# Principals' Leadership and Instructional Management on Teachers' Work Attitudes, Behaviors, and Optimism in the New Normal (Dissertation Paper)

**LORNA ESGUERRA BOJANGIN**

Bulacan Agricultural State University
Josefa V. Ycasiano memorial School Baliwag North
Department of Education
Philippines

*Abstract: In the final quarter of the academic year 2021–2022, this study examined the effects of principals' leadership and instructional management on the work attitudes, behaviors, and optimism of public elementary school teachers in Bulacan's Educational District II. Explanatory sequential mixed methods were used as the research design, and 31 principals and 279 teachers participated in the study. The study's findings revealed that both the principals of public elementary schools and the teachers they oversaw firmly believed they possessed and used outstanding leadership during this new normal. The respondents further confirmed that principals almost always used their instructional management behavior during epidemic. Moderate agreement was found among the teachers who responded that they exhibit positive work attitudes and behaviors. Students also concurred that they are hopeful about their academic futures in the new normal. The study's findings led to the following conclusions: There is no statistically significant difference between principals' and teachers' evaluations of their leadership and instructional management behaviors. The leadership and instructional management behaviors of public elementary school principals and the work attitudes, behaviors, and academic optimism of teachers are significantly correlated.*

**Keywords**—leadership and instructional management,attitudes, behaviors, and academic optimism

## 1. INTRODUCTION

As school leaders and stewards, school principals have the most responsibility for fostering an atmosphere that is conducive to good teaching and learning. They can produce quality instructors and holistic learners who are entrenched in values, armed with 21st-century abilities, and capable of advancing the nation to development and advancement through their quality leadership and instructional management. As stated in Section 42 of DepEd Order No. In 2017, this is one of the specific requirements placed on school administrators by the Department of Education's mission to create lifelong learners by providing high-quality instruction in spite of challenges. School administrators are responsible with overseeing this shift during a health crisis where they are thrown into the position of assisting instructors, students, parents, and families. They must

As a result, in order to accomplish their duties, responsibilities, and obligations to be held accountable, school principals' leadership and instructional management must have a clear vision on goals and principles of leadership skills and attitude. Accordingly, Cruz 2022 found that when teachers are strategically managed, the school system is led by the school vision and mission, and is equipped with strategic planning, their leadership can influence others. The study focused on school principals as change facilitator styles, leadership competencies, and teachers' sense of professional identity.

Subsequently, COVID 19 pandemic extremely changed the school principals' leadership and instructional management styles. Many research studies state that school

learn how to carry out their academic responsibilities successfully in a situation that is highly uncertain and constantly changing. Since the needs of students and communities are changing, it is a big challenge for school principals to foster an environment where teaching staff is motivated to find and acquire new methods of meeting those needs.

Despite a health crisis, principals of schools carry out their responsibilities. At any one time, they are in charge of delivering higher learning outcomes and are held accountable for doing so. They are responsible for managing the school, evaluating the teachers, and maintaining order among the students. More than just effort and time are required to lead and run the school.

principals work in demanding and confusing circumstances, pressured, and options are limited. All informal, important, moments where social relationships are built, and leadership is enacted simply extinct. School principals, parents, pupils, and teachers are all disrupted. They have not been allowed to undergo face-to-face schooling. They are all tasked to work from home and challenged to adapt in the new schemes in the delivery of basic education.

Furthermore, in the study conducted by Harris, (2020), he mentioned that school principals need to perform their roles and understand their leadership in managing people in schools during pandemic. They are reliant on guidance about health crisis responses, processes, procedures, and protocols from

school officials. The school principals nowadays are dealing with unsolidified and changing staffing situations which lead them to do much more with less. Nevertheless, continuity of the education-teaching process is also important and has challenged the school principals while the schools are closed around the world.

In the Philippines, the Department of Education policy guidelines help school principals on coping up with this new education system. In this time of threat, challenges, and uncertainties brought about by COVID-19, DepEd Secretary Leonor Magtolis - Briones ensures the health, safety and welfare of all pupils, teachers and personnel of the department while also finding ways for learning to continue. The school principals respond to DepEd orders through crafting Basic Education Learning Continuity Plan (BE-LCP) which provides guidance to the schools to deliver education in time of health crisis (DepEd Order No. 18, s. 2020).

Parallel to this, Netolicky (2020), defined leadership in his study that in a time of crisis, school principals must be determined, act swiftly with foresight and careful consideration of options, consequences and the effects of actions taken. This is certainly true, but no one can predict what might be the best solutions, the best actions, the side effects of any actions taken in this crisis. He also added that, school principals are walking a tightrope without a safety net due to uncertainties in day to day performing duties and responsibilities.

Harris (2020) found that school principals cannot imitate the leadership styles they observed or relished during a time of stability, continuity, and comparatively peaceful conditions. Leading during turbulent times reroutes the educational establishment and forges new paths. School leaders are known for their tenacity, optimism, and unwavering conviction that they will keep up their efforts to protect students' academic progress no matter what, no matter the cost, no matter the size of the problem.

Therefore, selecting a single leadership style that simultaneously integrates all these qualities is an ongoing challenge in the context of a school. In terms of practical consequences, leadership calls for school administrators to keep providing assistance, directives, and direction to teachers in order to define job objectives and remove barriers to their performance. Additionally, expectancy theory ideas are included into leadership. According to Atsebeha (2016)'s research, teachers become motivated when their efforts and performance are relatively beneficial.

In addition, Northouse (2018) stated that a leader who is approachable and personable has an effective leadership style. He places a strong emphasis on his followers' basic human needs, wellbeing (particularly the creation of enjoyable working conditions), equality, respect, and appreciation. He asserts that teachers can engage in important policy-making, decision-making, and implementation processes, or they can offer principals ideas and suggestions to improve the quality of learning and instruction.

Additionally, instructional leaders must possess the skills, abilities, and mindsets associated with a path-goal and supportive leadership style in order to successfully achieve school goals and mission in the new normal education system with teachers and students in the present and the upcoming challenge of normality. According to Nevins, (2020) these are crucial for broad judgments regarding teaching and learning .

Teachers, as experts in the field of human development, are ultimately in charge of how many generations of children develop. Teachers must exhibit genuine emotional qualities that will help them provide better care for students. The collective vision and the individual vision are intertwined in the work mentality, which consists of attitudes, ideas, and values associated to work. According to Constantin (2020), the instructors' work attitudes would demonstrate their approach about their jobs, how they view their work as an accomplishment or a necessary obligation.

A key aspect of a teacher's professional life is their attitude toward their work, which has effects on both their own lives and the organizations in which they operate. Work satisfaction is a feeling of well-being resulting from how well an employee does their job. On the other hand, it's crucial to help teachers build their self-efficacy because it's necessary for decision-making, curriculum development, the didactic process, inspiring students' learning, and effective communication. Self-efficacy can help teachers take on more responsibility for students' education, and it increases students' motivation to study (Erdem, Demirel, 2017).

However, a teacher's actions reflect both the course material they teach and the results of their students. Parents, other teachers, coworkers, and the school administration form opinions about teachers based on how they conduct themselves. The way the professors run the class may also affect the students' desire to go to school. One of the first qualities to look for in a good teacher is the positive behavior they model (Spieth, 2017).

Thus, a teacher's job as a teacher is greatly influenced by their views and attitudes. Teachers' beliefs act as a compass for their thoughts and deeds, and this is reflected in their methods of instruction and other professional attitudes that promote academic optimism. This particular notion was discovered through research in the areas of psychology and education. Academic optimism is defined as a teacher's faith in their students' parents' and students' methods of learning, as well as their confidence in their own ability to overcome similar issues during trying times. Meanwhile, highlighting academic optimism benefits students' success (Hoy, Tarter, & Woolfolk-Hoy, 2016).

A teacher who is confident in their ability to influence students' learning will raise the bar, put up more effort, and maintain their composure under pressure. There is a correlation between students' academic progress and teachers' work attitudes, actions, and academic optimism (Moran & Hoy, 2018).

The researcher was motivated to perform this study in light of the realities discussed above in the anticipation that principals' leadership and instructional management would have a substantial impact on teachers' work attitudes, work behaviors, and academic optimism in the new normal. Thus, this study may offer both teachers and principals of public

primary schools crucial strategies for adjusting to the changes in the educational landscape brought on by health crises.

## Statement of the Problem

The study determined the influence of public elementary school principals' leadership and instructional management on the work attitudes, work behaviors, and academic optimism of public elementary school teachers in Educational District II of Schools Division of Bulacan during the fourth quarter (April to June 2022) of Academic Year 2021-2022.

Specifically, this research sought answers to the following questions:

1. How may the public elementary school principals' leadership in the new normal as perceived by the teachers and school principals themselves be described in terms of:
   1.1 directive;
   1.2 participative;
   1.3 achievement-oriented;
   1.4 planning-teaching;
   1.5 monitoring; and
   1.6 teacher leadership?

2. How may the public elementary school principals' instructional management in the new normal as perceived by the teachers and school principals themselves be described in terms of:
   2.1 framing the school goals;
   2.2 communicating the school goals;
   2.3 supervising & evaluating instruction;
   2.4 coordinating the curriculum;
   2.5 monitoring pupils' progress;
   2.6 protecting instructional time;
   2.7 maintaining high visibility;
   2.8 providing incentives for teachers;
   2.9 promoting professional development;
   2.10. developing and enforcing academic standards; and
   2.11 providing incentives for learning?

3. How may the public elementary school teachers' work attitudes in the new normal be described in terms of:
   3.1 tolerance; and
   3.2 self-doubt?

4. How may the public elementary school teachers' work behaviors in the new normal be described in terms of:
   4.1 anxiety;
   4.2 obsessive-compulsiveness; and
   4.3 mania?

5. How may the public elementary school teachers' academic optimism in the new normal be described in terms of:
   5.1 trust in pupils and parents;
   5.2 academic emphasis;
   5.3 dispositional optimism;
   5.4 pupil-centered beliefs and practice;
   5.6 beliefs about learning management; and
   5.6 individual citizenship behavior?

6. Is there a significant relationship between the public elementary school principals' leadership and teachers' work attitudes, behaviors, and academic optimism?

7. Is there a significant relationship between the public elementary school principals' instructional management behavior and teachers' work attitudes, behaviors, and academic optimism?

8. How important are the principals' leadership and instructional management on teachers' work attitudes, behaviors, and academic optimism?

9. What program of activities could be crafted based on the results of the study?

## Hypotheses

The following hypotheses were tested in the study:

1. There is no significant relationship between the public elementary school principals' leadership and teachers' work attitudes, behaviors, and academic optimism.

2. There is no significant relationship between the public elementary school principals' instructional management behavior and teachers' work attitudes, behaviors, and academic optimism.

## Conceptual Framework

The path-goal theory (PGT) distinguishes between four leadership philosophies that are suitable for standard operating procedures, the clarification of difficult goals regarding the task structure and carrying out assignments, the formal authority system, and successfully completing jobs. These philosophies are directive, participative, supportive, and achievement-oriented. Therefore, selecting a leadership style that simultaneously integrates all of these qualities is a difficult undertaking in the setting of a school. Regarding the theory's practical implications, it calls for school administrators to help instructors understand their employment objectives and remove any barriers standing in their way so they can perform as expected. Additionally, PGT combines the ideas of expectation theory, according to which followers (teachers) become motivated when their efforts and performance are at least somewhat helpful (Saleem, 2020).

There isn't a single definition of leadership that is recognized by all people. It is the process of leading, motivating, and persuading people to accomplish predetermined goals. The foundations of the path goal leadership effectiveness theory are the expectation and contingency theories of motivation. The path-goal theory is founded on the tenet that adopting a specific conduct (path) will result in the achievement of a specific end (goal). The path-goal theory has significance for education in that a leader's capacity to adapt to leadership styles such as directive, supporting, achievement-oriented, and participative that promote,

empower, and inspire exceptional worker performance will determine how successful they are.

Because it is founded on the nature of the interaction and collaboration between the principal and his or her subordinates/teachers, path-goal theory has a lot to offer education leadership. In educational institutions, the path-goal theory's strategic applications fostered better understanding of leadership. Education provides leadership development programs that educate, teach, coach, and develop individuals for positions of leadership in schools and institutions (Okoji, 2016).

The path-goal theory of leadership effectiveness, meanwhile, focuses on two key issues: first, how the principal influences the paths that lead to the goals that subordinates or teachers intend to achieve, and second, how this expectation influences teachers' motivation for putting in extra effort and delivering exceptional work. The act of inspiring, encouraging, and guiding instructors to do their best in the pursuit of desired goals is known as leadership. It involves creating and sharing the organization's future vision, inspiring employees, and ensuring their engagement (Armstrong, 2016).

