listen their voices, listen to what they think. I should know ano ba yung problema and solution. Sila yung nasa battlefield, sila yung kaharap ng mga students”. ID1,HT2</p> <p><i>(What have I done to deal with the challenges? To begin with, I must understand my role as grade head, how extensive to manage teachers to address their needs and concerns, what should I do to at least eliminate those concerns and issues that I must go along with them, listen to know what's the best solution to the problem since their voices have credibility since they know much because they are in the battlefield)</i></p> <p>”I need to continually encourage teachers by promoting their wellbeing,</p>

		<p>particularly their mental health, and resolving any resource limitations, particularly with regard to the new standard classroom setup. Then, intensify stakeholders' partnership for financial support". IDI2,HT1</p> <p>"and lastly, technical assistance for teachers who had difficulty in this time". IDI2,HT5</p> <p>"identify teachers who are highly technically knowledgeable in computer to help those who lack them by utilizing their expertise and purchase needed health equipment, revise or make supplemental budget to address emergency purchases " IDI3, HT3</p> <p>"Health and wellness program". IDI3, HT5</p> <p>"The precautions are taken both inside and outside the classroom to prevent spread of Covid19 ; Physical distancing at school, mask wearing, practicing health and hand hygiene, cleaning and disinfecting and actions to take if a student displays any of the symptoms or appears such." IDI4, HT1</p>

<p>Collaborative and optimistic efforts among stakeholders.</p>	<p>Typical</p>	<p>“Best way to respond all those in person class challenges is to ask others to help or assist you, take responsibility for the situation, maintain emotionally supportive relationships and lower your expectations”. ID12,HT3</p> <p>“varied activities to address the challenges faced by the school should be implemented slowly, partnership between parents and school is highly encourage”. ID12,HT5</p> <p>“Conduct a parent and students orientation on the implementation of a full blast face to face classes and Solicit from other stakeholders”. ID13,HT1</p> <p>“Reformatting the school calendar of activities involving teachers, non-teaching staff, stakeholders, students and the barangay. The head teachers is trying to uphold its SIP along its planning, implementation and evaluation meeting its demands, decisions and deadlines to carry on its Mantra as of PCNHS which is Pillar of Excellence”. ID13, HT2</p> <p>“Consult the issues with internet service providers, make contingency educational plans with various stakeholders to address</p>
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		<p>pandemic outbreak, tap identified outside and inside stakeholders who can deliver assistance towards face to face instruction” . IDI3, HT3</p> <p>“Catch up plans to address learning gaps, strengthen partnership with stakeholders, encourage parental support to learners” IDI3, HT5</p>
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Table 2 lists the strategies used by head teachers to deal with difficulties. It shows that the participants create more child-friendly programs to deal with children' new behavioral patterns as well as address teachers' needs and concerns in the classroom, followed by collaborative and upbeat efforts among stakeholders.

Participants generally suggested for an intensive literacy and numeracy interventions, enhancement and remedial, as evidenced by the following responses:

“instruct teachers to have close monitoring of attendance with proper coordination with health authorities by following protocols and take extra mile in applying alternative delivery mode of learning by giving modules and learning activity sheets to students who are suspected covid19 confirmed cases to ensure equitable access to education in accordance to learner’s preference and circumstance”. IDI2,HT1

” As head teacher, these are my programs implemented such as Reading Hour: schedule time just intended only for students to read in Filipino or English and is guided by the designated reading coordinator to look over the activity; adviser and guidance counselor were designated for counselling to boost students confidence and students are advise when and how to find space to optimize focus and manage time when or where to open their gadgets”. IDI2,HT3

“Close monitoring of academic and mental status of students through the implementation of remedial classes especially in reading to cope with the two years learning gap”. IDI2,HT5

“Create a school program for a non-reader students.” IDI3, HT1

“ For reading ability: even last year midst of pandemic, the school has initiated LPNHS C.A.R.E. Council for the advancement and of reading empowerment where we established movie marathon with subtitles, typing master, karaoke challenges(students will have to sing unfamiliar songs), one on one reading enhancement thru a teacher for readers

under frustration and the use of SRA Kit, the programs still runs up to present. For the numeracy: various activities(quiz before start of the class, group activities, games and recitation) eliciting prior knowledge in MDAS. And for their attitude, thru the prefect and of the guidance, the school handbook was disseminated to parents and students where thorough discussion on the school discipline policy was emphasized” IDI3, HT4

