



**RESILIENCE DESPITE THE STRUGGLES: THE PLIGHT OF
CABUYAO CITY PRIVATE SCHOOL HEADS**

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ABSTRACT:

The main thrust of this study was to look into the lived experiences of private school heads in the City of Cabuyao Laguna in the time of COVID-19 Pandemic. As an output of the study, a Facebook group named "School Buddies" was created to serve as a collaboration platform among private school heads for the purpose of school and staff improvement as they resume face-to-face operations. The research design used was qualitative with phenomenology as an approach. The study examined the experiences, challenges, leadership initiatives, and coping strategies of private school heads. Using the Interpretative Phenomenological Analysis, the study generated ten superordinate themes which were; Impressions on Educational Transition, Major Effects of Pandemic in School Operations, New Steps in Response to Sudden Shift in Educational Transition, Supervising Teachers, Challenges in Keeping Clients, Effects of the Pandemic to School Heads, Actions to Continue Operations, Ways to Lead Staff, Strategies for Improving Teachers' Performance, and the Use of Effective Marketing Strategies.

Keywords: Lived Experience, Pandemic, Phenomenology, Plight, Resilience, Private School, School Heads

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INTRODUCTION:

Since time in memoriam, schools have always been facing challenges in many forms; classroom size, poverty, family factors, bullying, student attitude and behaviours, curricular issues and many more. Teachers and school heads have been responding proactively with these and every time another challenge arises. But this year, this new challenge has made us almost powerless, especially to us who are in the private sector. Reaching out to learners takes more effort and time, school heads were puzzled how to keep up with financial obligations, and learners have been sceptic with the new learning system that was introduced. Because of this, enrolment this school year are expected to decrease. Schools across the globe have decided to suspend operations this school year because of the effects brought by the Covid-19 Pandemic. This challenge has turned schools' upside down. Worldwide school closures, alongside other secondary impacts of the COVID-19 pandemic, are projected to have far-reaching implications in the short and the long term for children, their families, and their communities.

Meanwhile in the Philippines, schools remain functional and pursue remote operations despite the pandemic. These circumstances perceive the significance of abilities which assist school heads with building connections and manage uncertainty. Because of this, school leaders are expected to develop new ways to thrive. The school heads' leadership, management styles and practices are being tested. In this reason, this paper seeks to find out how the private school heads cope, thrive and wrestle in the challenge of continuing their school operation amidst this global crisis. More specifically, to look into what the school heads do in practice to manage this transition, as well as what they perceive as challenges or hindrances to successful transition.

MATERIALS AND METHODS

The study utilized qualitative research with phenomenology as approach. The researcher applied an in-depth investigation to explore the experiences of the school heads as to their plight of COVID-19 pandemic. Purposeful sampling was utilized in the conduct of this qualitative research. The data in this research were gathered from ten school heads from Cabuyao City private schools. The school heads were all members of CAPRISA (Cabuyao Private School Association), and are all affected and at the same way experienced the COVID-19 Pandemic.

A researcher-made questionnaire was formed and utilized as the instrument of the study. During the construction of the instrument, suggestions and contributions from experts were

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integrated to effectively extract the significance of the lived experiences of the private school heads as to their plight of COVID-19 pandemic.

The interviews were transcribed and interpretative phenomenological analysis were carried out. IPA or Interpretative Furthermore, similar responses were derived and superordinate themes were gathered. The themes were clustered into superordinate themes which encompasses the feelings, points of view, and experiences of the participants. Thereafter, observations and reflections of the researcher were derived from the themes. Supporting literature, articles and blogs related to the same experiences were included to corroborate the experiences. The data was forwarded to the qualitative data analyst for checking and guidance.

RESULTS AND DISCUSSION

Here presents the investigation and translation of the accumulated information within the phenomenological study concerning the lived experience of private school heads amid the COVID-19 pandemic in Cabuyao City.

The corollary questions have been answered within the tables given preceded by the research instrument questions followed by discussion, interpretation/reflection, and supporting literature.

Corollary Question Number 1: How do the school heads describe their experiences as regards challenges encountered on school administration amid the pandemic?

Interview Question 1. What was your impression of the sudden shift in the educational transition during the pandemic?

Table 1
Annotated Exemplars on the Impression on the Educational Transition

Participant	Responses	Researcher's Observation
Participant 2	"Nalulungkot ako, 'yon ang una kong impression, nalulungkot ako, naiinis ako bakit kailangan mangyari yung pandemic. Alam mo yon, sari-saring mga ahh.. ano... disappointment ang	Participant 2 appeared resentful and disappointed as she shared her experience.

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naranasan ko. So ang impression ko,
hindi naging maganda talaga.”

Participant 1 “So...andoon yung feeling na takot ka.
Ahh..You don’t know how to proceed.
So, nagkaroon ng hindi nag bayad yung
mga magulang. So malaking impact para
sa school to start. Paano i-oopen ang
school, noon, on pandemic.”

Participant 1 exhibited fear and
uncertainty.