Similar to this, it is pleasant for teachers to recognize their leadership conduct style since it fulfills their expectations. Knight, Gary, and Paul (2017) suggested that followers behave in a way they feel will maximize the achievement of positive results and minimize the attainment of negative consequences. This will motivate them toward the aim of leadership or their path-goal theory. Early leadership studies historically emphasized finding the traits of effective leaders. In contrast, two broad types or components were found in relation to the beginning structure and the consideration. Leader conduct that is focused on production is present in the beginning structure. The performance standards for instructors are made clear by this leader conduct. In this circumstance, the leader establishes clear performance objectives (Knight et al., 2017).

Baporikar (2018) adds that education leadership is the act of enlisting and managing the talents and energies of educators, students, and parents in order to realize shared educational objectives. According to Baporikar, education leadership refers to a person or group of individuals who are in charge and direct a school, an institution's activities, and students to ensure that they receive the finest education possible in spite of a health crisis. In a similar vein, Baporikar (2018) said that in his research, school administrators that uphold being accountable and responsible ensure that education in their region is at its finest. Any company may benefit from effective leadership, and educational institutions are no exception. It enhances teaching and student learning. Additionally, the primary focus of education, teaching and learning, is dynamic, which complicates education leadership and requires an understanding of its goal and vision. The path-goal theory undoubtedly takes into account how the leader influences the routes and goals of educators such as teachers and school administrators. This theory also explains how the impact of this expectation on the drive for diligent effort and exceptional accomplishment.

On the other hand, academics concur that administrators must have significant abilities and knowledge in instructional leadership if schools are to improve in the twenty-first century. Recent arguments made in the literature on instructional leadership claim that, after teaching, the role of the school principle is crucial in driving educational change. Additionally, recent empirical research supports the significance of instructional leadership for school principals' professional practice (Hallinger & Heck, 2016).

Teachers are influenced by school principals as instructional supervisors because they inspire, support, and motivate them while fostering a culture of cooperation and trust. They encourage students to evaluate teachers' strengths and weaknesses and offer the necessary coaching on curriculum creation and methodology. In reality, intentional and focused instructional leadership fosters collaboration, offers encouragement for directions, and supports the advancement of teaching practices. When a collaborative work environment is established, it gives instructors a chance to advance their careers and develop their skills, which in turn fosters lifelong learners and raises student accomplishment, as cited by Hallinger, in 2018.

Similar to this, according to a 2016 study by Ding & Sherman, a principal's capacity to foster an environment that is instructionally focused can have an impact on teachers' instruction. In that setting, specific educational objectives are imparted. Principals have the opportunity to influence teachers' professional development through targeted instructional leadership techniques, and this can have a good impact on student achievement results because instructors have a significant impact on students' academic success. The learning environment in the classroom, which is influenced by teachers, is crucial.

Furthermore, a study on teachers' perceptions of principals' instructional management by Leech, Pate, Gibson, Green, and Smith (2019) reveals that instructors believe their leaders are trying to foster an instructional environment. They discovered that principals are familiar with the curriculum. Professional development supports instructors' effectiveness and students' academic progress. They came to the conclusion that instructional management directly affects teachers and lesson plans in the classroom. In fact, involving teachers in meaningful oversight and instructional interaction tends to produce effective pedagogy and teaching.

However, research shows that a person's attitude toward their job is determined by how they feel about many aspects of their workplace. According to this, the word "attitude" is frequently used as a catch-all term for ideas like preferences, feelings, emotions, beliefs, expectations, judgments, and assessments as well as values, principles, opinions, and intentions (Aries & Rizqi, 2017). However, attitude toward work has been defined differently in literature through personal interpretations of what work means to an individual, group, situation, object, or event; as voluntary reporting to the organizational goal and professional achievement; as availability to develop, direct, regulate, and maintain the effort in order to overcome challenges and

obstacles; and as availability to develop, direct, regulate, and maintain the effort in order to maintain an objective. Specifically, Cristina no[...]search that personality, person-environment, fit,[...]es, and psychological contract are the factors that influence the attitude toward work (Cristina, 2016). Meanwhile, according to a different study, it makes sense to draw the conclusion that how teachers behave in their jobs—whether they are satisfied or not—depends on the outcome of a brief assessment of the state of their workplace. (Onzima, 2018).

Organizational work habits, on the other hand, can be explained by a variety of contextual and environmental circumstances, albeit dispositional factors also play a significant role. In reality, personality traits have received a lot of attention in order to describe, explain, and predict how people would behave at work (Barrik and Ryan 2017).

The term "teacher's work behavior" then refers to the behavioral manifestation of the act of teaching, which is done to aid a student or group of students in learning. Therefore, it includes all of the verbal and nonverbal behaviors used by a teacher to convey knowledge in a classroom. It has been observed that the methods and approaches used by various teachers produce varying effects on the academic achievement of their students. Therefore, the teacher has a crucial role to play in creating a supportive learning environment for their student to achieve academic success. Thus, the personality and attitude of the teacher have a significant role in the dedication to quality learning" (Urhahne, 2018).

The study of positive psychology, social capital, and comprehensive school facilities led to the development of the idea of academic optimism. The term "theoretical basis of academic optimism" was first suggested by Hoy et al. It includes Bandura's self-efficacy theory, Coleman's theory of social capital, Hoy et alstudies .'s on culture and organizational climate, and Seligman's learnt optimism (Asgari & Fotovat, 2017).

Additionally, academic optimism is a genuine conviction held by teachers that fosters an engaging and positive learning environment that benefits the students. Hoy et al(2016) .'s study on positive psychology was the first to incorporate academic optimism. They contend that the goal of academic optimism is to identify and describe the ideal and desired learning environments. This is in line with positive psychology. An optimistic teacher who stresses the positive elements and the caliber of the students in a classroom, school, and community leads a class that places an emphasis on possibilities and facilities, happiness, altruism, and trust (McGuigan & Hoy, 2016).

Based on the theories, literature and studies reviewed, the researcher came up with a conceptual framework that will serve as guide in the conduct of this research.

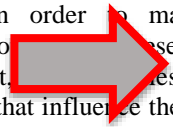Independent Variable          Dependent Variable



Figure 1. The Paradigm of the Study

As illustrated in the paradigm of the study (Figure 1), the independent variables are the public elementary school principals' leadership and instructional management. These variables were hypothesized to influence (as implied by the arrowhead connecting the two boxes) teachers' work attitude, behaviors, and academic optimism.

## Significance of the Study

Findings of this study is significantly useful and beneficial to the following individuals and groups:

Principal. Results of the study will give the public elementary school principal's full awareness about the importance and contribution of their leadership and instructional management on the teachers' work attitudes, work behaviors, and academic optimism in the new normal. Principals and teachers will be able to work hand-in-hand for the success and for the achievement of their mission and vision amidst health crisis.

Teachers. Findings of the study will give the teachers the feelings of being optimistic about their work attitudes and work behaviors. Further, it can make them more positive about the academic outcomes of their pupils in this new normal.

Pupils. As the prime beneficiaries of the study, pupils will be more motivated to study and learn more despite the pandemic. With the help of their teachers who are properly supervised by the principal, they will be more positive despite challenges and obstacles that they are experiencing in this new normal.

Parents. They will benefit from the results of this study in such a way that there will be a strong partnership between them and the teachers of their children as well as with the school principal.

Other Researchers. The findings of the study may serve as reference for future researchers who want to conduct study about the factors that may influence the teachers' work attitudes, work behaviors, and academic optimism in the new normal not only in elementary school but in secondary and college levels as well.

## Scope and Limitation of the Study

The main goal of the study is to ascertain how public elementary school principals' leadership and instructional management affect public elementary school teachers' work attitudes, work behaviors, and academic optimism. Therefore,
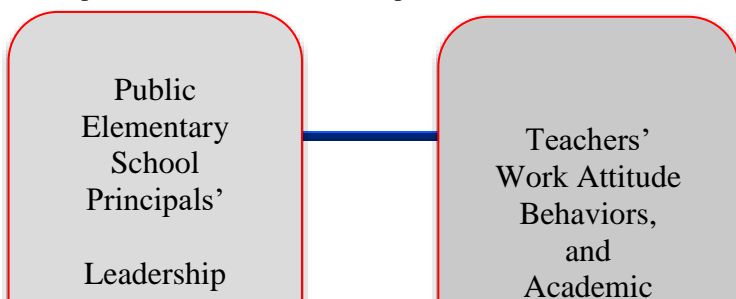
the focus of this study was on factors like the instructional management and leadership of the principals, as well as the work attitudes, behaviors, and academic optimism of the instructors.

The public elementary school principal's style of leadership was primarily directive, participative, goal-oriented, planning-teaching, monitoring, and teacher leadership. While this was going on, the principals' only role in instructional management in the new normal was to set and communicate the school's goals, supervise and evaluate instruction, coordinate the curriculum, keep track of students' progress, protect instructional time, maintain high visibility, reward teachers for their work, encourage professional growth, create and enforce academic standards, and offer incentives for learning.

The only attitudes the public elementary school teachers had at work under the new normal were self-doubt and tolerance. The only work-related characteristics that instructors displayed in the new normal were mania, obsessive-compulsive disorder, and anxiety. On the other hand, in the new normal, academic optimism was restricted to behaviors like individual citizenship, academic emphasis, dispositional optimism, pupil-centered attitudes and practices, and trust in students and parents.

The study was conducted in 31 public elementary school principals and 279 teachers in EDDIS II, Bulacan. It was conducted in May to June of Academic Year 2021-2022.

## Location of the Study

The study was conducted in second legislative Educational District in the Schools Division of Bulacan namely Balagtas, Baliwag North, Baliwag South, Bustos, Bocaue, Guiguinto, Pandi North, Pandi South and Plaridel. The respondents were from three elementary schools from each district and four schools from Plaridel district. Public elementary school principals and teachers from Balagtas district came from the schools of Balagtas Central School, Santol Elementary School, Dalig Elementary School. Baliuag North district schools were Baliuag North Central School, Catulinan Elementary School, Dr. Guillermo G. Dela Merced Memorial School, Paitan Elementary School while Baliwag South district used Baliwag South Central School, Sta. Barbara Elementary School, Matangtubig Elementary School. Bocaue district respondents came from Northville V Elementary School, Duhat Elementary School, Cong. Cong.Erasmo R.Cruz MS – (Bocaue Central School), Bolakan Elementary School, while Bustos district used Bustos Elementary School, Bulacan Heights Elementary School, Catacte Elementary School. District of Guiginto respondents came from Guiguinto Central School, Tabang Elementary School, Tuktukan Elementary School, Pulonggubat Elementary School, Mamerto C. Bernardo Memorial School (Central School), District of Pandi North used Pandi Residences Elementary School, Mapulang Lupa Elementary School, Real De Cacarong Elementary School while Pandi South district respondents came from Bunsuran Elementary School, Malibong Bata Elementary School, Baka-Bakahan Primary School. Lastly, Plaridel district used Plaridel

Central School, Tabang Elementary School, Lalangan Elementary School, and Rueda Elementary School.

Source: www.filipinoscribe.com/Bulacan-wikipedia; bulacan-google map

Figure 2. Location Map of EDDIS I

## Definition of Terms

To ensure an in-depth understanding of the words used in this study, the following terms were defined operationally.

Academic Emphasis. This refers to the level at which teachers place importance on meeting the educational goals of all pupils.

Academic Optimism. This refers to teacher's belief that he/she can make a difference in the academic performance of pupils by emphasizing academics and learning, by trusting parents and pupils to cooperate in the process, and by believing in his/her ability to overcome difficulties and react to failure with resilience and perseverance.

Achievement-Oriented. This refers to leadership behavior in which principals challenge teachers to achieve excellence by encouraging them to work at the highest level of achievement possible.

Anxiety. This refers to teachers' work behaviors categorized by worry, restlessness, and agitation.

Behavior. This refers to the way which a person acts in response to a particular situation or stimulus.

Beliefs about Learning Management. This refers to teacher's positive belief that he or she can make a difference in the academic performance of students by believing in his or her own capacity to overcome difficulties and react to failure with resilience and perseverance.

Communicating the School Goals. This refers to the ways in which the principal communicates the school's important goals to teachers, parents, and pupils.

Coordinating the Curriculum. This refers to the ways in which the principal coordinates the school curricular objectives which are closely aligned with both the content taught in classes and with achievement tests.

COVID 19. This refers to the 2019 novel coronavirus and the disease it causes with severe acute respiratory syndrome.

Developing and Enforcing Academic Standards. This refers to the principal's role in developing and enforcing high academic standards which is necessary for improving pupil's learning.

Directive. This refers to leadership behaviors characterized by setting clear objectives and rules for the teachers and ensuring that the expectations and directions are clearly defined and understood.

Dispositional Optimism. This refers to the generalized, stable tendency to expect good outcomes across important life domains.

Framing the School Goals. This refers to the areas on which the school staff will focus their attention and resources during a given school year. The school goals are data on past and current student performance and staff responsibilities. Staff and parent input during the development of the school's goals are important. Performance goals express in measurable terms.

Incentives. This refers to a thing or an act that encourages one to do something.

Individual Citizenship Behavior. This refers to teacher's positive belief that can make difference in the academic performance of pupils by their positive behavior towards learning.

