

THE CHALLENGES OF SCHOOL ADMINISTRATORS: A PHENOMENOLOGICAL STUDY

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ABSTRACT

The study aims to delve into the subjective experiences and perspectives of school administrators to gain deeper insights into the multifaceted nature of their roles and the difficulties they encounter. School administrators play a critical role in the educational system, responsible for leading and managing educational institutions. However, limited research has been conducted to comprehensively understand the challenges they encounter in their daily professional lives. This study aims to fill that gap by adopting a phenomenological approach, which allows for an in-depth exploration of the lived experiences and perceptions of school administrators. Through qualitative data collection methods such as interviews and observations, a diverse group of school administrators was engaged in meaningful conversations about their professional challenges. The gathered data was then analyzed using a rigorous phenomenological approach to identify key themes and patterns that emerged from the participants' narratives. The study's results contribute to the existing body of knowledge by shedding light on the subjective experiences of school administrators challenges during and after the Pandemic, their hardships in experiencing different scenarios to provide quality education inspite of the crisis. The findings have implications for educational policymakers, aspiring and current school administrators, and educational institutions seeking to support their administrative staff effectively

Keywords: - School administrators challenges, Phenomenological study, insights, coping strategies, realizations.

1. INTRODUCTION

Today school administrators face a variety of problems on daily basis, from school governance, the handling of parents, service education and the support of overwhelmed teachers. Managing a school and uniting campuses and departments to fulfill the objective is a constant challenge for school administration. Academic leaders have been entrusted with limiting their systems and ensuring instructional quality while operating with considerably fewer resources because to the Covid 19 Pandemic, which poses a greater challenge to school administrators.

In order to stop the spread of the virus, the Norwegian government quickly decided to close 2,500 schools around the country in March 2020. As a result, more than 600,000 primary school pupils were forced to switch to an improvised digital learning environment at home. The difficult challenge of juggling the students' academic, social, emotional, and physical demands in response to the health concerns, expectations, and requirements during the epidemic fell on the school principals, and needs of teachers, school authorities, parents, and local stakeholders (Lien, Khan, & Eid 2022)

The situation in the Philippines is quite different according to Forbes (2011) he stated that in Pagbilao East Elementary School in Quezon Province that while it is expected that the majority of school administrators currently contemplating leaving their professions aren't doing so due to stress from rising demands in their roles as instructional leader and manager but because they are retiring. At present being a school administrator is still seen as the easiest way out for teachers especially the master teachers to escape the demands and stress.

In the Municipality of Monkayo, Province of Davao de Oro, Suico (2021) stated that one of the problems of

school administrators is about the improvement of teacher's classroom management through self-efficacy and attributes. Most of the teachers tend to avoid difficult tasks, they see it as a threat that is why it resulted in poor management to the classroom.

1.1 Research Questions

This study sought to know the challenges, coping strategies, realizations and insights on the common problems of school administrators.

1. What are the challenges of the participants experience during pandemic?
2. What are the coping strategies and realizations did by the participants during pre-pandemic and post pandemic?
3. What are the insights or the perception of the participants to their experiences during the pre and post pandemic?
4. What are the realizations of participants during the pre and post pandemic?

2. METHODOLOGY

2.1 Research Design

This study was a qualitative study employing a phenomenological approach because it sought to explore the challenges, coping strategies, realizations and insights of the school administrators. This research study utilizes phenomenology as the research design. Phenomenology (Giorgi, 2012) is a qualitative research tool for describing how people respond to a particular phenomenon. Phenomenological research tries to put aside prejudices and preconceived notions about human perceptions, emotions, and reactions to a situation. It enables the researchers to look into the experiences, understandings, and emotions of others who have observed or lived through the phenomenon or circumstance of interest. The researcher explored the challenges, coping strategies, realizations and insights of the school administrators.

2.2 Research Participants

The participants of this research were selected through a non-probability type of sampling, specifically purposive sampling. The sample preference of this study was based on the personal judgment and discretion of the researcher, based on one subgroup in which all the sample members are similar. Particularly the School Administrators of Monkayo District. The research participants were 10 School Administrators with a minimum of five-year experience in administering the school. The participants were requested to sign a consent form and agreed to the condition stipulated that they were voluntarily participating and were willing to impart their knowledge as needed in the study.