When asked about impressions of the sudden shift in educational transition, Participants emotionally shared their uncertainties and fears. Many school heads were saddened as COVID-19 Pandemic hit their schools. Some had thoughts of closing or terminating the operations. Many have lost enrollees.

Interview Question 2. What were the major effects of the pandemic in your school operations?

Table 2
Annotated Exemplars on the Major Effects of the Pandemic in School Operations

Participant	Responses	Researcher’s Observation
Participant 3	“The major effects, of course the teachers have to prepare themselves in using the technology. The difficulty I've experienced is, you know, our timed teachers, they are already of age. So, the millennials, generation Z teachers, there's no problem with them.”	Participant 3 smiled while giving his statement.
Participant 6	“Hmm.. Primarily, sa operations, lahat naging online. Hindi lang yung teaching and learning eh. Pati payments, kinailangan mag ing online, transfer of records, communications, books, materials and all. We were forced to	Participant 6 seriously detailed her statements.

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make ahh...every operation as online or virtual as possible.

When asked about the major effects of pandemic to their school operations, the participants' answers were more about the transition to online system of work and the adjustment to technological operations. They need to learn it first-hand for them to prepare their teachers and staff. They also need to prepare for online mode of payments, online transfer of school records, electronic books, teaching materials and the like, so that they may be able to operate even without the presence of a physical office.

Interview Question 3. What new steps have you taken in response to the sudden shift in educational transition?

Table 3

Annotated Exemplars on the New Steps Taken in Response to the Sudden Shift in Educational Transition

Participant	Responses	Researcher's Observation
Participant 4	"With regard to transition, ang laki ng new steps na ginawa namin. Kasi nagkaroon na kami ng ahh... modular approach, nagkaroon kami ng online approach, nagkaroon kami ng digital modular approach. Lahat 'yon nasubukan namin. And so far naging okay siya. At first medyo mahirap, nung una naming ginawa at ang dami pang naging changes, pero naging okay naman"	Participant 4 looked confident as he answered the question. He made hand gestures as he explained.
Participant 6	"We make every operation online. We give the parents some, ahh... the updates sa mga bagong learning platform, sa e-books, kung paano papasok ang mga bata sa aming LMS,	Participant 4 confidently delivered her answer. She seemed motivated and positive.

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we use actually 3 LMS's to cater the different needs of learners. We pay subscriptions to Zoom, Google workspace, Nearpod and all. As well as, ahh.. crafted plans to make every operation remotely."

When asked about the new steps taken in response to the sudden shift in educational transition, the participants answered confidently and assured with the actions they did. According to Lancefield (2021), the expansions in online commerce and remote work expects moves up to foundation, work processes, and devices. What's more, the development and expansion of advanced stages brings up significant key issues about where and how to contend.

Interview Question 4. What challenges in supervising teachers did you encounter during the pandemic?

Table 4
Annotated Exemplars on the Challenges in Supervising Teachers

Participant	Responses	Researcher's Observation
Participant 3	"I think the challenge is to check their attendance. It's a challenge because ahh... you cannot always be there and look at the screen. For example, you have 10 to 20 teachers, I think that's impossible for me to check them one by one and see if they are on time or using the allotted ahh... scheduled time or not. I think that is one of the major challenges."	Participant 3 showed seriousness as he contemplated his answer.
Participant 6	"Well, ahmm... Yung isa sa mga maraming challenge of managing staff in distance, eh, yung hindi mo alam kung nag tatabaho sila. Though, meron namang tools para makita mo kung naka log in na sila or what, pero wala pa ring assurance	Participant 6 seemed skeptic as she expressed her answer to the question.

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eh, lalo kapag asynchronous. Alam mo 'yon, baka hindi nag tuturo pagawa nalang ng activity. So andun yung worry mo na baka any time may mag reklamo na na parent. Mahirap mag monitor sa ganitong set-up."

When asked about the challenges encountered in supervising teachers during the pandemic, the Participant 6 pointed out that monitoring teachers' work troubles her. Since the teachers were at a work from home scheme, she was puzzled in monitoring them if they are really doing their jobs at home or not. While Participant 3 was challenged in monitoring a bunch of teachers from time-to-time.

Interview Question 5. What challenges in keeping your clients did you encounter during the pandemic?

Table 5
Annotated Exemplars on the Challenges in Keeping Clients

Participant	Responses	Researcher's Observation
Participant 6	"Syempre you need to convince them that your school offers, you know, ahhh, better than any other near-by schools. hahaha! Kasi naman tabi-tabi ang school dito sa amin. Kaya medyo may competition, hahaha! Kungbaga kailangan magpabida. Lalo na nung nag lipat ang school year 2021-2022. Panay dapat ang online marketing, message isa-isa ang parents."	Participant 6 answered the question with confidence and pride.
Participant 1	"So ang pinaka part ng advertisement yung pinaka mahirap doon. Kasi, ahh.. with the hanay noong malalaking school.. so ahhh.. ang thinking agad nung mga parents"	Participant 1 answered the questions modestly but also exhibited a manner of determination.