Instructional Management. This refers to principals' roles such as framing the school goals, communicating the school goals, supervising, and evaluating instruction, coordinating the curriculum, monitoring pupils' progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and enforcing academic standards and providing incentives for learning.

Leadership. This refers to a process of directing, empowering, and influencing teachers towards achieving set goals.

Learner-Centered Beliefs and Practice. This refers to teacher's positive belief that can have influence in the academic performance of pupils by believing on their capabilities and constant studying their lessons.

Learning Management. This refers to capacity to design pedagogic strategies that achieve learning outcomes for pupils.

Life Orientation Test (LOT). This refers to standard psychological instrument that assesses one's dispositional level of optimism, providing meaningful insight into possible interventions, such as those to address harmful thought patterns. This makes the instrument a useful tool for any practitioner's toolkit.

Maintaining High Visibility. This refers to keep in existence; frequently seen; and can attend needs of someone in a workplace anytime.

Mania. This refers to a condition in which a person have a period of abnormally elevated, extreme changes in mood or emotions, energy level or activity level. This highly energized level of physical or mental activity changed of behavior from usual self-noticeable by others.

Monitoring. This refers to continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives.

Monitoring Pupils' Progress. This refers to the ways in which the principal provides teachers with test results in a timely and useful passion, discuss test results with the staff as a whole and with grade-level staff and individual teachers, and provides interpretive analyses that describe the test data in a concise form for teachers. The test results are used for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals.

New Normal. This refers to the situation, emerging

behaviors, and minimum public standards that are institutionalized in common practice or routine practice brought about by school principals' and teachers' adjustments to the drastic changes brought about by the COVID 19 pandemic.

Obsessive-compulsiveness. This refers to relating to a disorder in which a person feels compelled to perform certain stereo-type actions repeatedly to alleviate persistent fears or intrusive thoughts.

Participative. This refers to leadership behavior in which principal consults with teachers before making decision on how to proceed. It is most effective when teachers are highly trained and involved in their work.

Path Goal. This refers to expectancy theory principles, by which followers (teachers) get motivated when their efforts and performance are reasonably contributive

Planning-Teaching. This refers to systematic selection of educational goals and objectives, and their design for use in the classroom.

Principal's Leadership. This refers to engaging teachers in decision making processes and contributing to the development of staff and developing training programs aligned to the Department of Education vision and mission to achieve its goals.

Promoting Professional Development. This refers to the principal's role in informing and encouraging teachers of opportunities for staff development and lead in-service training activities. It also involves helping teachers integrate skills learned during staff development programs and assisting in classroom implementation.

Protecting Instructional Time. This refers to a principal's role to successfully implement policies that limit interruptions of classroom learning time and can increase allocated learning time and, potentially, pupil achievement.

Providing Incentives for Learning. This refers to the principal's role in creating a school learning climate in which pupils value academic achievement by frequently rewarding and recognizing their academic achievement and improvement.

Providing Incentives for Teachers. This refers to the principal's role in creating a positive learning climate that involves setting up a work structure that rewards and recognizes teachers for their efforts.

Pupil-Centered Beliefs. This refers to teachers' inclinations to promote instruction that engages pupils. This concept was identified in the context of constructivism.

School Principals. This refers to instructional leaders from the nine districts of EDDIS II who were used as respondents of the study who influence teachers through inspirational support, encouraging and motivating, and creating an environment of collaboration and trust.

Self-Doubt. This refers to teacher's work attitudes who are experiencing anxiety and depression and may certainly not enjoy his or her work.

Supervising and Evaluating Instruction. This refers to the central task of the principal which is to ensure that school goals are translated into classroom practice.

Supportive Leadership. This refers to leadership style in which principal makes work pleasant for the teachers by showing concern for them and by being friendly and approachable. It is most effective in situations in which tasks and relationships are physically or psychologically challenging.

Teacher Leadership. This refers to engaging teachers as leaders requiring them to think differently about both the role of teachers as leaders within the school system and their contributions to increasing school, educator, and pupil success.

Tolerance. This refers to teacher's work attitudes characterized of being tolerant of the performance of themselves and of others who are likely satisfied with the job tasks in which they engage.

Trust in Learners and Parents. This refers to teacher's positive belief that he or she can make a difference in the academic performance of pupils by emphasizing academics and learning, by trusting parents and pupils to cooperate in the process.

Work Attitudes. This refers to the feelings that the teachers respond toward various aspects of their work environment in the new normal.

Work Behaviors. This refers to an activity that the teachers performed to meet the objectives and requirements of their job.

# CHAPTER II

# METHODOLOGY

This chapter discusses the research design, data gathering techniques, sampling procedure, data analysis scheme and statistical treatment of data that were utilized in the conduct of the study.

## Research Design

Using an explanatory sequential mixed methods design, this study investigates the impact of principals' leadership and instructional management on the work attitudes, work behaviors, and academic optimism of public elementary school teachers. This process entails collecting qualitative data to investigate a phenomenon first, followed by quantitative data to explain relationships discovered in qualitative data.

In the quantitative data collection stage of the study, the researcher gathered information from the principals and teachers of the public elementary schools in EDDIS II of the Bulacan Schools Division and evaluated the leadership and instructional management of the school principals in relation to the work attitudes, work behaviors, and academic optimism of the teachers.

Through semi-structured interviews with school principals and teachers, the researcher investigated their perspectives on the study's variables during the qualitative data collection phase. Over the course of a month, the researcher gathered qualitative data.

Results of the qualitative data analysis were categorized as to school principals' leadership style, supportive leadership and instructional management then integrated to the quantitative findings of the study. This was done to further support, validated for a more comprehensive analysis of the gathered data.

## Data Gathering Techniques

Prior to the distribution of the questionnaires, the researcher sought permission from the Schools Division Superintendent of Bulacan for the conduct of the study. Upon permitted, coordination with the respective Public Schools District Supervisor and the public elementary school principals of the target school respondents was done for the schedule of the administration of questionnaires and conduct of the interview.

The researcher only used online distribution and retrieval of the prepared questionnaires to be answered by respondents via Google Forms. It is the fastest means of gathering data. Likewise, at the present time, using social media to distribute the survey forms and questionnaires aids in collecting a higher number of responses from the respondents who are involved in the study was also concluded by research made by Erasmus, re: Social Media in Formal Education (2018).

The questionnaire is the main instrument in gathering all the quantitative data needed in the study which is composed of six (6) parts. Part I of the questionnaire was adapted from Saleem, Aslam, and Yin (2020), which was used to describe the principals' path-goal leadership style. Meanwhile, Part II of the questionnaire was adapted from McGilton (2018) which was utilized to describe the principals' supportive leadership. On the other hand, Part III was adapted from Murphy and Hallinger (2018) was used to gauge the principals' instructional management behavior. Parts IV and V were adapted from Chenholzi (2018) which was used to describe the teachers' work attitudes, and work behavior. Part VI of the questionnaire was adapted from Hoya, Hoya and Kurz (2017), was utilized to describse the teachers' academic optimism. Some revisions and modifications were made to these parts of the questionnaire to fit the current situation of education system in the country.

For the qualitative part of the study, interview using open-ended questions made by the researcher in accordance to the problems presented in the preceding chapter were asked to the selected respondents. This was done through phone calls while some principals who are near in the researcher's town were given face-to-face interview. Results from this part of the study were used to validate the quantitative findings of the study. Furthermore, this was used for comprehensive analysis and interpretation of the gathered quantitative data.

## Sampling Procedure

Purposive sampling was applied in selecting the respondents of the study. The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. This was used in selecting the respondents wherein the sample was selected based on the objectives of the study and the characteristics of the respondents It is a non-random technique that does not need underlying theories or a set number of informants (as cited by Cruz in Cole, 2018). Thus, the researcher decided what needs to be known and sets out to find public elementary school principals and teachers who can and are willing to provide the information by virtue of knowledge or experience (Lewis & Sheppard 2006). The nine school principals of each district from legislative EDDIS II were selected based on their current positions which ranged from School Principal I, II, III and IV. Meanwhile, the teacher-respondents were equally represented based on their position and tenure in the service, to really gauge the competence of school principals and dig deeper into the survey questionnaires, for as defined, Qualitative Research requires smaller sample size which according to Creswell (2013) in his recommendation should range only between 5-25 for a phenomenological study.

In selecting the school respondents, schools were categorized as small, medium, and large. School with the highest number of populations was considered large school while school with the lowest population was considered small. Medium school is the one with the population nearer to one-half of the population of the large school.

It can be observed from Table 1 that a total of 31 principals were requested to participate in the study. On the part of the teacher respondents, 30 percent of the teachers per school composed the respondents of the study with a total of 279 teachers. The respondents were informed that they will be used as subjects of this research by the researcher through phone, text message and Facebook messenger.

On the qualitative part of the study, one teacher per district together with the principal were requested to participate in the semi-structured interviews. Before the interview, principals and teachers were given prior information about the topics to be discussed during the interview for them to be ready for the questions to be asked.

Table 1
Distribution of Public Elementary School Principal and Teacher Respondents

| School | Principal | Teachers | |
|---|---|---|---|
| | | Population (N) | Sample (n) |
| **1. BALAGTAS DISTRICT** | | | |
| Balagtas Central School - Large | 1 | 50 | 15 |
| Santol Elementary School - Medium | 1 | 29 | 9 |
| Dalig Elementary School - Small | 1 | 8 | 2 |
| **2. BALIWAG NORTH DISTRICT** | | | |
| Baliuag North Central School - Large | 1 | 52 | 16 |
| Catulinan Elementary School – Medium (addl.) | 1 | 11 | 3 |
| Dr. G. Dela Merced Memorial School - Medium | 1 | 24 | 7 |
| Paitan Elementary School - Small | 1 | 8 | 2 |
| **3. BALIWAG SOUTH DISTRICT** | | | |
| Baliwag South Central School - Big | 1 | 36 | 11 |
| Sta. Barbara Elementary School - Large | 1 | 48 | 14 |
| Matangtubig Elementary School - Medium | 1 | 11 | 3 |
| **4. BOCAUE DISTRICT** | | | |
| Northville VI Elementary School - Large | 1 | 60 | 18 |
| Cong.ER.Cruz MS – (Bocaue Central) - Large | 1 | 53 | 16 |
| Turo Elementary School - Medium | 1 | 25 | 8 |
| Bolakan Elementary School - Small | 1 | 8 | 2 |
| **5. BUSTOS DISTRICT** | | | |
| Bustos Elementary School – Large | 1 | 55 | 17 |
| Bulacan Heights Elementary School- Large | 1 | 27 | 8 |
| Catacte Elementary School - Small | 1 | 7 | 2 |
| **6. GUIGUINTO DISTRICT** | | | |
| Guiguinto Central School - Large | 1 | 66 | 20 |
| Tuktukan - Small | 1 | 35 | 11 |
| Tabang Elementary School - Large | 1 | 24 | 7 |
| Pulonggubat Elementary School - Medium | 1 | 8 | 2 |
| **7. PANDI NORTH DISTRICT** | | | |
| Pandi North - Mamerto C. Bernardo Memorial School (Central School) - Large | 1 | 38 | 11 |
| Pandi Residences Elementary School - Large | 1 | 60 | 18 |
| Real De Cacarong Elementary School - Medium | 1 | 9 | 3 |
| **8. PANDI SOUTH DISTRICT** | | | |
| Bunsuran Elementary School (Central School) - Large | 1 | 43 | 13 |
| Malibong Bata Elementary School - Medium | 1 | 14 | 4 |
| Baka-Bakahan Elementary School - Small | 1 | 7 | 2 |
| **9. PLARIDEL DISTRICT** | | | |
| Plaridel Central School – Large | 1 | 68 | 20 |
| Tabang Elementary School – Large | 1 | 32 | 10 |
| Lalangan Elementary School – Medium | 1 | 9 | 3 |
| Rueda Elementary School - Small | 1 | 8 | 2 |
| **TOTAL** | 31 | | 279 |

**Data Analysis Scheme**

To gather data on this study's difficulties, a series of online questionnaires using Google forms were administered. A straightforward frequency test was used to see whether

school principal leadership and instructional management conduct had any effect on teachers' work attitudes, actions, and academic optimism in the new normal. This was done using a straightforward online survey with a Likert Scale. The Likert Scale, according to Dowdle (2017), is the most effective tool for gauging and assessing teachers' and school principals' feelings towards a certain action, benefit, or experience. In this instance, the perspectives and insights of the school principals and instructors were evaluated. Following the collection of all the questionnaires, these were arranged, totaled, tabulated, and statistically examined.

Weighted mean was computed to describe the (a) path-goal leadership in terms of directive, participative, achievement-oriented, planning-teaching, monitoring and teacher leadership; (b) supportive leadership in terms of respecting uniqueness and being reliable; (c) principals' instructional management behavior in terms of framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, developing and enforcing academic standards and providing incentives for learning; (d) teachers' work attitudes in terms of tolerance and self-doubt; (e) teachers' work behaviors in terms of anxiety, obsessive-compulsiveness and mania; and (f) teachers' academic optimism in terms of trust in pupils and parents, academic emphasis, dispositional optimism, pupil-centered beliefs and practice, beliefs about learning management and individual citizenship behavior.

t-test for independent samples was utilized to determine if significant difference existed between the assessments of the teachers and the principals themselves as regards their leadership and instructional management behavior in the new normal.