The participants also were given an orientation about the study and were asked to participate through an In-Depth Interview (IDI) as means of data collection. It is important to emphasize that the discussion was about personal views and experiences and therefore there are no right or wrong answers (Dornyei, 2007). Data from the participants were generated through a semi-structured interview using validated interview questions as an instrument. Transcripts of interviews were analyzed using thematic analysis. The use of pseudonyms was employed to protect the identity of the participants in the data analysis and reporting.

Moreover, participants were identified using purposive sampling. There were 10 participants, the researcher used In-Depth Interview to the participants through face to face in gathering the data. The sample size of the participants satisfied the requirement in the qualitative study using phenomenology because there should be five to twenty five (Creswell, 2007).

2.3 Data Collection Procedure

This study used an interview guide created by the researcher as a qualitative analysis method. The researcher used a tool, which has a list of questions to keep track of to ensure that all of the topics necessary to address the research questions were covered. The study interview guide aimed to learn about the challenges, coping strategies, insights, and realizations of the School Administrator. Furthermore, interviews were the primary method of data collection in the phenomenological study. Interviewing, according to, helps researchers appreciate experiences they may not have had or offers them a different viewpoint on an experience.

They also said that interviewing is the best method for providing insight into personal or sensitive issues. The researcher undergone the guidelines on the procedure of gathering the data. Before conducting the interview, the

researcher wrote a letter to the Schools Division Superintendent and the school principal seeking permission as part of the data collection process. After obtaining permission, research participants were asked to sign a consent form and be informed of the study's intent.

The researcher identify some issues for collecting data. The researcher thought of other means to collect the data. The researcher then continued the in-depth interview to participants through online specifically through face to face. Each interview took a maximum of 30 minutes. The gathered information was then written down and examine

2.4 Data Analysis

To interpret the results, the analysis took a deductive approach. The deductive approach to qualitative data analysis entailed interpreting data according to a predetermined framework by the researcher. After collecting data in the field, the researcher used transcription to make sense of the details. The first step in data analysis was to transcribe everything. Transcription was the method of converting all data into text. Following data transcription, the researcher referred to the study objectives or questions and arranged the collected data following the objectives/questions.

For a more effective data processing method, coding is the best way to compress the data into easily understandable concepts. Coding is the process of categorizing data into principles, properties, trends, or emerging themes in qualitative research. One of the foundations of good research is data validation. Since data is at the core of research, it is critical to ensure that it is free of errors. This study is called phenomenology, it is an approach to seek to understand the essence of phenomenon, the approach is to investigate everyday human beings. In this research it is finding and investigating school leaders approach and behavior during the pandemic.

3. RESULT, ANALYSIS AND DISCUSSION

This chapter presents the discussions, conclusion and recommendations of the study that sought understanding the challenges of school administrators. This study was conducted in Babag National High School, Pasian National High School, Agape Christian Academy, San Isidro Integrated School, Moria Elementary School, Olaycon Integrated School, Banlag Elementary School, Tubo Tubo National High School, Union National High School, Bliss Elementary School.

10 administrators coming from different schools served as study participants. Ten (10) informants for the in-depth interview. They were the sources of pieces of information and data for the phenomenon under study. Since this study required a thorough investigation and in compliance with reliability and transferability concern qualitative studies, the research employed the qualitative phenomenological research design. In so doing, the researcher would be able to undergo in-depth investigation through one-on-one interview with the research participants and triangulated the data and information using participant observation.

Discussions

The structured themes and the emerging therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme. For this chapter, the sequence of the presentation was based on the order of the research questions in the interview guide. The discussions section highlighted the themes, which were the results in the study, and corroborated with related literature and studies.

3.1 Ways of Describing Challenges encountered during Pandemic. The emerging themes in this structured theme are No Learner's Guidance on Modular Classes, Different Experience, Parents are Scared, Not Sure on Student's Learning, Lot of Problems, Distribution and Printing of Modules, Being Shocked, Lack of Materials, Very Challenging, Weak Signal, Not Prepared, Horrifying, Fearful and Tragic.