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is, big schools lang ang puwedeng gumawa ng online diba. So, yun yung pinaka malaking challenge doon na...paano mo i-bibida ang sarili mo na ready kana."

When asked about the challenges in keeping clients, they took the question as how they will precede other schools to attract clients. Participants said that competition with public schools and with other nearby private schools is one of the many challenges. Participant 6 found the need to convince clients that what they offer is better than their competitors. While Participant 1 finds the big schools as their great competitors. Since parents think that only big schools can provide distance learning, they need to prove that smaller schools also can, she said.

Interview Question 6. How did the pandemic affect you as the school head?

Table 6
Annotated Exemplars on the Effect of Pandemic to the School Heads

Participant	Responses	Researcher's Observation
Participant 7	"Diyos ko, sobra ang effect, Parang ano nga eh, parang, ayaw ko nang lumabas dito sa bahay kasi nga syempre, natatakot tayo na minsan baka mamaya eh, tayo ang dapuan ng virus. Lalo na sa amin dito sa Lakeside. Eh, dito daw ang pinakamaraming cases. Kaya ang mga teachers naka work from home, so `yon. Ang hirap. Tapos as the school administrator, less ang income na pumapasok, dahil marami ang lumipat ng school."	Participant 7 exhibited a feeling of fear and apprehension as he expressed his experience.
Participant 2	"Ahhm.. Malaki. Malaki ang ahh... naging effect sa akin ng pandemic. Unang una, hindi ako nakakatulog maigi kakaisip kung next month paano na kami. Tapos pangalawa,	Participant 2 emotionally expressed her stress and anxiety.

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yung effect ng pandemya sa akin
ay, naging strong ako..”

When asked about the effect of pandemic to them as school heads, Participant 2 emotionally expressed that she cannot sleep thinking of ways how to continue the school in the time when the pandemic began. Participant 7 was also emotional, expressing his fear of going out because of the high number of COVID-19 cases in their area. It is clear that the worldwide widespread has made an exceptional challenge for school leaders. In spite of the fact that principals and administrators are utilized to dealing with smaller crises, most school leaders have never managed with an emergency of this scale and this scope for this long.

Interview Question 7. How did you manage to pursue operations despite the effects brought by the pandemic?

Table 7
Annotated Exemplars on Pursuance of Operations Despite the Effects Brought by the Pandemic

Participant	Responses	Researcher’s Observation
Participant 3	“Well, ahh... as a leader you must always be ahh... two steps ahead. That's my principle of how I manage. You should always be ready of what is to come so, as a leader that should be the number one task that you should undertake. Be ready at all times. And learn to read the situation.”	Participant 3 seemed assured and confident as he answered the question.
Participant 4	“Whatever happens the school must continue. So ang ginawa namin is, we work together, syempre the different members of the school. Just to make the school continue the service that we have. Cause we have a goal. Kahit ano'ng mangyari,, kailangan namin ma-attain 'yon. Yung vision namin	Participant 4 showed determination and courage as he answered the question.

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as an institution, we need to achieve it all no matter what happens. "

When asked about how they pursue operations despite the pandemic, the Participants expressed the important values in which they hold on as they pursue their school's operation. Participant 3 mentioned that as a leader, he should be two steps ahead. Participant 3 has already been in the job for 20 years, he has gained confidence handling these kinds of situations. On the other hand, Participant 4 stated that different members of his staff worked together as a team to pursue the operation of the school. *"Anticipation enhances influence and expands leadership"* Dan Rockwell (2020) mentioned in his blog LeadershipFreak. *The way to maximize the present is to anticipate the future*, he added.

Interview Question 8. How did you manage to lead your staff in response to the sudden educational transition?

Table 8

Annotated Exemplars on Leadership in response to the Sudden Educational Transition

Participant	Responses	Researcher's Observation
Participant 4	"Okay, so with regards to leading the staff, of course we need to conduct a series, not just once, not twice, but series of seminars, webinars and trainings about how we are going to cope with the new trends of education. So that they will be equipped with knowledge that they need to handle the classes online, particularly in response to this pandemic. I need to lead them in way where they will be pushed to be better".	Participant 4 answered the question in a certain and dignified manner.
Participant 3	"Well, ahh... in graduate studies, we always say that you cannot share what you do not have. So, it should always start with the	Participant 3 seemed assured and confident as he answered the question.

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leader. Above anyone else, it should be the leader to learn first... if you are able to lead them, for as long you know the knowledge of what you are doing. So, I think that's about it. The credibility, my credibility as a leader, based on my education, because, I have three doctorate degrees."

When asked about how they lead their staff in response to the sudden educational transition, the participants were confident and dignified as they expressed their answer. Participant 4 mentioned that they needed to conduct a series of seminars, webinars, and trainings to prepare themselves for the new trends of education. While Participant 3 says that it is through his credibility as a leader that he was able to lead his staff. He points out that in able to be a leader of an institution, one should possess all the attributes of a great leader.

Interview Question 9. How did you supervise the teachers in continuing the education for the students?