Pearson product-moment correlation coefficient analysis was done to determine if significant differences existed between the dependent and dependent variables.

Meanwhile, thematic analysis was utilized to analyze the gathered qualitative data. Bryman (2012) comments that it is a process that can be used with most, and possibly all qualitative methods, where words and phrases can be identified, applying the findings into themes and where patterns emerge (Namey, Guest, Thairu and Johnson, 2008). Using thematic analysis is advantage, for it is flexible and can be used in different circumstances. It can also provide meaning when summarizing and organizing findings from large data (Pope, Mays and Poay, 2007).

## CHAPTER III

## RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis, and interpretation of the data collected, and the results of the statistical treatment employed in the study with the purpose of determining the influence of principals' leadership and instructional management on the work attitudes, work behaviors, and academic optimism of public elementary school teachers.

## The Public Elementary School Principals' Leadership in the New Normal

School principals from the Philippines and throughout the globe are today affronted with unforeseen degrees of challenges. Threats are present that many, if not all, school organizations have faced in the past. It might be intimidating to lead in an uncertain world because there are rarely simple answers or well-defined pathways to take. Principals must quickly adjust to a scenario that is rapidly changing and use a variety of leadership styles and talents when there is uncertainty. To provide the best possible teaching and learning environment and outcomes for students, school principals must deal with the immediate answers to the current issue while keeping an eye on the future. The effectiveness of continuing education during this new administration will be determined by the leadership of the school principals.

The assessments of the teachers and the public elementary school principals themselves as regards to leadership in the new normal in terms of directive, participative, achievement-oriented, planning-teaching, monitoring and teacher leadership are presented in Tables 2 to 7.

### *Directive*

The directive leadership style sets clearly defined objectives and rules for team members. Under directive leadership, principals guide teachers' work goals and establish the path by which they can achieve goals. Directive principals may provide guidance and coaching, clarify objectives on teachers' roles and responsibilities, remove any obstacles that prevent completion of tasks, and give awards when appropriate.

The assessments of the teachers and the public elementary school principals themselves as regards directive leadership are provided in Table 2.

Table 2. The Public Elementary School Principals' Leadership

in the New Normal in terms of Directive Leadership

Legend:

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. lets the teachers know what is expected of them in this new normal. | 4.84 | SA | 4.86 | SA |
| 2. informs the teachers about what needs to be done and how it needs to be done. | 4.77 | SA | 4.58 | SA |
| 3. asks teachers to follow standard rules and regulations. | 4.81 | SA | 4.62 | SA |
| 4. explains the level of performance that is expected of teachers. | 4.32 | SA | 4.36 | SA |
| 5. gives clear explanations about the roles of the teachers in this new normal. | 4.77 | SA | 4.54 | SA |
| Overall Mean | 4.70 | SA | 4.59 | SA |

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

Interestingly, all items indicated in the table garnered the highest verbal description of "strongly agree" from the principal and teacher respondents. Further, it can be noted from the table that item "the principal lets the teachers know what is expected of them in this new normal" received the highest computed weighted mean of 4.84 (strongly agree) from the principal respondents and 4.86 (strongly agree) from the teacher respondents. Meanwhile, item "the principal explains the level of performance that is expected of teachers" garnered the lowest computed weighted mean of 4.32 (strongly agree) from the principal respondents and 4.36 (strongly agree) from the teacher respondents. A closer look at the table reveals that an overall mean of 4.70 (strongly agree) was computed for the principal respondents which is bigger than the computed overall mean of 4.59 (strongly agree) for the teacher respondents.

These findings suggest that both sets of respondents firmly feel that during this new normal, public elementary school principals decide for the teachers and expect them to do what they are told. These findings also demonstrate that principals are skilled at delegating tasks to teachers under their supervision and in defining schedules and performance standards.

Harris (2020), citing the current research, claimed that directive leaders define the responsibilities of followers and instruct them on the what, when, where, and how to do certain duties. One-way communication also occurs between the principal and the teachers. Teachers are given specific instructions by their principals on how and what to do. With this strategy, the school principal spends less time employing supportive behaviors and more time focusing interactions with followers on goal achievement. Task conduct reveals how much a principal cares about the real task at hand and making sure that people who are working under him finish it. This method entails a principal giving instructions on what and how objectives are to be met by the subordinates before personally supervising them.

Teachers who participated in the survey were asked to describe their administrators as directive leaders in a conducted interview. Most of the teachers who responded said that their principals, who act as directive leaders, give them clear instructions and set clear goals that they must follow in order to achieve their objectives—to continue teaching despite the pandemic. Additionally, they stated that during the COVID-19 pandemic's health crisis, their principals used their directorial authority to impose stringent regulations in order to safeguard everyone's safety while carrying out their obligations to maintain learning among their students.

Accordingly, the majority of the principal responders who were asked the same question said that, as directed leaders, their only goals are management, boundary establishing, and task orientation rather than purely relationship building. They added that it is crucial for school administrators like them to give instructors specific objectives and guidelines on how to deal with difficulties arising from the new normal in this time of epidemic.

***Participative***

Participative leadership is actions that empower teachers and give them opportunities to participate in independent decision-making processes are referred to as participatory leadership. Teachers are encouraged to have confidence in their principals' abilities and capabilities by actively participating in decision-making. They sense that the principals value their views and proposals because of this involvement.

The assessments of the teachers and the public elementary school principals themselves as regards their participative leadership in this new normal are manifested in Table 3.

Table 3. The Public Elementary School Principals' Leadership in the New Normal in terms of Participative Leadership

| Item Statement | Principal | Teacher |
|---|---|---|

| The principal… | Mean | VD | Mean | VD |
|---|---|---|---|---|
| 1. consults teacher/s when facing problem/s. | 4.66 | SA | 4.62 | SA |
| 2. listens receptively to teachers' ideas and suggestions. | 4.65 | SA | 4.58 | SA |
| 3. acts after consulting the teachers. | 4.52 | SA | 4.52 | SA |
| 4. asks suggestions from teachers concerning how to carry out assignments. | 4.65 | SA | 4.48 | SA |
| 5. asks teachers for suggestions on what assignment should be made first. | 4.32 | SA | 4.28 | SA |
| Overall Mean | 4.56 | SA | 4.50 | SA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

Apparently, all items indicated in the table yielded the highest verbal description of "strongly agree" from the principal and teacher respondents. A closer look at the table shows that item "the principal consults teacher/s when facing problem/s" yielded the highest computed weighted mean of 4.66 (strongly agree) from the principal respondents and 4.62 (strongly agree) from the teacher respondents. Meanwhile, item "the principal asks teachers for suggestions on what assignment should be made first" got the lowest computed weighted mean of 4.32 (strongly agree) from the principal respondents and 4.28 (strongly agree) from the teacher respondents. Further perusal of the table shows that an overall mean of 4.56 (strongly agree) was recorded for the principal respondents which is a little bit higher than the computed overall mean of 4.50 (strongly agree) for the teacher respondents.

These results imply that principals as participative leaders invite teachers to participate in decision making regarding what must be done and how it can be done. Further, results of the present study indicate that the school principals create a suitable working environment and facilitate a free flow of ideas in their respective schools.

In accordance to the present findings, Cabilla (2020) reported that principals' participative leadership style guides teachers to participate in their groups and to make decisions. This allows group members to feel engaged in the school processes and enables them to feel more motivated and creative. The advantages of a democratic leadership style are that every group member gets a say, and there is a transfer of power from the leader to subordinates, which can allow group members to develop their knowledge and skills.

In the conducted interview with the teacher respondents, they were asked to describe their principals as a participative leader. Most of the respondents replied that, as participative leader, their principals always ask them to give their suggestions before making decisions. Since they were the ones who encounter the problems particularly in dealing with parents, community and their pupils, their principals usually consult them whenever they will make important decisions or policy to be made.

In accordance to this, when the principals were asked to describe themselves as a participative leader, most of the common answers are, they constantly talk and ask the opinion of the teachers under their supervision before making decisions. Further, these principals stated that in this time of pandemic it is very important to hear the voice of the teachers who personally experienced difficulties and obstacles in delivering lessons to their pupils.

### Achievement-Oriented

Achievement-oriented is centered on achieving a group's objectives. Leaders who prioritize achievement frequently put getting results first. It often entails outlining the group's objectives and ensuring that it has the knowledge and tools necessary to meet those objectives on schedule. This technique frequently requires teamwork, yet some principals may still demand that their teams make decisions on their own.

The assessments of the teachers and the public elementary school principals themselves as regards their achievement-oriented leadership are exhibited in Table 4.

Table 4. The Public Elementary School Principals' Leadership in the New Normal in terms of Achievement-Oriented Leadership

Legend:

| Scale | Verbal | Description |
|---|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) | |
| 3.41 – 4.20 | Agree (A) | |
| 2.61 – 3.40 | Moderately Agree (MA) | |
| 1.81 – 2.60 | Disagree (D) | |
| 1.00 – 1.80 | Strongly Disagree (SD) | |

Obviously, all items indicated in the table registered the highest verbal description of "strongly agree" from the principal and teacher respondents. Further observation of the table reveals that item "the principal shows that he/she is confident that teachers would be able to achieve the objectives in this new normal" obtained the highest computed weighted mean of 4.86 (strongly agree) from the principal respondents and 4.88 (strongly agree) from the teacher respondents. On the other hand, item "the principal sets goals for teachers' performance which is realistic to achieve in this new normal" got the lowest computed weighted mean of 4.28 (strongly agree) from the principal respondents and 4.26 (strongly agree) from the teacher respondents. Further examination of the table shows that an overall mean of 4.71 (strongly agree) was recorded for the principal respondents which is higher than the computed overall mean of 4.59 (strongly agree) for the teacher respondents.

These results imply that principals show optimism in teachers' ability to achieve their goals in this new normal. Moreover, these findings disclose that principal respondents set challenging goals for the teachers and expects them to perform at their best. Additionally, instead of focusing on the personal needs of the teachers, principals tend to concentrate mostly on the achievements being completed by them.

In a similar spirit, Raney (2020) asserted that achievement-oriented leadership is exemplified by a leader who pushes employees to perform at their best. This leader sets a high bar for performance from subordinates and strives for constant development. Achievement-oriented leaders not only have high expectations of their subordinates but also have a high level of faith in their ability to set and achieve difficult goals.

Teachers who participated in the survey were asked to describe their principal as an achievement-focused leader. The majority of the instructors responded that their principal, who is known for being an achievement-oriented leader, strongly thought that despite the pandemic, they could still reach their objectives. These educators also mentioned how having their principals' trust increased their motivation and engagement in their work.

On a similar note, when the principals were asked to describe themselves as achievement-oriented leaders, most of them replied that they strongly believed on the abilities of the teachers under their supervision that they can achieve the target of their respective school.

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. lets the teachers know that he/she expects them to perform at their highest level in this new normal. | 4.74 | SA | 4.62 | SA |
| 2. sets goals for teachers' performance which is realistic to achieve in this new normal. | 4.28 | SA | 4.26 | SA |
| 3. shows that he/she is confident that teachers would be able to achieve the objectives in this new normal. | 4.86 | SA | 4.88 | SA |
| 4. encourages continual improvement in teacher's performance. | 4.84 | SA | 4.68 | SA |
| 5. consistently sets targets for learners' improvement. | 4.81 | SA | 4.52 | SA |
| Overall Mean | 4.71 | SA | 4.59 | SA |

### Planning-Teaching

Principals with a planning-teaching leadership style closely monitor teachers' performance, evaluating their abilities and identifying areas that need improvement. They arrange regular teaching evaluations and provide additional training as necessary.

The school principal's role in planning-teaching has traditionally been thought of as communicating high expectations for teachers and pupils, supervising instruction, monitoring assessment and pupils' progress, coordinating the school's curriculum, promoting a climate for learning and supportive work among teachers and pupils in the new normal.

The assessments of the teachers and the public elementary school principals themselves as regards their planning-teaching leadership during the new normal are indicated in Table 5.