One of the preferred coping mechanisms of head teachers is to respond to teachers' needs and concerns in the classroom by continuously supporting teachers' wellness, especially their mental health, and resolving any resource issues, especially with reference to the new standard classroom arrangement. Then, strengthen stakeholder partnerships for funding. The following viewpoints were offered by participants in response to this theme:

“With that challenges ano ba yung nagawa ko to cope up that challenge, of course unang una, I should understand ano ba yung pagiging grade head... Hanggang saan ba yung kaya kung e manage sa mga teachers para ma address ko yung challenges na kinakaharap ng mga teachers. Ano ba yung pwede kung gawin or help na maibigay ko sa kanila para ma eliminate or ma address yung mga issues and concerns na kinakaharap nila. I must go along with them, listen their voices, listen to what they think. I should know ano ba yung problema and solution. Sila yung nasa battlefield, sila yung kaharap ng mga students”. IDI1,HT2

(What have I done to deal with the challenges? To begin with, I must understand my role as grade head, how extensive to manage teachers to address their needs and concerns, what should I do to at least eliminate those concerns and issues that I must go along with them, listen to know what's the best solution to the problem since their voices have credibility since they know much because they are in the battlefield.)

“I need to continually encourage teachers by promoting their wellbeing, particularly their mental health, and resolving any resource limitations, particularly with regard to the new standard classroom setup. Then, intensify stakeholders' partnership for financial support” IDI2,HT1

“and lastly, technical assistance for teachers who had difficulty in this time”. IDI2,HT5

“identify teachers who are highly technically knowledgeable in computer to help those who lack them by utilizing their expertise and purchase needed health equipment, revise or make supplemental budget to address emergency purchases ” IDI3, HT3

“Health and wellness program”. IDI3, HT5

“The precautions are taken both inside and outside the classroom to prevent spread of Covid19 ; Physical distancing at school, mask wearing, practicing health and hand hygiene, cleaning and disinfecting and actions to take if a student displays any of the symptoms or appears such.” IDI4, HT1

”Best way to respond all those in person class challenges is to ask others to help or assist you, take responsibility for the situation, maintain emotionally supportive relationships and lower your expectations”. IDI2,HT3

”varied activities to address the challenges faced by the school should be implemented slowly, partnership between parents and school is highly encourage”. IDI2,HT5

“Conduct a parent and students orientation on the implementation of a full blast face to face classes and solicit from other stakeholders”. IDI3,HT1

“Reformatting the school calendar of activities involving teachers, non-teaching staff, stakeholders, students and the barangay. The head teachers are trying to uphold its SIP along its planning, implementation and evaluation meeting its demands, decisions and deadlines to carry on its Mantra as of PCNHS which is Pillar of Excellence”. IDI3, HT2

“Consult the issues with internet service providers, make contingency educational plans with various stakeholders to address pandemic outbreak, tap identified outside and inside stakeholders who can deliver assistance towards face to face instruction” IDI3, HT3

“Catch up plans to address learning gaps, strengthen partnership with stakeholders, encourage parental support to learners” IDI3, HT5

Table 2 Continuation. Coping Mechanism or mitigation activities conducted to address challenges.

Coping Mechanism	Frequency of Occurrences	Emblematic quotes
Adapting by moving down to the level of the student	Variant	<p>“ang coping mechanism namu usually is...ahhh... si teacher mo go down gyud siya sa level sa mga bata, ...pag dili mo go down si teacher , maglisod ang bata”. IDI1,HT1</p> <p><i>(Our usual coping mechanism is that the teacher should adjust to students' levels if not, students would have</i></p>

		<p><i>difficulties learning)</i></p> <p>“We could be a big help to our students if we could touch their heart-talk to them in a nice way to get their confidence to share. Whatever they shared must be kept between the student and teacher in order not to lose their trust to the teacher”. IDI2,HT2</p>
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Other participants came to different perspectives or themes on adapting by moving down to the level of the student, as indicated by the following statements:

“ang coping mechanism namu usually is...ahhh... si teacher mo go down gyud siya sa level sa mga bata, ...pag dili mo go down si teacher , maglisod ang bata”. IDI1,HT1

(Our usual coping mechanism is that the teacher should adjust to students' levels if not, students would have difficulties learning.)