The challenges encountered during the pandemic can be categorized into different themes. One of the themes is the lack of learner's guidance on modular classes, which can cause difficulties for students. Another theme is the varied experiences of people during the pandemic. Parents are also scared due to the uncertainty of their children's learning. There are a lot of problems with the distribution and printing of modules. Many people were

shocked and unprepared for the challenges posed by the pandemic, leading to a lack of materials and weak signals. Overall, the pandemic has been very challenging, horrifying, and tragic for many people.

Bautista Jr et al. (2021) stated the challenges faced in distance learning education during the pandemic and how school support has influenced their experiences. The authors identify several challenges, including inadequate preparation, limited technological infrastructure, difficulty in ensuring student engagement and participation, and lack of collaboration and support among colleagues. These challenges are consistent with the challenges faced by learners, parents, and faculty members in other countries during the pandemic. Therefore, the study provides valuable insights into the challenges encountered in the Philippines and contributes to the overall theme of ways of describing challenges encountered during the pandemic..

Greatest Source of Motivation during the Challenging Days. The emerging themes in this structured theme are Teachers Work Dedication, Family, Very Supportive Teachers, Serving in God, Building Good Relationship with Teachers, Strong Determination, Prayers, Being Passionate, Being Courageous and Firm, Set Learners as Motivation, Faith in God, Family and Faith in God, Family Students and Teachers . The greatest source of motivation during challenging days can be categorized into different themes. One of the themes is the dedication of teachers to their work, which can inspire students to persevere during difficult times. Family is also an essential source of motivation, as they can provide support and encouragement to overcome challenges. Very supportive teachers who go above and beyond to help their students can also be a significant source of motivation. Another theme is serving in God, building good relationships with teachers, and being passionate, courageous, and firm, which can help individuals stay motivated and focused on their goals. Prayers and faith in God can also be a source of strength during challenging times. Some people set learners as their motivation to keep pushing forward and make a difference in their lives. Finally, some individuals find motivation through a combination of family, students, and teachers, all working together to overcome challenges. Overall, these themes highlight the various sources of motivation that individuals can draw upon during challenging days.

Ganz and Mckeena(2018) stated the role of leadership in creating and sustaining social movements, which often face significant challenges and obstacles. Ganz and Mckeena highlights the importance of leaders in inspiring and motivating individuals to take action towards a shared goal. This is similar to the role that teachers, family members, and faith leaders play in motivating individuals during challenging times. The paper also emphasizes the need for leaders to build strong relationships and create a sense of community and shared purpose among followers, which can foster a sense of belonging and provide motivation to persevere in the face of difficulties. This aligns with the themes of building good relationships with teachers, having supportive families, and being part of a community with shared values and beliefs. Therefore, this paper provides insight into the role of leadership in motivating individuals and groups during challenging times and contributes to the overall theme of the greatest source of motivation during challenging days.

Challenges Encountered in Formulating Strategies during Pandemic. The emerging themes were Asking Suggestions with LGU, Apply Learnings from Seminar/s, Decreasing Number of Students, Lack of Materials for Printing, Problems in Organizing, Willingness of Teachers, Budgetary Support, Poor Internet Connection, Difficult, Make things Positive.

One of the themes is seeking suggestions from the Local Government Units (LGUs), which highlights the importance of collaboration and gathering input from relevant authorities to develop effective strategies. Another theme is the application of learnings from seminars or training sessions, indicating the value of acquiring new knowledge and incorporating it into the planning process. The decreasing number of students is also a challenge that needs to be addressed when formulating strategies, as it impacts resource allocation and educational delivery. A lack of materials for printing presents another obstacle, emphasizing the need for adequate resources to support the implementation of strategies. Problems in organizing activities or initiatives can hinder the formulation and execution of effective strategies. The willingness of teachers to adapt and contribute to the strategy formulation process is crucial for success. Budgetary support is essential in ensuring the feasibility and implementation of strategies. Poor internet connection is another challenge that can affect communication and the delivery of online learning. Overall, formulating strategies during the pandemic is a difficult task, but it is important to maintain a positive mindset and approach to overcome these challenges and make the best out of the situation.