Table 5. The Public Elementary School Principals' Leadership in the New Normal in terms of Planning-Teaching

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. supports teachers in preparations, | 4.81 | SA | 4.80 | SA |

| | | | | |
|---|---|---|---|---|
| distributions and retrieval of modules. | | | | |
| 2. asks teachers to teach their pupils at the level of their competence and understanding. | 4.71 | SA | 4.56 | SA |
| 3. suggests effective multi-media which are fitted to utilize in this new normal. | 4.68 | SA | 4.36 | SA |
| 4. provides training on the utilization of different social media platforms in this new normal. | 4.71 | SA | 4.42 | SA |
| 5. gives some lectures to teachers regarding effective strategies in online teaching. | 4.58 | SA | 4.22 | SA |
| Overall Mean | 4.70 | SA | 4.47 | SA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

Noteworthy of attention is that all items indicated in the table obtained the highest verbal description of "strongly agree" from the principal and teacher respondents. Further examination of the table shows that item "the principal supports teachers in preparations, distributions and retrieval of modules" obtained the highest computed weighted mean of 4.81 (strongly agree) from the principal respondents and 4.80 (strongly agree) from the teacher respondents. On the other hand, item "the principal gives some lectures to teachers regarding effective strategies in online teaching" received the lowest computed weighted mean of 4.58 (strongly agree) from the principal respondents and 4.22 (strongly agree) from the teacher respondents. Further observation of the table shows that an overall mean of 4.70 (strongly agree) was registered for the principal respondents which is bigger than the computed overall mean of 4.47 (strongly agree) for the teacher respondents.

Results of the analysis imply that principal respondents are corroborating with the teachers under their supervision in continuing education in this new normal. They are always there to assist, support, help and give pieces of advice to the teachers which will eventually resulted to achievement of school goals during the pandemic.

In conformity with the present findings, Lee and Mao (2020) reiterated that currently, most school administrators are having difficulty finding the right leadership style to use in their administrations. This means that leaders may help clear up the uncertainty caused by the overlap of tasks in work practices, administration, and command and control at the highest levels of the management team's work unit by implementing effective leadership practices. Since the majority of educational activities take place in schools, sustained leadership is of great importance (Kalkan, et al., 2020).

In the conducted interview with the teacher respondents, they were asked to describe their principal as a leader for planning and teaching. Most of the teachers answered that their school principals are always there to monitor if the delivery of learning to their pupils are fully accomplished. Moreover, they added that their principals always give suggestions on how to make teaching effective in the new normal.

Correspondingly, when the principals were asked about their leadership in terms of planning and teaching, majority of them stated that their primary concern even in this new normal is to successfully deliver learning among their pupils. To do this, they need to have a concrete plan which they think is achievable despite the pandemic. Moreover, they added that they always give suggestions on how to teach their pupils in an online learning platform.

### Monitoring

Monitoring is the process of gathering information, and evaluation is the assessment of the success of a course of action based on how it affects the level of learning of the students. In order to coach and mentor teachers as well as to provide professional guidance, direction, leadership, and help for professional development to increase the quality of instruction delivery, monitoring is the act of checking, watching, and observing the activities of instructors.

The assessments of the teachers and the public elementary school principals themselves with regards to their leadership in the new normal in terms of monitoring are indicated in Table 6.

Table 6. The Public Elementary School Principals'
Leadership
in the New Normal in terms of Monitoring

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. supervises the teachers and ensures that the modules of the pupils are regularly checked. | 4.77 | SA | 4.80 | SA |
| 2. sees to it that the modules of the pupils are regularly signed by the teachers and parents. | 4.61 | SA | 4.44 | SA |
| 3. regularly checks the teachers if they keep records of pupils. | 4.71 | SA | 4.68 | SA |
| 4. asks the teachers to assist the pupils and sees to it that no one falls behind. | 4.68 | SA | 4.60 | SA |
| 5. checks if teachers monitor the pupils' progress regularly. | 4.71 | SA | 4.58 | SA |
| Overall Mean | 4.70 | SA | 4.62 | SA |

Legend:

| Scale | Verbal | Description |
|---|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) | |
| 3.41 – 4.20 | Agree (A) | |
| 2.61 – 3.40 | Moderately Agree (MA) | |
| 1.81 – 2.60 | Disagree (D) | |
| 1.00 – 1.80 | Strongly Disagree (SD) | |

Remarkably, both teachers and principal respondents gave their highest assessments of "strongly agree" to all items indicated in the table. Further, it can be observed from the table that item "the principal supervises the teachers and ensures that the modules of the pupils are regularly checked" garnered the highest computed weighted mean of 4.77 (strongly agree) from the principal respondents and 4.80 (strongly agree) from the teacher respondents. On the other hand, item "the principal sees to it that the modules of the pupils are regularly signed by the teachers and parents" received the lowest computed weighted mean of 4.61

(strongly agree) from the principal respondents and 4.44 (strongly agree) from the teacher respondents. Further observation of the table reveals that an overall mean of 4.70 (strongly agree) was registered for the principal respondents which is slightly bigger than the computed overall mean of 4.62 (strongly agree) for the teacher respondents.

These results imply that the presence of the principals in this new normal is very essential in attaining the school goals. Moreover, principals supervise the teachers' activities to ensure that all problems are being addressed and solved so that pupils right to learn in spite of the pandemic will be realized.

Similar to the current findings, Sokal et al. (2020) said that the current scenario is marked by problems that emotionally impact instructors; as a result, school administrators should behave compassionately and support teachers. Empathy and care are necessary while dealing with teachers who are overworked managing their students' learning and their own children's work. The ability to support teachers by emphasizing their mental health, developing their combined self-confidence, and appreciating their workload is crucial for the continuity of teaching and learning.

Teachers who participated in the interview were questioned about their principal's leadership in terms of monitoring. The majority of these teachers said that, in this new normal, their school principals are constantly present to provide emotional support while also keeping an eye on whether or not the school is operating efficiently. They also mentioned that their principals ensure that everyone in the school is safe and healthy while also ensuring that the school's mission, goals, and objectives are met.

In conjunction to this, when the principals were asked to describe their leadership in terms of monitoring, they answered that their presence is very essential in order to see to it that teachers under their supervision are performing their job well. In addition to this, they stated that monitoring is very important to determine the problems in the school and to see to it that these problems are being addressed and solved as soonest as possible.

### Teacher Leadership

Teacher leadership is a term used in K-12 schools for classroom educators who simultaneously take on administrative roles outside of their classrooms to assist in functions of the larger school system. Teacher leadership tasks may include but are not limited to: managing teaching, learning, and resource allocation. Teachers who engage in leadership roles generally experienced and respected in their field which can both empower them and increase collaboration among peers.

There is a critical need for teachers to assume formal and/or informal leadership positions for personal and professional development as well as school improvement obstacles, both internal and external. The move from "simply a teacher" to "teacher leader" is challenging for teachers as they advance in their careers.

The assessments of the teachers and the public elementary school principals themselves regarding their leadership in the new normal in terms of teacher leadership are indicated in Table 7.

Table 7. The Public Elementary School Principals' Leadership in the New Normal in terms of Teacher Leadership

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. sees to it that teachers know and support the mission and vision of the school. | 4.84 | SA | 4.88 | SA |
| 2. encourage teachers to model values that promote healthy relationships with pupils and parents. | 4.77 | SA | 4.76 | SA |
| 3. allows the teachers decide on their own in this new normal. | 3.90 | A | 3.88 | A |
| 4. checks if teachers regularly coordinate with parents. | 4.71 | SA | 4.68 | SA |
| 5. makes the teachers feel he/she supported their decisions in this new normal. | 4.74 | SA | 4.66 | SA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

It can be examined from the table that item "the principal sees to it that teachers know and support the mission and vision of the school" registered the highest computed weighted mean of 4.84 (strongly agree) from the principal respondents and 4.88 (strongly agree) from the teacher respondents. Meanwhile, item "the principal allows the teachers decide on their own in this new normal" received the lowest computed weighted mean of 3.90 (agree) from the principal respondents and 3.88 (agree) from the teacher respondents. Further examination of the table reveals that an overall mean of 4.59 (strongly agree) was recorded for the principal respondents which is almost equal to the computed overall mean of 4.57 (strongly agree) for the teacher respondents.

These results imply that as a response to the ever-changing reality of education during COVID-19, teachers and the principals must work hand-in-hand in order to realize the school mission, vision, goals and objectives. Furthermore, they must reevaluate traditional methods of teaching and explore new ways to successfully transfer learning among pupils during this new normal.

In the same line, Usman et al. (2021) noted that cooperation among school stakeholders is essential to the institution's performance in carrying out the learning process in the context of the modern world. The ability to observe the school environment holistically will help the school's principals recognize challenging issues and intricate relationships in the setting. He will be even better at delivering the sharpening of values, beliefs, and attitudes that are crucial to improving the stability and selection of the learning environment by developing a deeper grasp of organizational culture in schools.

In the conducted interview, teacher respondents were asked to describe their principal leadership in terms of teacher leadership. All respondents answered that their principal gives them the freedom to decide on their own especially when the situation is not that crucial.

In the same manner, when the principals were asked to describe their leadership in terms of teacher-leadership, they replied that they allow the teachers under their supervision to make decisions in some cases especially when it is not too sensitive. Further, they added that they always see to it that there is an open communication in their school.

**The Public Elementary School Principals' Instructional Management Behavior**

The fundamental idea behind becoming a principal is good instructional management behavior. It focuses on the promotion and development of school employees as well as the teaching-learning process of the students. The formulation of policies, objectives, and strategies must be led by the school principal. The principal of the school should also guide the instructors by observing classes to ensure that students are learning and to inspire other stakeholders to use the finest strategies and procedures to help the school realize its mission.

The assessments of the public elementary school principals and the teachers themselves as regards their instructional management behavior in the new normal in terms of framing the school goals, communicating the school goals, supervising & evaluating instruction, coordinating the curriculum, monitoring pupils' progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, developing and enforcing academic standards and providing incentives for learning are presented in Tables 8 to 18.

*Framing the School Goals*

Framing the school goals is an important function of the principal, and it is the foundation of developing a well-performing school.

The assessments of the teachers and the public elementary school principals themselves as regards their instructional management behavior in the new normal in terms of framing the school goals are presented in Table 8.

Table 8. The Public Elementary School Principals' Instructional Management Behavior in terms of Framing the School Goals

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be noticed from the table that item "the principal frames academic goals with target dates" got the highest computed weighted mean of 4.66 (almost always) from the principal respondents and 4.58 (almost always) from the teacher respondents. Meanwhile, item "the principal develops goals that seek improvement over current levels of academic performance" received the lowest computed weighted mean of 4.18 (frequently) from the principal respondents and 4.12 (frequently) from the teacher respondents. Further analysis of the table reveals that an overall mean of 4.31 (almost always) was recorded for the principal respondents which is almost equal to the computed overall mean of 4.29 (almost always) for the teacher respondents.

These results imply that principals are responsible for giving guidance while defining school goals. Further, respondents are aware that when framing school goals, it is better to involve teachers because their experiences can be considered as a foundation for determining school goals.

According to the findings of the present study, Salleh (2019) suggested that it is the principal's duty to outline the school's goals in order to determine the areas on which the

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. develops goals that seek improvement over current levels of academic performance. | 4.18 | F | 4.12 | F |
| 2. frames academic goals with target dates. | 4.66 | AA | 4.58 | AA |
| 3. frames the school's academic goals. | 4.22 | AA | 4.21 | AA |
| 4. refers to the school staff responsibilities for informal setting with them. | 4.24 | AA | 4.25 | AA |
| discusses the school academic goals when developing the teachers. | 4.36 | AA | 4.38 | AA |
| refers to the school goals that academic regularly when making curricular teaching decisions with teachers | 4.28 | AA | 4.28 | AA |
| 5. refers to the school goals in staff meetings. | 4.31 | AA | 4.29 | AA |
| Overall Mean | 4.27 | AA | 4.26 | AA |

school concentrates their attention and resources throughout a given school year. Objectives that are centered on student achievement are commonly found in schools with good instructional practices. Fewer objectives are given higher priority in order to concentrate staff time and other educational resources. It appears that a few closely related objectives, each with a manageable scope, work best. Along with information on prior and present student accomplishment, the objectives should specify how the staff is to carry them out. It appears essential that the goals for the school take into account the opinions of the faculty and parents. Performance objectives should be stated in quantifiable ways.

In the conducted interview with the teacher responses, it was discussed how effectively each principal framed the school goals. The majority of these instructors reacted by saying that their principals do a great job of outlining the objectives of the school. They also mentioned that their principals decide which sectors to focus their initial efforts on. They also said that the institution provides all the resources needed for them to succeed in their goals.

Regarding how effectively they had framed the goals of the schools in this new normal, the principals were also questioned. Principals who replied overwhelmingly stated

that they have established clear goals for their pupils' achievement in this new normal. Additionally, they said that they incorporate the suggestions of the teachers as well as the parents to be sure that their goals will be successfully attained.

### Communicating the School Goals

One of the characteristics of an effective school is communicating and explaining school goals. However, this is one of the crucial roles of the principal as an instructional leader. In such a way in which the principal communicates the school's important goals to teachers, parents, and pupils' clear goals and high expectations set and shared among the school community.

The assessments of the teachers and the public elementary school principals themselves as regards their instructional management behavior in the new normal in terms of communicating the school goals are presented in Table 9.