Table 9
Annotated Exemplars on How did the Participants Supervise the Teachers in Continuing the Education for Students

Participant	Responses	Researcher's Observation
Participant 2	Ahmm.. actually, hindi naging madali yung adjustment ng teachers para sa online na platform. Kaya ako, bilang head nila, kailangan ko mag isip ng way para mag continue ang learning ng mga bata through our school. Kaya lahat kami nag attend talaga ng webinars. Para ma update kami sa mga online systems na mga ganyan.	Participant 2 exhibited a feeling of sympathy and compassion as he answered the question.

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Participant 6

So, ahh.. I need to observe their classes. I do visit their online classes. I observe how they deliver lessons. Kasi syempre online, dapat mas double yung effort, dahil makakatulog talaga ang mga bata. Kaya I do visit their classes, ahmm and syempre I give my comments what to improve ganyan. We also do SLAC meetings once a month, teachers conference once a week ganyan, at naging maganda naman.

Participant 6 confidently answered the questions. She nods her head while she speaks.

When asked about how they supervised the teachers in continuing the education for the students, the participants were confident and certain of their answers. The Participants were able to innovate ways to supervise teachers in a remote setup..

Interview Question 10. How did you motivate the parents to continue enrolling their children in your school?

Table 10 Annotated Exemplars on How Did the Participants Motivate Parents to Continue Enrolling their Children to their School

Participant	Responses	Researcher's Observation
Participant 10	We have online marketing, syempre yun lang naman ang pinaka applicable ngayon. Sa FB page, website and youtube. We do regular postings, video marketing, things like that. Syempre we market best foot forward. We show them the online platforms through video promotions and we also do text brigades and follow ups dun sa mga dati na naming students.	Participant 4 is confident and answered the question in a dignified way.
Participant 8	Pinakita ko ang pagkakaiba sa kung ano ang pwedeng maibigay namin kumpara sa	Participant 8 speaks seriously as he talks

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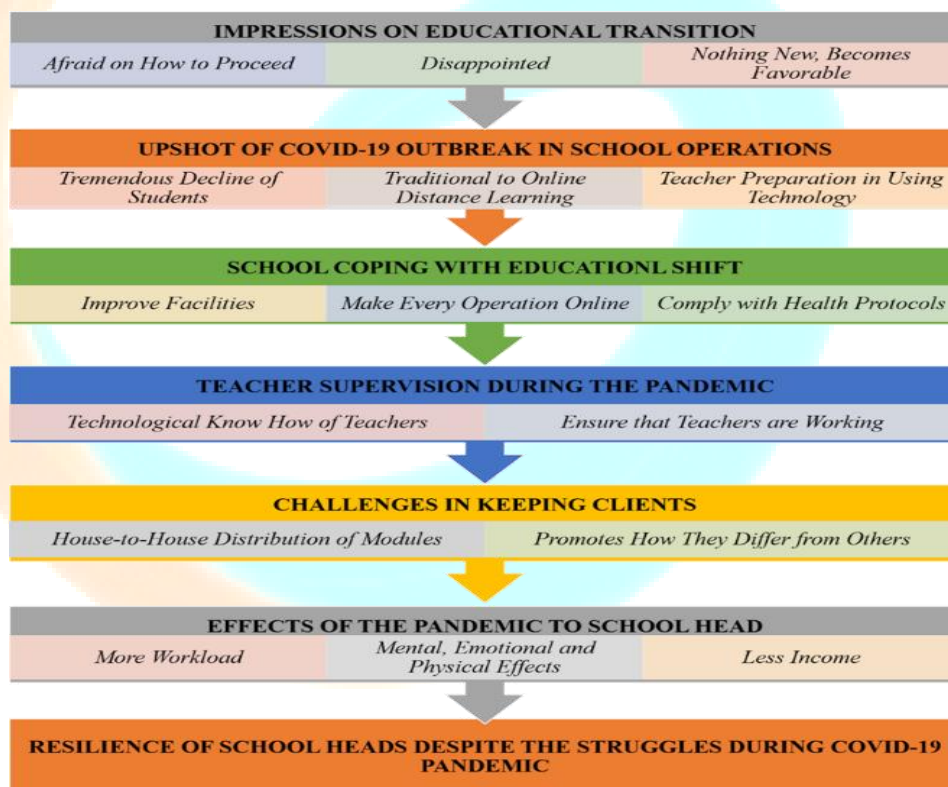
pampublikong paaralan, ang kagandahan ng online schooling na may kausap parin na guro online kumpara sa purong modular. Gumawa rin kami ng hakbang kung paano pwedeng maikuha ng tulong pinansyal.

about what his school may offer compared to public school

When asked about how they motivate the parents to continue enrolling their children in their school, Participant 10 responded confidently and mentioned their school's edge when it comes to social media marketing. He confidently mentioned that they do market "best foot forward". He finds the effectivity of his school's online platforms and technological advancement which they exhibit in their online marketing. Participant 8, however, motivate parents by comparing their school's edge with that of the public schools.