Clarín and Baluyos (2022) stated the difficulties that educators faced in implementing online

distance learning, which requires careful planning and strategy formulation. The authors highlight various challenges, such as the lack of access to technology and internet connectivity, which can affect the delivery of online learning. This aligns with the theme of poor internet connection as a challenge in formulating strategies. These challenges can hinder the formulation of effective strategies for online learning.

Strategies Employed during Pandemic. The emerging themes were Setting Schedule in Delivering Modules, Giving Teacher's Technical Assistance, Give Encouragement to Teachers, Provide Teacher's Needs, Follow Protocols, Convene Teachers, Parents and Stakeholders, Budget Allocation, Delivering Modules by Purok. During the pandemic, various strategies were employed to navigate the challenges. The emerging themes in these strategies revolve around efficient module delivery and support for teachers. One key theme is setting a schedule for delivering modules, ensuring a structured and organized approach to distributing learning materials. Giving teachers technical assistance is another crucial theme, recognizing the importance of providing support and training to educators in utilizing technology effectively for remote teaching. Providing encouragement to teachers and acknowledging their efforts is also highlighted as a motivational strategy. Meeting the needs of teachers by providing necessary resources and materials is another crucial aspect, ensuring they have the tools required to deliver quality education. Following protocols is emphasized to ensure the safety and well-being of students, teachers, and other stakeholders. Convening teachers, parents, and stakeholders through collaborative meetings helps foster cooperation and effective communication. The allocation of budgetary resources is recognized as a significant strategy to support educational initiatives during the pandemic. Finally, delivering modules by purok, which refers to dividing areas into smaller units for module distribution, allows for targeted and efficient dissemination. Overall, these strategies showcase the importance of organized module delivery, teacher support, adherence to protocols, collaboration, resource allocation, and innovative approaches in addressing the challenges posed by the pandemic.

According to Okilwa and Barnett (2021) the strategies and practices adopted by school leaders to address the challenges posed by the COVID-19 crisis. The authors discuss various strategies implemented by school leaders, such as developing and implementing remote learning plans, leveraging technology for virtual classrooms, ensuring equitable access to resources and support for students, fostering effective communication and collaboration among stakeholders, and prioritizing the well-being and mental health of students and staff. These strategies align with the theme of strategies employed during the pandemic, as they highlight the efforts made by educational leaders to adapt and navigate the challenges brought about by the crisis

3.2 Coping with the Challenges Experienced in the Implementation of Strategies. The emerging themes were Through the Help of Parents and LGU, Inspired by Leaders, Through the help of Teachers, Being Strong and Motivated, Through Cooperation, Stakeholder's Support, Think Positive, Adaptation of New Normal, Adaptation of New Normal, Being Dedicated, Being Strong, Minding Student's Future .

When coping with the challenges experienced in the implementation of strategies, several emerging themes emerge. One theme is finding support through the help of parents and Local Government Units (LGUs), recognizing the importance of collaboration and assistance from these stakeholders. Being inspired by leaders is another theme, highlighting the motivational influence of effective leadership during challenging times. Seeking support from teachers is also emphasized, recognizing their crucial role in navigating and implementing strategies. Being strong and motivated is a theme that underscores the importance of resilience and determination in overcoming obstacles. Cooperation and stakeholder support are crucial themes that highlight the significance of working together to address challenges effectively.

Thinking positively is another theme, emphasizing the power of a positive mindset in coping with difficulties. The adaptation to the "new normal" is a recurring theme, signifying the need to adjust and embrace changes brought about by the pandemic. Dedication and strength are further emphasized as key attributes necessary for coping with challenges. Finally, keeping students' future in mind is a theme that underscores the importance of focusing on long-term goals and aspirations. Overall, these themes reflect the various approaches and mindsets adopted by individuals and communities to cope with the challenges encountered in implementing strategies during the pandemic. Kaminskienė et al. (2021) mentioned how principals have faced numerous challenges in implementing strategies during this period. He provides valuable insights into the experiences and perspectives of school principals in Lithuania, contributing to the overall understanding of how educational leaders cope with the challenges posed by the pandemic and the implementation of strategies to ensure effective education.