Table 9. The Public Elementary School Principals' Instructional
Management Behavior in terms of Communicating the School Goals

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

Distinctly, all items indicated in the table received the highest verbal description of "almost always" from the teachers and the principals. A closer look at the table shows that item "the principal discusses the school's academic goals with teachers at faculty meetings" yielded the highest computed weighted mean of 4.36 (almost always) from the principal respondents and 4.38 (almost always) from the teacher respondents. On the other hand, item "the principal communicates the school's academic goals to school stakeholders" received the lowest computed weighted mean of 4.22 (almost always) from the principal respondents and 4.21 (almost always) from the teacher respondents. Further observation of the table reveals that an overall mean of 4.27 (almost always) was registered for the principal respondents which is almost equal to the computed overall mean of 4.26 (almost always) for the teacher respondents.

These results imply that school principals know that after framing the school goals, they need to communicate with the school community and other stakeholders for them to be aware of the said goals. Moreover, principals know that school stakeholders can help in achieving the school goals especially during the times of pandemic.

In line with the present findings, Andrews (2018) stated that principals can make sure that staff members understand the significance of school goals by periodically reviewing and discussing them with staff throughout the academic year, particularly in the context of instructional, curricular, and financial decisions. The mission of the school can be communicated through both formal interaction (such as goal statements, staff bulletins, articles in the principal newsletter, curricular and staff meetings, parent and teacher conferences, the school handbook, and assemblies) and informal interaction (such as conversations with staff).

In the conducted interview with the teacher respondents, they were asked "How important is communicating the school goals in your principal's instructional management?" Majority of the teachers replied that they strongly believed that communicating the school goals is very important for the realization of the school mission, goals and objectives. Further, they stated that the help and assistance of the school stakeholders is essential in order to succeed during this new normal.

Correspondingly, when the principals were asked "How important is communicating the school goals in your instructional management?" all of them answered that communication plays a vital role in achieving the school success. Further, they added that in order to achieve their goals, they need the participation of the school stakeholders.

### Supervising & Evaluating Instruction

Coordination of actions that support the success of instructions is the goal of supervision. The efforts used to create a culture of effective instructions include many different elements, including evaluations. A school principal's duties as both a supervisor and an assessor of instruction are crucial if they are to support the institution's vision and goal. Evaluations establish accountability for instructors' performance in relation to the goals they have established for students' learning, while supervision coordinates the efforts and activities that promote students' achievement. Furthermore, when the teaching-learning process is completed, these crucial elements support instructors' professional development. These offer the teachers the assistance, information, and abilities they need to succeed. However, among teachers' favorable attitudes and positive impressions, the quality of instructional supervision develops towards the practice.

The assessments of the teachers and the public elementary school principals themselves as regards their instructional management behavior in the new normal in terms of supervising and evaluating instruction are presented in Table 10.

Table 10. The Public Elementary School Principals' Instructional Management Behavior in terms of Supervising & Evaluating Instruction

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. conducts informal observations in online teaching. | 4.23 | AA | 4.21 | AA |
| 2. ensures that the teaching objectives of teachers are consistent with the stated goals of the school | 4.52 | AA | 4.54 | AA |
| 3. meets with teachers to ensure that they are working toward the same objectives. | 4.66 | AA | 4.72 | AA |
| 4. points out specific strengths and weaknesses of teachers. | 4.08 | F | 4.06 | F |
| 5. notes specific instructional practices related to online teaching. | 4.22 | AA | 4.24 | AA |
| Overall Mean | 4.34 | AA | 4.35 | AA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be noted from the table that item "the principal meets with teachers to ensure that they are working toward the same objectives" yielded the highest computed weighted mean of 4.66 (almost always) from the principal respondents and 4.72 (almost always) from the teacher respondents. On the other hand, item "the principal points out specific strengths and weaknesses of teachers" received the lowest computed weighted mean of 4.08 (frequently) from the principal respondents and 4.06 (frequently) from the teacher respondents. Further examination of the table reveals that an overall mean of 4.34 (almost always) was recorded for the principal respondents which is almost equal to the computed overall mean of 4.35 (almost always) for the teacher respondents.

These results imply that principals and teachers firmly believe that constant communication between them is an effective way of ensuring that education amidst pandemic will be successful. By holding a meeting, problems and some concerns can be discussed to arrive at a common solution which will be beneficial for the pupils learning during this new normal.

In conjunction to the present findings, Bredzon (2020) asserted that any leadership role comes with the responsibility to manage communications effectively. It supports all the skills, values, dispositions, knowledge, and expertise that principals put to work as they positively influence teachers, students, and families. A principal's role as a communicator can be seen as an extension of the role of a teacher in classroom communication. Like teachers, principals often initiate conversations and facilitate them as others add their ideas, suggestions, and questions. This means they can take the lead in developing and maintaining good relationships at every level, including between teachers, students, and families.

In the conducted interview with the teacher respondents, they were asked "How effective is your principal in supervising and evaluating instruction?" Most of the teachers replied that their principals are very effective in supervising and evaluating instruction. Further, they added that even during the times where lockdown is strictly implemented, their principals always talk to them through google meet to know their problems. Additionally, they said that their principal asks and considers their views and insights in order to arrive at effective solutions to the encountered problems.

Parallel to this, when the principals were asked "How effective are you in supervising and evaluating instruction?" all of them replied that they constantly monitor the activities of the teachers under their supervision. In doing this, they added that they were able to know the problems and obstacles that the teachers encountered especially during the implementation of distance education. Further, they said that they solicit the opinions and suggestions of the school stakeholders for them to formulate the best solutions to these problems.

### *Coordinating the Curriculum*

A coordinated curriculum promotes successful education and informs professional learning requirements. An integrated curriculum, with the goals of quality, equity, and efficiency in mind, will improve the efficacy, availability, and equity of services delivered to all students who require additional support.

The assessments of the teachers and the public elementary school principals themselves regarding their instructional management behavior in the new normal in terms of coordinating the curriculum are presented in Table 11.

Table 11. The Public Elementary School Principals' Instructional Management Behavior in terms of Coordinating the Curriculum

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |

| | | | | |
|---|---|---|---|---|
| 1. makes clear who is responsible for coordinating the curriculum across grade levels. | 4.88 | AA | 4.66 | AA |
| 2. ensures that the school's academic goals are translated into common curricular objectives. | 4.22 | AA | 4.26 | AA |
| 3. draws on the results of school wide testing when making curricular decisions. | 4.24 | AA | 4.26 | AA |
| 4. checks the modules to see that it covers the school's curricular objectives. | 4.22 | AA | 4.92 | AA |
| 5. participates actively in the review and/or selection of curricular materials (modules). | 2.26 | S | 1.72 | AN |
| Overall Mean | 3.96 | F | 3.96 | F |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be seen from the table that item "the principal makes clear who is responsible for coordinating the curriculum across grade levels" obtained the highest computed weighted mean of 4.88 (almost always) from the principal respondents. On the other hand, item "the principal checks the modules to see that it covers the school's curricular objectives" received the highest computed weighted mean of 4.92 (almost always) from the teacher respondents. A closer look at the table shows that item "the principal participates actively in the review and/or selection of curricular materials (modules)" got the lowest computed weighted mean of 2.26 (seldom) from the principal respondents and 1.72 (almost never) from the teacher respondents. Further examination of the table reveals that an overall mean of 3.96 (frequently) was recorded for the principal respondents which is exactly equal to the computed overall mean of 3.96 (frequently) for the teacher respondents.

These results imply that principals and the teachers as well are fully aware that the goals of quality, equity and efficiency in mind, a coordinated curriculum enhance the effectiveness, availability and equity of services provided to all pupils who require additional support.

Accordingly, Briones (2018) as cited by Mangali et al., (2019), pointed out that curriculum describes the what of instruction, what is intentionally taught to pupils in a classroom, while instruction describes the how the curriculum is delivered. It illustrates how to effectively teach what students should know and be able to do and the opportunities to learn that actually occur in the classroom.

During the conducted interview, when asked how they manage to coordinate the curriculum, majority of the school principals responded that they listen to the teacher's suggestions and before acting on a decision needed during this new normal. They further mentioned that they assessed needs of the teachers to guide them in managing online and modular classes.

On the other hand, most of the teacher respondents have answered that their school principals are committed in providing instructional leadership where principals offered assistance needed by the teachers. It is also evident that the principals guided the teachers in crafting their daily lesson logs to promote better instruction among the pupils.

### Monitoring Pupils' Progress

Continuously tracking students' development in the classroom has a lot of advantages. Regular formal and informal assessments give teachers important knowledge about the development and accomplishments of their students. Additionally, tracking student achievement gives teachers the chance to evaluate their own teaching and gauge the effectiveness of the educational tactics they employ.

Monitoring students' progress provides teachers with data that can both help students learn more and assist teachers teach more effectively, allowing them to choose the teaching method that will best engage their students. Regular formal and informal assessment also gives teachers important information on the development and accomplishment of students.

The assessments of the teachers and the public elementary school principals themselves regarding their instructional management behavior in the new normal in terms of monitoring pupil progress are manifested in Table 12.

Table 12. The Public Elementary School Principals' Instructional
Management Behavior in terms of Monitoring Pupil Progress

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. meets the teachers to discuss pupil academic progress. | 4.32 | AA | 4.30 | AA |
| 2. discusses the item analysis of tests with the teachers to identify strengths and | 4.18 | F | 4.16 | F |

| | | | | |
|---|---|---|---|---|
| weaknesses of the modules. | | | | |
| 3. uses test results to assess progress toward school goals. | 4.19 | F | 4.18 | F |
| 4. monitors if teachers distribute test results in a timely fashion | 4.66 | AA | 4.72 | AA |
| 5. informs teachers of the school's performance results | 4.22 | AA | 4.24 | AA |
| Overall Mean | 4.31 | AA | 4.32 | AA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be gleaned from the table that item "the principal monitors if teachers distribute test results in a timely fashion" yielded the highest computed weighted mean of 4.66 (almost always) from the principal respondents and 4.72 (almost always) from the teacher respondents.

On the other hand, item "the principal discusses the item analysis of tests with the teachers to identify strengths and weaknesses of the modules" received the lowest computed weighted mean of 4.18 (frequently) from the principal respondents and 4.16 (frequently) from the teacher respondents. Further perusal of the table reveals that an overall mean of 4.31 (almost always) was recorded for the principal respondents which is almost equal to the computed overall mean of 4.32 (almost always) for the teacher respondents.

These results imply that teachers and their respective principals firmly believe that the goal of progress monitoring is to increase learners' achievement and growth by making informed educational decisions regarding individual pupil. Further, they believed that this strategy is a foundational piece for other educational practices in a data-informed educational environment. Additionally, they know that by examining the path of each pupil, school and district improvement can be achieved and sustained.

Bolling (2020) indicated that data-driven decisions about additional educational services are made as a result of progress monitoring. Without using this technique, teachers are either moving forward blindly or merely speculating about what is best for a particular pupil. However, when progress tracking is skillfully implemented, teachers start to make wise choices regarding each student's lesson plan. Teachers will be aware of which students are making progress and which ones require tutoring. As education becomes more tailored and

differentiated based on data, student accomplishment and growth rise

In the conducted interview, when asked how they monitor the students' progress, the most of the principals responded that they regularly observe the teachers on how they evaluate the pupils. Meanwhile, when teachers asked how positive are they about the learning of pupils in the new normal, most of them have mentioned that, through the test scores of the pupils after being provided with different assessment conducted after online classes, the teachers feel confident that the pupils have learned enough.

### Protecting Instructional Time

Protecting instructional time focuses on maintaining the classroom run smoothly and avoid interrupted conditions. Elementary schools must protect instructional time for all subjects, including when recovering from pandemic-related learning loss.

The assessments of the teachers and the public elementary school principals themselves regarding their instructional management behavior in the new normal in terms of protecting instructional time are indicated in Table 13

Table 13. The Public Elementary School Principals' Instructional
Management Behavior in terms of Protecting Instructional Time

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. ensures that instructional time is not interrupted by public-address announcements | 4.28 | AA | 4.32 | AA |
| 2. ensures that pupils participate in online class. | 3.18 | ST | 3.12 | ST |
| 3. provides guidelines for online classes. | 4.22 | AA | 4.26 | AA |
| 4. monitors teachers during online class. | 4.18 | F | 4.16 | F |
| 5. checks regularly the online teaching | 4.22 | AA | 4.21 | AA |

| schedule of the teachers. | | | | |
|---|---|---|---|---|
| Overall Mean | 4.02 | F | 4.01 | F |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be seen from the table that item "the principal ensures that instructional time is not interrupted by public-address announcements" garnered the highest computed weighted mean of 4.28 (almost always) from the principal respondents and 4.32 (almost always) from the teacher respondents. Meanwhile, item "the principal ensures that pupils participate in online class" received the lowest computed weighted mean of 3.18 (sometimes) from the principal respondents and 3.12 (sometimes) from the teacher respondents. Further examination of the table reveals that an overall mean of 4.02 (frequently) was recorded for the principal respondents which is almost equal to the computed overall mean of 4.01 (frequently) for the teacher respondents.

These results imply that in spite of the implementation of distance learning during the time of pandemic, principal and teachers give so much value on instructional time that must be spent to the pupils to ensure that transfer of learning will be successful.