Corollary Question Number 2. What themes emerge from the testimonies of school heads?

The Figure below provide the themes that emerged from the semi-structured interviews conducted with the participants of the study.



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Figure 2. The Emerging Themes

The following tables provide the themes that emerged from the semi-structured interviews conducted with the participants of the study, preceded by the research instrument questions, followed by discussion, interpretation/reflection, and supporting literature.

Interview Question no. 1 What was your impression of the sudden shift in the educational transition during the pandemic?

Thematic Chart A

Positive and Negative Impressions on Educational Transition

Participant	Responses	Subordinate Themes
Participant 1	... feeling na takot ka..ahh.. you don't know how to proceed...	Fear and worry
Participant 6a mixture of fear and worries, grabeng stress.	
Participant 8	Syempre nagulat at nag-alala. ... Nakaka stress.	Surprised
Participant 9	... nagulat ako. ...Hindi inaasahan na ganon bigla...	
Participant 2	... Nalulungkot ako... naiinis ako bakit kailangan mangyari yung pandemic...	Sad and Irritated
Participant 10	Well, I was disappointed...	Disappointed
Participant 7	... Yung nanibago ba... mahirap sa akin ...	Difficult
Participant 4	... it's quite difficult...	
Participant 5	... it was very difficult. It was sad that this should happen ...	
Participant 3	... So it's nothing new to us...it becomes very much favorable...	Nothing New, Becomes Favorable

In the verge of transition, school heads were puzzled on how they would be able to cope in the new system. Majority of them were disappointed and were negative with sudden shift. In the bright side, one of them viewed it as a challenge and sees the situation favourable for his

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school. He said that change is constant in every business, and an effective leader must know how to play with change. It is easier to be afraid, hide and quit, but a leader stands out, making the most of every opportunity even in struggling times.

Interview Question 2. What were the major effects of the pandemic in your school operations?

Thematic Chart B
Major Effects of Pandemic in School Operations

Participant	Responses	Subordinate Themes
Participant 1	... pano i-continue yung mga teachers ko ...Umaalis na ang iba... "may mag eenrol pa ba talaga sa school"	Continue Teacher's Employment, Lack of Enrolees
Participant 3	... the teachers have to prepare themselves in using the technology. ... there are too much account payables now...	Teacher Preparation in Using Technology, Increased Account Payables
Participant 4	... We do some intervention with the curriculum to blend in ... distance learning.	Intervention Making
Participant 6	... lahat naging online...Dagdag pa 'yang work from home set-up. ... naging mahirap at matagal mag process ang lahat.	Changes in operations
Participant 10	... majority of the operations ay ahh, nagkaroon ng delay...	
Participant 7 lahat ng pera eh puro palabas lang, puro bayad lang bayad...	
Participant 9	... nabawasan kami ng studyante...transition ng traditional set-up to online and distance learning...	Decline of enrollees
Participant 2	... nawalan kami ng bata. ... Another thing pa yung parents, nahihirapan din sila magturo sa mga anak nila...hirap sa paniningil ng tuition fees...	

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Participant 5 ... tremendous decline in the number of students,

...

Participant 8 Malaki yung pagbaba sa bilang ng mga mag-aaral. Hirap sa pagpasok ng mga guro at staff. Hirap sa ibat-ibang transaksyon sa DepEd at iba pang sangay ng pamahalaan.

COVID-19 is not just a worldwide widespread and open wellbeing emergency; it has too seriously influenced the worldwide economy and monetary markets. Noteworthy diminishments in wage, a rise in unemployment, and disturbances within the transportation, benefit, and fabricating businesses are among the results of the infection relief measures that have been executed (Pak, 2020). This is true to the lives of the participants testifying the dreadful experience they had as they pursue operations during the pandemic.

Interview Question no. 3 What new steps have you taken in response to the sudden shift in educational transition?

Thematic Chart C

New Steps in Response to Sudden Shift in Educational Transition

Participant	Responses	Subordinate Themes
Participant 1	... study the online platforms. ...	Study Online Platforms
Participant 2	... gumawa ng plano na ilalagay naming sa learning continuity plan. ... kailangan meron kang.. ahhm.. iyong.. online platform ... kailangan ko pa mag purchase ng maraming mga laptop ... mapanatiling mataas yung kanilang ahh.. mental health.	
Participant 3	... we included the upgrading of ... our online modality...	Upgrades in Modality
Participant 4	...nagkaroon na kami ng ahh... modular approach, nagkaroon kami ng online approach, nagkaroon kami ng digital modular approach...	
Participant 5	We have applied new learning applications such as appbakada, nearpod, gizmoz in our delivery of	

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teaching. We also used some of the platforms

Participant 6

....
... we make every operation online. We give the parents some ahh.. the updates sa mga bagong learning platform, sa e-books, ...We pay subscriptions to Zoom, Google workspace, Nearpod and all. As well as, ahhh.. crafted plans to make every operation remotely...