3.3 Lessons Perceived during pandemic and Post Pandemic. The emerging themes were. Listen to Subordinates and Cooperation, Being Weak and Easy to down, Not to Dwell Negativity, Set Aside Personal Matters, Not to Give up, Be Always Prepared , Become Resourceful and Resilient, The Use of Technology, Valuing Life, Valuing Learners, Be Strong, Health is Wealth, Be Focus and Strong. During the pandemic and post-pandemic period, various lessons have been perceived .

One theme is the importance of listening to subordinates and fostering cooperation, recognizing that collaboration and open communication are key to overcoming challenges. Another theme is avoiding negativity and not dwelling on negative emotions, as it can hinder progress and growth.

The finding showed that the lessons also emphasize the importance of not giving up and being always prepared for unexpected situations. Becoming resourceful and resilient is another crucial theme, highlighting the ability to find creative solutions and bounce back from setbacks. The lessons also underscore the significance of maintaining focus and staying determined in the face of adversity. Overall, these themes reflect the valuable lessons perceived during the pandemic and post-pandemic period, which emphasize the importance of adaptability, resilience, positive mindset, and prioritizing the well-being of oneself and others.

3.4 Most Realization Obtain during Pandemic and Post Pandemic. The emerging themes were Always Prepared, Be Resourceful, Always Value Time, Be Grateful, Never Give up, Pandemic Brought Difficulties on Education System, Strive More, Learn to Listen, Teacher's Cooperation, No Permanent in the World, Make Alliance with Stakeholders, Huge Changes, Just Adapt Changes .During the pandemic and post-pandemic period, many realizations have been obtained. The emerging themes in these realizations revolve around adaptability, resilience, gratitude, and the importance of collaboration. One theme is the need to always be prepared for unexpected situations, emphasizing the importance of contingency planning and flexibility.

The pandemic brought difficulties to the education system, underscoring the need for innovative approaches and adaptations. The pandemic has brought about huge changes, and the realization that we must adapt to these changes is a recurring theme. Overall, these realizations highlight the lessons learned during the pandemic and post-pandemic period, emphasizing the importance of adaptability, resilience, collaboration, and gratitude in navigating challenging times.

Most Realization on the Situation encountered during Pandemic. The emerging themes were Spend Time with Family, Strive More, Make Alternative Ways, Not Okay all the Time, Seeing the Importance of Education, Blended/Modular Class is not Effective, . During the pandemic, various realizations emerged regarding the situation encountered. The themes that emerged highlight the importance of family, the need for increased effort, the exploration of alternative approaches, the acceptance that things are not always okay, and the recognition of the significance of education. These realizations collectively reflect the experiences and perspectives gained during the pandemic, highlighting the need for adaptation, resilience, and valuing relationships and education in navigating challenging times.

Greatest Strength Discovered as School Administrator in times of Uncertainty. The structured themes are;. Be Strong and Have Faith, Collaborate with Teachers, Can Surpass Difficult Situation, Have Faith in God and in Colleagues, Trust in God and in Yourself, Keep Going, Adopt and Survive, Being Brave, Believe in yourself and People around, Being Resilient.

During times of uncertainty, school administrators have discovered their greatest strengths. The emerging themes highlight the resilience, faith, collaboration, and determination of school administrators. Overall, school administrators have exhibited resilience, bravery, and a strong sense of belief in themselves and others during uncertain times. These strengths have enabled them to lead with confidence and navigate through the challenges that arise in the educational setting.

Visualization of Time as School Administrator during Post Pandemic .The responses elicited seven emerging themes, To be Always Ready, Can Survive, Can Face Challenges, Use the time wisely, Make the Students and Parents Understand, Accept and Face Changes, Child Friendly,

As school administrators visualize their role during the post-pandemic period, several emerging themes emerge. These include being always ready, surviving challenges, using time wisely, effective communication, accepting and facing changes, and maintaining a child-friendly environment. These themes reflect the mindset and priorities of school administrators as they navigate the new educational landscape and strive to provide the best possible educational experience for students.