In the same vein, Ushman (2019), reported that school leadership ensures that instructional time is protected and allocated to focus on curricular and instructional issues, including adding time to the school day as necessary.

The researcher found out that school principals demonstrate desired behavior and set good examples among teachers during new normal which lead in creating positive attitudes among teachers, based on the answers from the interview she conducted.

In the interview, when principals were asked how they ensure that the teachers have uninterrupted time in class, majority of the respondents answered that they supervise and evaluate instruction, monitor learner's progress by attending the online / limited face-face classes through class observation.

The teachers on the other hand, when interviewed how their principals deal with them to make sure they are conducting classes accordingly, most of them responded that the principals talk with the teachers nicely and show respect by using kind words with a sense of professionalism. Further they mentioned that the school principals monitor the teachers' schedule given before the opening of classes.

*Maintaining High Visibility*
Maintaining high visibility is the constant interaction among teachers and pupils in school. The visibility of

principals on the school campus demonstrates that they value these interactions among teachers and pupils as high on their list of priorities. The school principal who supervises and evaluates teachers' performance are frequently trained to observe and captured teachers' behavior. Maintaining visibility is an opportunity to participate in a series of walk-through visits to on – line classes or to classrooms when in limited face to face classes and even to talk to teachers and parents.

The assessments of the teachers and the public elementary school principals themselves regarding their instructional management behavior in the new normal in terms of maintaining high visibility are indicated in Table 14.

Table 14. The Public Elementary School Principals' Instructional Management Behavior in terms of Maintaining High Visibility

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. takes time to talk with teachers through the use of social media platforms. | 4.96 | AA | 4.88 | AA |
| 2. conducts online meeting to discuss problems in these pandemic days. | 4.82 | AA | 4.86 | AA |
| 3. regularly visits the school to talk with teachers in this new normal. | 4.24 | AA | 4.22 | AA |
| 4. visits nearby barangays to personally talk to parents. | 4.18 | F | 4.16 | F |
| 5. ensures that the school environment is always in good condition. | 4.24 | AA | 4.26 | AA |
| Overall Mean | 4.49 | AA | 4.48 | AA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be noticed from the table that item "the principal takes time to talk with teachers through the use of social media platforms" yielded the highest computed weighted mean of 4.96 (almost always) from the principal respondents and 4.88 (almost always) from the teacher

respondents. Meanwhile, item "the principal visits nearby barangays to personally talk to parents" received the lowest computed weighted mean of 4.18 (frequently) from the principal respondents and 4.16 (frequently) from the teacher respondents. Further analysis of the table shows that an overall mean of 4.49 (almost always) was recorded for the principal respondents which is almost equal to the computed overall mean of 4.48 (almost always) for the teacher respondents.

These results imply that in this new normal wherein lots of problems are being encountered in the implementation of distance learning, the presence of the school principal is very vital in order to run the school's operation smoothly. Principals are always in physical reporting to monitor what is happening in the school, and they should be there to extend moral support to the teachers.

In light of the results of the current study, Snoke (2020) suggested that a school leader should be present, particularly during this new normal. One of the most important aspects of a school administrator's duties is visibility. The visibility should be high-profile, reliable, and genuine. For a school administrator to be effective, visibility is crucial. The level of importance for a school principle depends on the visibility received and how it is utilised. Stakeholders, on the other hand, view the principal's visibility as proof of their ownership of the school. Regular interactions between school leaders and stakeholders provide opportunity to develop relationships that help to strengthen schools and define a strong school culture. Visibility by a school principal sets the tone for the whole school.

Congruently, in the interview conducted, school principals also mentioned the instructional support they are giving to their teachers during new normal. Most of them cited that they conducted online staff meeting and discussed problems encountered by teachers in the implementation of blended learning, the modular and online distance learning. Meanwhile, teachers mentioned that there are times, they visit learners in their home especially those learners who need supervision and had difficulty in attending online *kumustahan* and online classes.

### Providing Incentives for Teachers

By rewarding positive behavior, incentives can inspire teachers to put forth greater effort in their preparation and instruction and even to show up in the classroom.

Consequently, to keep teachers motivated to do their duties and responsibilities to the best of their abilities and achieve something to work toward, incentives are a terrific way to do this.

Providing incentives for teachers explores how providing teachers with financial incentives affects pupil achievement. Providing teachers with financial incentives based on pupil's achievement is one possible process to increase better performance and improve the quality of selecting teaching as profession.

The assessments of the teachers and the public elementary school principals themselves regarding their instructional management behavior in the new normal in terms of providing incentives for teachers are indicated in Table 15.

Table 15. The Public Elementary School Principals' Instructional Management Behavior in terms of Providing Incentives for Teachers

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. reinforces superior performance by teachers in staff meetings. | 4.72 | AA | 4.76 | AA |
| 2. compliments teachers privately for their efforts or performance. | 4.68 | AA | 4.66 | AA |
| 3. acknowledges special effort or performance by teachers. | 4.92 | AA | 4.86 | AA |
| 4. rewards special efforts by teachers with opportunities for professional development. | 4.56 | AA | 4.62 | AA |
| 5. provides service credit to teachers who spent extra-time for work in school. | 2.42 | S | 2.58 | S |
| Overall Mean | 4.26 | AA | 4.30 | AA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be gleaned from the table that item "the principal acknowledges special effort or performance by teachers" obtained the highest computed weighted mean of 4.92 (almost always) from the principal respondents and 4.86 (almost always) from the teacher respondents. Meanwhile, item "the principal provides service credit to teachers who spent extra-time for school work" got the lowest computed weighted mean of 2.42 (seldom) from the principal respondents and 2.58 (seldom) from the teacher respondents. Further observation of the table reveals that an overall mean of 4.26 (almost always) was recorded for the principal respondents which is almost equal to the computed overall mean of 4.30 (almost always) for the teacher respondents.

These results imply that both teachers and principals strongly agree that in this time of pandemic, the teachers deserve to receive additional incentives. To alleviate the ways of living of the teachers in EDDIS 2 Schools Division of Bulacan, these respondents firmly believe that they must be given monetary and even non-monetary incentives.

According to Suruga (2020), offering additional perks and incentives to the teaching profession is predicted to reduce the likelihood of a teacher quitting, which is in line with the findings of the current study. Financial and non-financial incentives can be found in incentive schemes. Direct and indirect monetary incentives are further divided into two categories. Direct financial incentives include raising the pay, giving an allowance, etc.; indirect financial incentives include providing specialized training, teaching resources, supervision of the instructional process, and assistance with housing, transportation, etc. Non-monetary rewards are frequently used by governments with limited resources. The Department of Education's Program on Awards and Incentives for Service Excellence clearly pays attention to these, which include things like social standing, recognition, positions of increased authority, and endorsement from prominent figures (PRAISE) as approved by the Civil Service Commission in line with the related Revised Policies on Employees Suggestions and Incentives Awards System provided under CSC Resolution No 010112 and CSC Memoranda Circular No.01, s. 2001, programs that provide opportunity among employees to recognize their achievements and accomplishments.

In the conducted interview, when the principals asked on their instructional management that support and inspire teacher to improve work attitude, work behavior and academic optimism, the common answers among the respondents pertain to giving recognition to teachers' achievements at the end of the school year to develop a habit of being professional and competitive. Meanwhile, when the teachers asked if they were given incentives, majority of the respondents answered that they are usually given certificate of recognition by the school principal especially during Teachers' Day, year-end assessment, recognition day and most of them claimed that their principals are very supportive and appreciative especially during this pandemic time.

### Promoting Professional Development

Promoting professional development explores the important of professional development which require to all teachers in school to take. Planning and promoting for professional development of teachers and even school principals themselves for the improvement of pupils' academic performance should be developed to achieve the objectives in this new normal.

The assessments of the teachers and the public elementary school principals themselves as regards their instructional management behavior in the new normal in terms of promoting professional development are summarized in Table 16.

Table 16. The Public Elementary School Principals' Instructional
Management Behavior in terms of Promoting Professional Development

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. informs teachers of opportunities for professional development. | 4.52 | AA | 4.60 | AA |
| 2. selects in-service activities that are consistent with the school's academic goals. | 4.36 | AA | 4.44 | AA |
| 3. supports teacher requests for in-service that is directly related to the school's academic goals. | 4.88 | AA | 4.72 | AA |
| 4. actively supports the use of skills acquired during in-service training. | 4.28 | AA | 4.26 | AA |
| 5. invites outside speakers to make presentations on online instruction at faculty meetings. | 3.11 | ST | 3.12 | ST |
| Overall Mean | 4.23 | AA | 4.23 | AA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be noted from the table that item "the principal supports teacher requests for in-service that is directly related to the school's academic goals" received the highest computed weighted mean of 4.88 (almost always) from the principal respondents and 4.72 (almost always) from the teacher respondents. Meanwhile, item "the principal invites outside speakers to make presentations on online instruction at faculty meetings" registered the lowest computed weighted mean of 3.11 (frequently) from the principal respondents and 3.12 (frequently) from the teacher respondents. Further

observation of the table shows that an overall mean of 4.23 (almost always) was recorded for the principal respondents which is the same with the computed overall mean of 4.23 (almost always) for the teacher respondents.

These results imply that the two groups of respondents strongly agree that professional development should be provided among teachers especially during this new normal wherein modern technology is being applied in almost aspects of teaching. Respondents firmly believe that in order to successfully continue learning in this new normal, teachers must be fully equipped with the necessary competencies fitted for the current settings of education.

According to the current data, Ancho (2021) claimed that the Covid-19 epidemic has created a number of difficulties, particularly in the educational field where online communication and remote learning have become the "new normal" experience. Actual and personal interaction and engagements are restricted because of the physical distance restrictions imposed by the health standards. Consequently, one of the best methods and effective solutions is teachers' professional development. Teachers gain a viewpoint that aids in the development of their own personal and professional goals.

In the conducted interview, the principals were asked how they select promote professional development among the teachers in their schools, most of the school principals responded that they promote professional standards to help teachers improve their work attitude, behavior, and academic optimism by informing teachers on the importance of professional development and by conducting of school learning action cell.

Meanwhile, during interview, when the teachers were asked on how their principals promote professional development, majority of the respondents answered that their principals encourage them to attend graduate study, online trainings or webinars and other trainings.

*Developing and Enforcing Academic Standards*

Academic standards are used to describe pupils achievement and can either be the standard established or the standard that a pupils have attained.

School policies and enforcing academic standards, keep pupils safe, and make sure they receive a good education despite health crisis. Parents trust schools to keep their children safe and provide a good education. Teachers expect schools to help them do their jobs effectively through the instructional management of school principal. It is school principals do work required for high levels of personal and organizational performance that meet academic standards in new normal.

The assessments of the teachers and the public elementary school principals as regards their instructional management behavior in the new normal in terms of developing and enforcing academic standards are presented in Table 17.

Table 17. The Public Elementary School Principals' Instructional Management Behavior in terms of Developing and Enforcing Academic Standards

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. sets high standards for the percentage of pupils who are expected to master important instructional objectives. | 3.88 | F | 3.56 | F |
| 2. encourages teachers to assist pupils in answering modules thru online. | 4.88 | AA | 4.92 | AA |
| 3. makes known what is expected of pupils at different grade levels. | 4.23 | AA | 4.26 | AA |
| 4. enforces a promotion standard requiring mastery of grade-level expectations | 4.24 | AA | 4.22 | AA |
| 5. supports teachers when they enforce academic policies (e.g., on grading, homework, promotion, or discipline) | 4.36 | AA | 4.44 | AA |
| Overall Mean | 4.32 | AA | 4.28 | AA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

It can be noted from the table that item "the principal encourages teachers to assist pupils in answering modules thru online" received the highest computed weighted mean of 4.88 (almost always) from the principal respondents and 4.92 (almost always) from the teacher respondents. Meanwhile, item "the principal sets high standards for the percentage of pupils who are expected to master important instructional objectives" registered the lowest computed weighted mean of 3.88 (frequently) from the principal respondents and 3.56 (frequently) from the teacher respondents. Further perusal of the table shows that an overall mean of 4.32 (almost always) was recorded for the principal respondents which is almost the

same with the computed overall mean of 4.28 (almost always) for the teacher respondents.

These results imply that teachers ae motivated by their school principals which help pupils enforce in doing their tasks to attain the school's goals and objectives in this new normal. Informing parents about the progress of their children is a key to motivate them more in assisting their children doing their homework and other school tasks. Furthermore, parents will be more inspired in teaching their children if they see them achieved higher academic performance.

Similarly, the present findings, Barton (2020), reiterated that keeping the teachers motivated is very significant during the new normal. Further, he added that it is an essential part of the students' overall success. Great teachers are those that are motivated to excel and take pride in their pupils' success both inside and outside the classroom.

During the conducted interview with the school principals, when asked how they manage to promote academic standards, majority of them responded that they manage teachers' delivery of learning on distance learning and later in implementing the limited face to face classes, grading system, and they established discipline among learners by online monitoring of teachers.