Adapt to Online Operations

Participant 7

... Kailangan mag acquire ng mga computers para sa online teaching ...

Participant 8

Madaliang paghahanap ng mga online platforms na maaring magamit para sa pagpapatuloy ng edukasyon. Benchmarking sa iba't-ibang paaralan at kumpanya, ganon.

Participant 9

... pag apply ng distance learning sa aming school. ... Kinailangan din yung trainings for that...

Participant 10

I improved the facilities... yung needs para maka comply sa health protocols. ... inatendan naming like webinars, trainings to learn din yung bagong platforms. yung online marketing din.

Improve Facilities, Comply with Health Protocols, Attend Trainings,

When the pandemic was announced, the school heads needed to move and make important decisions abruptly. This sudden shift had really shaken their abilities and skills as leaders. "Hindi mo talaga masasabi ang panahon" one of them said. As they approach the sudden shift, they began with planning and strategizing. They study and compare the online and modular platforms and find which will be more applicable with their students and teachers.

Interview Question no. 4 What challenges in supervising teachers did you encounter during the pandemic?

Thematic Chart D
Supervising Teachers

Participant	Responses	Subordinate Themes
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Participant 2	... sumama ang pakiramdam ng isang teacher, ninenerbyos na ko niyan..yung pasahod sa kanila, yung pag bayad ng benefits nila like yung SS, Pagibig, mga ganyan...	Health status of teachers, their Salaries and other benefits
Participant 10	...Make sure that everyone is walang symptoms and ahh, vaccinated and yeah... mga nasa work from home...	
Participant 1	... sa monitoring and supervision walang problema...	No Problem
Participant 3	... to make sure ahh... to check their attendance ... technological know-how of our teachers...	Determining Teachers' Activity
Participant 4	... we cannot really ahhmmm... identify whether these teachers are teaching...	
Participant 8	... close monitoring at checking...	
Participant 9	... Syempre yung ma-ensure na they are really ahh... working...	
Participant 6	... yung hindi mo alam kung nag tatrabaho sila...	
Participant 5	Some of the teachers were not prepared for their lessons. ...very easy for them to make absences...do not have enough knowledge in computers. Some of the teachers were complaining of difficulties in their vision ...	Unpreparedness of Teachers, Absenteeism, Not Enough Computer Knowledge, Vision Complaints
Participant 7	... ang hirap magpasunod...	Difficult to Manage

The immediate change forced on the world by the Covid-19 widespread constrained all school stake holders to act and respond immediately. As they experienced the fury of the shutdowns made by the Covid-19 widespread, it is clear how this affected the work of school heads, changing everything almost day-to-day work. One of the necessary changes was their way of supervising the teachers.

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Interview Question no. 5 What challenges in keeping your clients did you encounter during the pandemic?

Thematic Chart E
Strategies in Keeping Clients

Participant	Responses	Subordinate Themes
Participant 3	... we have to ahh...exert double effort or triple effort ahh... in our performance, as a school, in delivering quality education...	Double or Triple Effort in Performance
Participant 4	... we give them the modules, house-to-house. ... we give them AITSA care...	
Participant 1	...paano mo ibibida ang sarili mo na ready kana...	Promote School's Readiness
Participant 7	...paano ko sila mapapakiusapan, sa mga kailangan gawin at gamitin para sa bagong modalities...	
Participant 6	Syempre you need to convince them that your school offers, you know, ahhh, better than any other near by schools.. ... Panay dapat ang online marketing, message isa-isa ang parents.	
Participant 10	... maipakita naming that we can use yung online platforms na higit pa sa google apps...	Use of Online Platform Other than Google Apps
Participant 9	... we needed to promote yung aming difference compared to public schools...	Promotes How They Differ from Others
Participant 8	... dahilan ng kanilang pag-alis sa paaralan ay ang pinansyal na kakulangan...nag adjust kami ng fees at nag lagay ng financial support promos...	Financial Reasons
Participant 5	It was very difficult for them to stay with us, since many of them were affected economically...	
Participant 2	Syempre yung fees...	

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One of the most difficult challenges that private schools faced during the pandemic was the massive decline in enrolment. Private schools fully depend their operations from the fees collected from the students. Given the situation, many students chose to go to public schools because some of the parents also lost their jobs, some doubted the capability of the small private schools to implement online distance classes, and some just stopped attending school.

Interview Question no. 6 How did the pandemic affect you as the school head?