Ways of the Implementation of the Mission for School during Post Pandemic. The responses elicited twelve emerging themes: By Continuing the Learning, Make Teachers Understand, By Listening to Teacher's Suggestions, Strengthen and Improve, Strengthen, Giving Discipline and Encouragement, Conduct Feeding Program, Do the Task with Integrity, By Informing the Teachers, Planned, and Act the Mission, By Collaborative Effort, Full Commitment and Love.

The implementation of the mission for schools during the post-pandemic period involves several ways, as revealed by twelve emerging themes. The implementation of the mission for schools during the post-pandemic period involves several ways as revealed by the twelve emerging themes. These include continuing the learning process, making teachers understand, listening to suggestions, strengthening and improving the school, providing discipline and encouragement, conducting feeding programs, acting with integrity, informing teachers, planning and acting on the mission, collaborating, and demonstrating full commitment and love. These themes reflect the comprehensive approach needed to successfully implement the mission and ensure the best possible educational experience for students.

3.5 Implications for Practice.

The following practice-related implications are provided in light of the findings.

On Challenges encountered during Pandemic. describing the challenges encountered during the pandemic and categorizing them into themes provides valuable insights into the difficulties faced by learners, parents, and educators. This understanding can inform decision-making processes, interventions, and support systems to mitigate the impact of such challenges in the future.

On Motivation during the Challenging Days. categorizing the greatest sources of motivation during challenging days into themes provides valuable insights into the factors that can inspire and drive individuals during difficult times. This understanding can guide efforts to enhance motivation, support systems, and resilience-building strategies, ultimately helping individuals navigate and overcome challenges more effectively.

On Challenges Encountered in Formulating Strategies during Pandemic. the practice of identifying challenges in formulating strategies during the pandemic and categorizing them into themes helps in understanding the complex nature of the task. It enables stakeholders to address specific challenges, allocate resources effectively, and develop strategies that consider the diverse needs and constraints of the education system during these challenging times.

On Strategies Employed during Pandemic. the practice of identifying strategies employed during the pandemic and categorizing them into themes helps in understanding the diverse approaches taken to overcome challenges. It enables stakeholders to learn from successful practices, adapt strategies to their specific contexts, and develop effective solutions to navigate the complexities of education during the pandemic.

On Coping with the Challenges Experienced in the Implementation of Strategies. the practice of identifying coping mechanisms and categorizing them into themes helps in understanding the diverse approaches individuals and communities adopt to address challenges. It enables stakeholders to learn from successful coping strategies, share experiences, and develop resilience in the face of difficulties encountered during the implementation of educational strategies in times of crisis.

On Lessons Perceived during pandemic and Post Pandemic. the practice of perceiving lessons during the pandemic and post-pandemic helps individuals and organizations reflect on their experiences and extract valuable insights. It facilitates learning, growth, and adaptation, enabling individuals to navigate future uncertainties more

effectively.

On Most Realization Obtain during Pandemic and Post Pandemic. the practice of obtaining realizations during the pandemic and post-pandemic period helps individuals and institutions reflect on their experiences and gain valuable insights. It facilitates growth, learning, and adaptation, enabling individuals to navigate uncertainties more effectively and inform future decision-making processes.

On Most Realization on the Situation encountered during Pandemic. the practice of obtaining realizations during the pandemic provides valuable insights and perspectives on the challenges faced and the lessons learned. It encourages individuals and educational institutions to reflect on their experiences, adapt to changing circumstances, and improve approaches to ensure better outcomes in the future.

On Greatest Strength Discovered as School Administrator in times of Uncertainty. The practice of discovering one's greatest strengths as a school administrator during times of uncertainty has several implications. It allows administrators to build on their existing strengths and leverage them to lead effectively in challenging situations. Recognizing these strengths provides administrators with a sense of confidence and reassurance, helping them make informed decisions and inspire their teams. Moreover, understanding their strengths enables administrators to further develop and refine their leadership skills, ensuring continuous growth and improvement in their roles.