“We could be a big help to our students if we could touch their heart-talk to them in a nice way to get their confidence to share. Whatever they shared must be kept between the student and teacher in order not to lose their trust to the teacher”. IDI2,HT2

The study's conclusions show that the head teachers used adaptability to the situation, changing themselves and adapting to the circumstances amidst challenges and obstacles because, as one of the agency's trusted employees, they were required to uphold their commitment to serving the nation by shaping our learners' futures in any circumstance in order to keep our kids' education going. Despite the descriptive methodology used in their study, Hasibuan, Syahfriani, and Hutabarat (2022) discovered that the use of face-to-face learning in the pandemic's new normal era was less successful and inhibited the attainment of learning objectives. However, when using emotional intelligence (EI) to plan practices that support learning and growth for the unforeseeable future, this could not limit the resiliency and flexibility of all the stakeholders. In the new normal, sustainable development plans for HEIs are crucial imperatives (Warrier and Warrier, 2021).

Additionally, it is clear from the study's findings that higher education institutions must possess the capacity for resilience, adaptation, and sustainability in order to survive (Bozkurt, 2022). According to the study by Secuya and Abadiano (2022) on the grounded theory of appreciation-accommodation-resilience: teacher's adaptable determinants in

educational transition, being a teacher in this time of transition necessitates teachers to appreciate their function (recognition and understanding), to accommodate certain initiatives (adjust), and to be resilient in difficult circumstance (efforts). Since educating people is not merely the responsibility of administrators, teachers, and staff at schools, students must concentrate on their desire to learn in order to adjust to in-person instruction (Bordeos and Lagman, 2022). A village is needed to raise a child, as Fletcher (1994) emphasized in his book *It Takes a Village*. Everyone must put in a lot of effort if we are to realize our future aspirations and see that every learner succeeds. One of the best aspects of a child's education is their parents; they made a significant contribution and played a key role in a child's development throughout this period of disaster. Parent involvement, by virtue of its label, implies a microsystematic orientation, such as the family's role in promoting school success or the impact of family influence on children's academic and social growth, according to Christenson and Sheridan's study from 2001. Positive family-school relationships are essential for socializing and supporting children and adolescents as learners, according to Bempechat (1998).

The study found that despite diversity, everyone engaged works together to defend children's rights in order to stay current, particularly in the field of education. The study also found that different studies recommended a blended learning approach for the new normal classes because of the students' new behavioral patterns, which can be seen through their absences and differentiated mental coping mechanisms, and at the same time the lack of financial support from the government. The "forced" experience of teaching with digital technologies as part of ERT (Emergency Remote Learning) can eventually give way to a harmonious integration of physical and digital tools and methods for the sake of more active, flexible, and meaningful learning, according to our review of recent literature and analysis of the expert responses (Rapanta et al., 2021). Nothing could possibly be worse than a return to normality, according to a growing body of opinion (Roy, 2020).

Despite the lack of preparedness and challenges experienced by educators, educational administrators, and institutions, the big picture now shows a willingness to try new things and take advantage of new learning possibilities that wasn't as obvious in the past. According to Dziuban et al. (2018), although blended learning predates contemporary instructional technologies, it will be inexorably linked to these technologies as they develop since they are beginning to resemble some characteristics of how people think. This means that in order to keep up with the development of technology or even the evolution of human nature, we cannot despise the call to follow one's passion and stay current with events in order to ignore the diversity of human beings in terms of coping, needs, and learning styles. The latent potential of blended learning has also been recognized by educational institutions.

The delivery of courses in higher education in the Post-COVID-19 age will therefore almost certainly adopt blended learning as the new standard (Alammary, 2022).

DISCUSSIONS

IMPLICATIONS FOR TEACHING PRACTICE

The study emphasizes that education is a collaborative efforts not only be ignited by the leadership of the head teachers or school heads but with utmost recognition on the teachers' experiences as instructional specialists in the shift from modular online learning to face-to-face training. In this period of educational change, teachers' appreciation, flexibility, and resilience are amplified as their adaptable determinants (Secuya and Abadiano, 2022).

RECOMMENDATIONS FOR FURTHER RESEARCH

With only thirteen participants, the study's findings do not fairly represent the opinions of all administrative supervisors or head teachers nationwide. The researchers advised including teachers and students in the pandemic research on challenges and motives in the latter years. To sustain teaching and learning continuity in the new educational norm, primary education institutions should improve full-blast face-to-face instruction, review the curriculum, outfit staff, update facilities, implement a strategic plan, and analyze each component of the plan.

CONCLUDING REMARKS

The study can serve as a frame of reference for educational institutions and leaders so they can develop rules and other policies that are sensitive to the needs of school administrators, teachers and students with their experiences in achieving the goals of face-to-face learning in the public basic education system.

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