Thematic Chart F
Negative Effects to School Heads

Participant	Responses	Subordinate Themes
Participant 3	..it's really difficult. It's really difficult now...	Difficulty to Handle Management and workload
Participant 4	...ang hirap mag handle...	
Participant 5	... I have more work load than before.	
Participant 6	... it really affect my mental state, emotional at.. physical na din.. .	Mental, Emotional, and Physical Effects
Participant 1	... So sobra akong nasaktan kasi.. parang.. feeling ko kailangan ko mamili.. na.. tanggalin ko ba siya o hindi ko ba siya tanggalin...	
Participant 8	Na stress akong talaga...It was depressing..	
Participant 10	natatakot ako with the negative effects it may bring to us	
Participant 9	Sa akin, mentally, exhausting talaga. I was very stressed that time. ... It was hard for me to make decisions ...	
Participant 2	... hindi ako nakakatulog maigi kakaisip kung next month paano na kami....	
Participant 7	...na lessen yung income.	Less Income

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The school heads were shaken to the core. They were not just affected as the “school heads” per se, but also as a person, as a co-worker and as a citizen. Urick (2021) mentioned in his blog entitled; *Confronting COVID: Crisis Leadership, Turbulence, and Self-Care*, that the planning of today’s school leaders must be re-examined to consider the incorporation of systems that consider not as it were how principals/school heads might explore extraordinary emergencies but to how they see after themselves and their success in ways which will control the incessant push that frequently leads to burnout.

Interview Question 7. How did you manage to pursue operations despite the effects brought by the pandemic?

Thematic Chart G
Actions to Continue Operations

Participant	Responses	Subordinate Themes
Participant 2	Una, inisip ko, hindi ko dapat i-stop ang operation ng school ... Pangalawa, sabi ko kailangan nating pag-aralan kung ano ang best na pamamaraan na mai-deliver natin ang educational system na meron tayo sa mga bata. ...	Think of the Educational System Delivery
Participant 6	Nag search ng online platforms, nag plano ng continuity plan...	
Participant 1	ang naka-tulong sa kanila, how to continue their teaching, is yung skills nila online	
Participant 8	..., kinausap ko din ang aking mga staff at guro ...Sumubok din kami makakuha ng mga sponsors and investors...	Collaboratin with staff, Look for Sponsors
Participant 9	... At the same time they also helped me to pursue the operations through team work and collaboration...	
Participant 3	.. as a leader you must always be ahh... two steps ahead...	Must be Two Steps Ahead
Participant 4	... Whatever happens the school must continue...	School Must Continue

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Participant 7	nag ppost din naman kami sa social media, nag kakaroon din kami ng mga ganyan ganyan, merong free nag anito kapag kayo ay maaga nag enrol ganyan..	School Promotion
Participant 5	... I have cost cut some of the operating expenses...	Keep up with Financial Obligations
Participant 10	... keep up with the bills and financial obligations of the school...	

One of the actions that the school heads have taken to continue the school operations was to prioritize the educational system delivery. It is true that the very essence of a school boils down to positive student outcomes. Because of this, school heads took actions to continue effective educational delivery system. They needed to update their modalities to cope up with the needs of distance learning

Interview Question no. 8 How did you manage to lead your staff in response to the sudden educational transition?

Thematic Chart H Ways to Lead Staff

Participant	Responses	Subordinate Themes
Participant 1	... Nandiyan ka din para mag encourage..	Constant Communication
Participant 2	... Nandiyan ako lagi para kumausap...	
Participant 8	Sinikap ko sila mabigyan ng tapang at pag-asa, una sa pamamagitan ng salita ng Diyos. Pangalawa ay sa pagkakaisa at patuloy na pag-uusap ...	
Participant 10	... Daily video conferencing and ahmm, basically checking on them often...	
Participant 6	... is communicate well with your team because you need them ...	
Participant 9	I needed to be strong for them. At the same time firm ...	

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Participant 3	... it should be the leader to learn first ... they must be two steps ahead	Leaders Learn First
Participant 4	"... we need to conduct a series of seminars, webinars and trainings about how we are going to cope with the new trends of education..."	Conduct Series of Seminars, Webinars, and Trainings
Participant 5	We had some trainings given to them as preparations for a new normal teaching...	
Participant 7	... pina-aattend ko sila ng seminars ... I give them programs...	

In the chart above, participants were asked how they led their staff in response to the sudden educational transition. Many of them answered about effective and constant communication. Since they are working remotely, in the work from home scheme, team communication feels fragmented, and misunderstandings might easily occur.

Interview Question no. 9 How did you supervise the teachers in continuing the education for the students?

Thematic Chart I Strategies for Improving Teachers' Performance

Participant	Responses	Subordinate Themes
Participant 2	... lahat kami nag attend talaga ng webinars...	Attend Webinars
Participant 3	... we always have this ahhh.. meeting...	Communication
Participant 7	Communication siguro...	
Participant 8	Gumawa kami ng mga bagong Sistema pang araw-araw at lingguhan paraan ng pangangasiwa sa mga gawaing nakatalaga sa bawat guro...	Design New System for Daily and Weekly Management
Participant 4	... we have the monitoring naman...	Monitoring
Participant 1	... google classroom na, all the teachers are enrolled to that platform so that I can monitor...	

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- Participant 9 ... I once in a while join their classes and ahh.. observe...
- Participant 6 .. I need to observe their classes...
- Participant 5 I personally supervise them and checked their lessons in the apps that we have used.
- Participant 10 ... I manage them nalang online..checking of forms.