On Visualization of Time as School Administrator during Post Pandemic. The practice of visualizing time as a school administrator during the post-pandemic period has several implications. It allows administrators to anticipate and plan for potential challenges, ensuring they are well-prepared to navigate the changing educational landscape. By using time wisely, they can prioritize essential tasks and allocate resources effectively. Effective communication ensures transparency and understanding among students, parents, and other stakeholders. Embracing changes and maintaining a child-friendly environment create a positive and supportive learning environment for students. Ultimately, the practice of visualizing time helps school administrators make informed decisions and lead their institutions towards continued success in the post-pandemic era.

On Ways of the Implementation of the Mission for School during Post Pandemic. It is a collectively reflect a comprehensive approach necessary to successfully implement the mission and ensure the best possible educational experience for students during the post-pandemic period.

3.6 Implications of Future Research.

In as much as the study was limited to the responses of the participants in Babag National High School, Pasian National High School, Agape Christian Academy, San Isidro Integrated School, Moria Elementary School, Olaycon Integrated School, Banlag Elementary School, Union National High School, Tubo Tubo National High School, Bliss Elementary School , the following implications for future research are considered:

First, future describing the challenges encountered during the pandemic can drive improvements in preparedness, policy-making, healthcare, education, technology, mental health support, and community resilience. By learning from the challenges faced, societies can better prepare for and respond to future crises, with the aim of building a more resilient and equitable future.

Second, another research that conducted to another location the experience of finding motivation during challenging days can have lasting implications for resilience, adaptability, goal setting, positive mindset, empathy, personal growth, and learning. It equips individuals with valuable tools and perspectives that can be applied to future endeavors, enabling them to navigate difficulties, maintain motivation, and achieve success.

Third, another research that conducted that the challenges encountered in formulating strategies during the pandemic can drive organizations to become more resilient, agile, digitally enabled, collaborative, and employee-centric. By learning from these challenges, organizations can develop strategies that are better equipped to navigate future uncertainties and ensure long-term success.

Fourth, the strategies employed during the pandemic can have far-reaching implications, leading to increased preparedness, digital transformation, employee well-being, flexibility in work models, enhanced customer experiences, and strengthened supply chain resilience. By leveraging the lessons learned and the strategies

implemented, organizations can adapt to the evolving landscape and emerge stronger in the face of future challenges.

. Fifth , By leveraging these experiences and embracing a continuous improvement mindset, organizations can position themselves for future success in implementing strategies and achieving their goals.

Sixth. during the pandemic and post-pandemic period can shape a future characterized by resilience, collaboration, well-being, technological advancements, health consciousness, continuous learning, and preparedness. By embracing these lessons, individuals and organizations can navigate future uncertainties and build a more sustainable and adaptable future.

Seventh. It can shape a future characterized by a focus on well-being, resilience, adaptability, healthcare improvements, technological advancements, community bonds, and a reassessment of values. By embracing these realizations, individuals and societies can work towards creating a more resilient, equitable, and sustainable future.

Eight. can shape a future characterized by adaptive leadership, resilient decision-making, effective communication and collaboration, visionary leadership, resilience building, innovation and technology integration, and empowered teachers.

Ninth - By leveraging this practice, administrators can navigate the evolving educational landscape with clarity, purpose, and a proactive approach, ensuring the school's resilience, growth, and future success.

Tenth - he ways of implementing the mission for schools during the post-pandemic is By focusing on resilience, innovation, collaboration, equity, continuous improvement, well-being, and future readiness, schools can ensure a transformative and impactful educational experience for students, positioning them for success in the years to come.

4. CONCLUSIONS

The study examined various aspects related to the challenges encountered during the pandemic, the greatest sources of motivation during challenging days, the challenges in formulating strategies, the strategies employed, coping with implementation challenges, lessons perceived during the pandemic and post-pandemic, realizations obtained, the strengths discovered as school administrators, visualization of time as a school administrator during the post-pandemic period, and the ways of implementing the mission for schools.

Collectively, these findings highlight the resilience, adaptability, and innovative approaches of educators and administrators in navigating the pandemic. Lessons learned include the importance of student-centered approaches, collaboration, and the integration of technology. These insights have significant future implications for education, emphasizing the need for continuous improvement, student well-being, and the transformative potential of education in a post-pandemic world.

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