In the strategies for improving teachers`performance, many of the participants mentioned the words; monitor, observe and supervise. They do observe the teachers to ensure the quality of their work and instruct once in a while to counteract errors or deficits on their work. Numerous advantages come with close monitoring of employees. School heads find "close monitoring" to be an effective way of improving teachers` performance.

Interview Question 10. How did you motivate the parents to continue enrolling their children in your school?

Thematic Chart J
Use of Effective Marketing Strategies

Participant	Responses	Subordinate Themes
Participant 1	... Hindi ko na kinailangan pang mag encourage kasi naipakita ko sa kanila how beautiful is the platform of the school to handle online classes...	Parents` Awareness of the Beauty of the Platform
Participant 4	... they can see what we have, what we can offer...	Showing the School`s Quality and Expertise
Participant 3	... But atleast you show them that you have the expertise...	
Participant 9	Hmmm... I make sure that we give quality education..at mas mababa pa ang teacher-student ratio...	Lower student-teacher ratio
Participant 10	We have online marketing, syempre yun lang naman ang pinaka applicable ngayon...	Through Online Marketing
Participant 2	...listening sa mga concerns nila, ahmm, through video call..	

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Participant 6	... by marketing. Syempre online pa rin..postings sa social media	
Participant 5	We gave discounts promos for our students ... We also made marketing materials ... We also upgraded our apps ...	
Participant 7	So ayun, kino-compare ko sa private school and public school sa kanila...nag bigay din ng lower payment schemes	Comparing Private and Public Schools Lower payment schemes
Participant 8	Pinakita ko ang pagkakaiba sa kung ano ang pwedeng maibigay ng paaralan kumpara sa pampublikong paaralan...	

About marketing strategies, participants mentioned that they applied online marketing activities through video conferencing, video presentations through social media platforms and showing their school's readiness on online classes by exhibiting their apps and online tools to be used. They ensure that they market the quality and expertise that their schools may offer as they compete with the public schools.

Corollary Question Number 3: Based on the findings of the study, what platform may be proposed to promote collaboration among Cabuyao City private school heads?

An online collaboration platform called "School Buddies" for school heads and teachers was created and intends to be used as an aid to share ideas and/or queries to improve school, teachers' performance, and other school operations.

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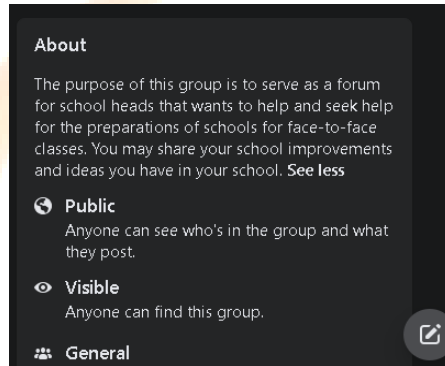
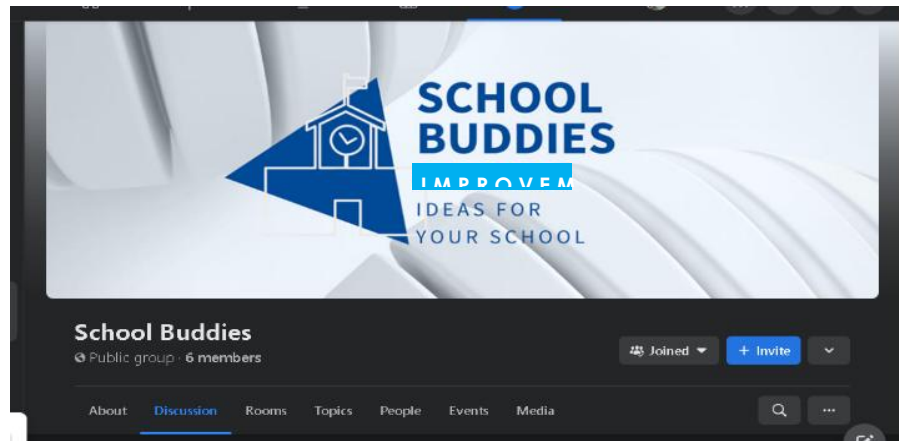
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CONCLUSION

In conclusion, after all the struggles and challenges that the school heads faced, they managed to stand up and remain standing up until now. They proved that even in a matter of life and death situation (as this happened during a pandemic), there is nothing impossible to those who believe and take brave actions to what they believe in. These people remained firm with their decision to pursue education despite the struggles and remain resilient in this troubling times. It is true that leadership is not a smooth and tranquil sea, but a rough and bumpy road. These amazing people testifies to those leaders who are also struggling and experiencing this rough and bumpy road now. It is in your resilience in struggles that will help you stand strong as the leader of your school.

To summarize, the results of the study reveals that, what leaders need during a crisis is not a predefined response plan but correct behaviors and mind-sets. Struggles will really squeeze out either the best or worst in a leader. This is why one must hold on to his values and faith and

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remain resilient as he walk on the challenges and struggles of leadership. During crises, experience is perhaps the most valuable quality that leaders bring. These experiences make a person wiser, braver, and more resilient as new challenges come.

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