Moreover, the teachers reiterated that the principals oriented them on contextualizing curriculum and grading system to promote pupils as initiated by the DepEd policy thru virtual training. Parallel to this, the teachers' work activities in the new normal, which are mostly concerned with their pupils either by using smart phone, as a learning tool to improve teaching and learning, or assessing their pupils through online procedures, (Cruz, 2022).

### Providing Incentives for Learning

Providing incentives for learning focuses on teachers provide a learning that motivate for their children. Providing opportunities for pupils to be positively admitted from their teachers and school can help them to achieve the high achievement.

The assessments of the teachers and the public elementary school principals themselves as regards their instructional management behavior in the new normal in terms of providing incentives for learning are presented in Table 18.

Table 18. The Public Elementary School Principals' Instructional Management Behavior in terms of Providing Incentives for Learning

| Item Statement *The principal…* | Principal | | Teacher | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| 1. recognizes pupils who do superior academic work | 4.48 | AA | 4.66 | AA |
| 2. uses assemblies to honor pupils for their academic work and/or behavior. | 4.21 | AA | 4.22 | AA |
| 3. informs parents about their child's exemplary performance. | 4.52 | AA | 4.68 | AA |
| 4. supports teachers who gave due recognition or award to outstanding pupils. | 4.36 | AA | 4.44 | AA |
| 5. reminds teachers to provide bonus points to pupils who completed and submitted modules on time. | 4.28 | AA | 4.30 | AA |
| Overall Mean | 4.37 | AA | 4.46 | AA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Almost Always (AA) |
| 3.41 – 4.20 | Frequently (F) |
| 2.61 – 3.40 | Sometimes (ST) |
| 1.81 – 2.60 | Seldom (S) |
| 1.00 – 1.80 | Almost Never (AN) |

Apparently, it can be examined from the table that all the items received the highest verbal description of "almost always". Furthermore, the item "the principal informs parents about their child's exemplary performance" yielded the highest computed weighted mean of 4.52 (almost always) from the principal respondents and 4.68 (almost always) from the teacher respondents. On the other hand, item "the principal uses assemblies to honor pupils for their academic work and/or behavior" garnered the lowest computed weighted mean of 4.21 (almost always) from the principal respondents and 4.22 (almost always) from the teacher respondents. Further examination of the table reveals that an overall mean of 4.37 (almost always) was recorded for the principal respondents which is a little bit smaller than the computed overall mean of 4.46 (almost always) for the teacher respondents.

These results imply that informing parents about the progress of their children is an important key to motivate them more in assisting their children while doing their homework and other school tasks. In addition to this, parents will be more inspired in teaching their children if they see them achieved higher academic performance by giving incentives for learning.

As a result, Wang et al. (2020) highlighted the fact that children's academic performance will improve when parents are motivated to help them with schoolwork. Additionally, it has been suggested that parents learn strategies for supporting their kids emotionally during

uncertain times. Additionally, it will assist the kids in achieving greater academic success.

Related to this, during the conducted interview, most of the school principals replied that they are holding parents' teachers conference and conduct quarterly recognitions. Meanwhile, majority of the teachers expounded that they are giving varied virtual praises and awards through simple token with emoji. They mentioned that they appreciated pupils' accomplishments and improved performance by awarding them virtual medals and certificate of recognition.

## The Public Elementary School Teachers' Work Attitudes in the New Normal

A teacher's mindset is a powerful driver in the quality and commitment of their work. When things are tough, it is possible teachers may not give their best effort. The attitude a teacher has towards teaching and even where they work can vary from person to person. What motivates and drives any individual to do anything is a complex process to understand.

The assessments of the teacher respondents about their work attitudes in the new normal in terms of tolerance and self-doubt are summarized in Tables 19 and 20.

### *Tolerance*

Tolerance is the teachers' capacity to endure pain or hardship, endurance, fortitude, stamina. It is their ability to deal with something unpleasant or annoying, or to continue existing despite bad or difficult conditions. Moreover, teachers' tolerance enables them to adopt a compassionate attitude, beliefs and behavior of pupils. This gain awareness and convince teachers to accept differences of pupils in terms of family background, religion, and even social behavior. Eventually, tolerance of teachers in school help develops a sense of respect among children. Respect that requires first having respect for oneself that leads to self-esteem that can be developed when a teacher believes that pupils can have a chance for success as others. Moreso, tolerance of teachers plays big role among pupils that leads to appreciate and view their pupils development and growth that enhance societal living condition of children and parents

The assessments of the teacher respondents as regards their work attitudes in the new normal in terms of tolerance are manifested in Tables 19.

Table 19. The Public Elementary School Teachers' Work Attitudes in the New Normal in terms of Tolerance

| Item Statement | Responses = 279 | | | | | | |
|---|---|---|---|---|---|---|---|
| *In this new normal…* | 5 | 4 | 3 | 2 | 1 | Mean | VD |
| 1. people who know me well would describe me as a perfectionist. | 16 | 98 | 103 | 59 | 3 | 3.23 | MA |
| 2. I believe others should put in as many hours working as I do. | 29 | 98 | 80 | 61 | 11 | 3.26 | MA |
| 3. I believe if you love your work, it is okay to spend the majority of your time working. | 58 | 96 | 61 | 58 | 6 | 3.51 | A |
| 4. I believe I work harder and put in longer hours than my peers. | 47 | 98 | 64 | 63 | 7 | 3.41 | A |
| 5. I usually do not ask for help. | 8 | 26 | 98 | 126 | 21 | 2.55 | D |
| 6. I have a low tolerance for mistakes. | 3 | 48 | 105 | 106 | 17 | 2.69 | MA |
| 7. I am usually intolerant of others who do not work as hard as I do. | 2 | 36 | 104 | 112 | 25 | 2.56 | D |
| 8. I believe wasting time is a horrible thing. | 97 | 130 | 30 | 17 | 5 | 4.06 | A |
| 9. I become bored easily. | 5 | 10 | 88 | 157 | 19 | 2.37 | D |
| 10. I seem to have more energy than my peers. | 18 | 53 | 106 | 93 | 9 | 2.92 | MA |
| Overall Mean | | | | | | 3.06 | MA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

As reflected in the table, item "I believe wasting time is a horrible thing" received the highest computed weighted mean of 4.06 with a verbal description of "agree". On the other hand, item "I become bored easily" obtained the lowest computed weighted mean of 2.37 with a verbal interpretation

of "disagree". The overall mean was recorded at 3.06 which is verbally interpreted as "moderately agree".

These results imply that tolerance in selected EDDIS II teachers show commitment in performing their tasks despite pandemic. Teachers are committed to fulfilling their functions and proactively implement the educational policies. This aspect is high because the source of the problem is not from teachers themselves. Relatively, as stated in International conference of psychology on the research conducted about COVID 19 pandemic situation, teachers' belief with high tolerance are committed to the work tasks they carry out during this trying time.

During the conducted interview when teachers were asked about their attitude during new normal, most of them replied that they are optimistic and motivated to work. They helped themselves to have the necessary skills needed for the learning of their pupils.

### Self-Doubt

Self-doubt is a lack of faith in oneself: a feeling of doubt or uncertainty about one's abilities, actions, etc. It is lack of confidence that can give way to hesitation and indecisiveness. If not dealt with it, it can mislead someone's objective. When attempting to overcome self-doubt, some may find it beneficial to focus on the present moment rather than past failures. It can also be helpful to focus on positive thoughts and affirmations and spend time with people who are positive and supportive. Accordingly, self-doubt develops low self - esteem. Life can be hurtful most of the time to the people who find themselves to depend on other's approval. Emotional freedom, independence from criticism and approval of others are choice of action. There may be an option for superior and promising but teachers who have self-doubt are too apprehensive because they used to depend on other's immediate approval. Thinking that everything is impossible for them to do things that are right and end-up being incapable to do things accurately at all.

The assessments of the teacher respondents regarding their work attitudes in the new normal in terms of self-doubt are manifested in Table 20.

Table 20. The Public Elementary School Teachers' Work Attitudes in the New Normal in terms of Self-Doubt

| Item Statement | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| *In this new normal…* | 5 | 4 | 3 | 2 | 1 | | |
| 1. I often think my work is not as good as it could be. | 5 | 20 | 83 | 156 | 15 | 2.44 | D |
| 2. I often feel that I am never able to accomplish enough. | 5 | 16 | 55 | 172 | 31 | 2.25 | D |
| 3. I often wish I had more balance | 94 | 118 | 49 | 15 | 3 | 4.02 | A |

| Item Statement | 5 | 4 | 3 | 2 | 1 | Mean | VD |
|---|---|---|---|---|---|---|---|
| (of work, love, and play) in my life. | | | | | | | |
| 4. I worry about the future. | 70 | 74 | 68 | 59 | 8 | 3.50 | A |
| 5. I seem to maintain a hurried, frenzied pace. | 2 | 42 | 148 | 84 | 3 | 2.84 | MA |
| 6. spending long hours working has negatively impacted my relationships with my friends and/or family members. | 66 | 57 | 74 | 76 | 6 | 3.36 | MA |
| 7. I do not feel good about myself unless I keep busy. | 4 | 20 | 51 | 184 | 20 | 2.30 | D |
| 8. I usually have a positive attitude. | 106 | 123 | 46 | 4 | 0 | 4.19 | A |
| 9. I believe there is never enough time for me to do everything I want to do. | 36 | 82 | 64 | 89 | 8 | 3.18 | MA |
| 10. I have several friends with whom I spend time. | 61 | 150 | 51 | 13 | 4 | 3.90 | MA |
| Overall Mean | | | | | | 3.20 | MA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

As manifested in the table, item "I usually have a positive attitude" got the highest computed weighted mean of 4.19 with a verbal description of "agree". Meanwhile, item "I often feel that I am never able to accomplish enough" yielded the lowest computed weighted mean of 2.25 with a verbal interpretation of "disagree". The overall mean was registered at 3.20 which is verbally described as "moderately agree".

These results imply that some of the public elementary school teachers in EDDIS II Schools Division of Bulacan developed positive attitude during new normal. They can accomplish task for their pupils through seeking help from colleagues.

## The Public Elementary School Teachers' Work Behaviors in the New Normal

Teacher work behavior is a key factor when it comes to ensuring quality education for all. The way teachers behave has a direct impact on their interaction with pupils, parents, colleagues, and staff administration. Even more, pupils' desire of attending school and learning outcomes can also be dependent on the way the teacher behaves and the class is conducted.

The assessments of the teacher respondents as regards their work behaviors in the new normal in terms of anxiety, obsessive-compulsiveness and mania are summarized in Tables 21 to 23.

### Anxiety

Teachers' perceptions of anxiety in various contexts can be described as a complicated psychological phenomenon influenced by a wide range of factors that affect how much stress or anxiety people, especially teachers, experience at work. The level of anxiety might vary from person to person depending on their gender, experience, age, marital status, and the type of organization they work for.

The assessments of the teacher respondents as regards their work behaviors in the new normal in terms of anxiety are indicated in Table 21.

Table 21. The Public Elementary School Teachers' Work Behaviors
in the New Normal in terms of Anxiety

| Item Statement *In this new normal…* | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. I become fidgety whenever I have to wait for anything or anybody. | 4 | 30 | 127 | 113 | 5 | 2.70 | MA |
| 2. I forget where I put things. | 32 | 62 | 117 | 62 | 6 | 3.19 | MA |
| 3. There are times when I am so involved in my work that I do not remember much about what took place while I was working. | 19 | 56 | 119 | 77 | 8 | 3.00 | MA |
| 4. I feel exhausted. | 42 | 72 | 96 | 61 | 8 | 3.28 | MA |
| 5. I find it so hard to concentrate. | 8 | 30 | 98 | 129 | 14 | 2.60 | D |
| 6. I get headaches. | 37 | 83 | 81 | 66 | 12 | 3.24 | MA |
| 7. I am mood swings (from euphoria to depression). | 7 | 45 | 58 | 169 | 0 | 2.61 | MA |
| 8. I underestimate how long an activity will take and then feel pressured to complete it on time. | 19 | 40 | 104 | 99 | 17 | 2.80 | MA |
| 9. I have temper outbursts when things do not go as I have planned. | 15 | 42 | 70 | 133 | 19 | 2.65 | MA |
| 10. I waste time. | 2 | 24 | 13 | 133 | 107 | 1.86 | D |
| Overall Mean | | | | | | 2.79 | MA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

As the table reveals, item "I feel exhausted" received the highest computed weighted mean of 3.28 with a verbal description of "moderately agree". Meanwhile, item "I find it so hard to concentrate" received the lowest computed weighted mean of 2.60 with a verbal interpretation of "disagree". The overall mean was registered at 2.79 which is verbally described as "moderately agree".

These results imply that teachers' behavior feel exhausted and temper outburst when their planned activities are not accomplished. This shows that anxiety developed among teachers when they thought that they may not accomplish certain things in a given time.

A relevant statement from the interview was expressed by a participant. She said that, "I feel exhausted

when there are things that I really want to accomplish but I could not do nothing because I am afraid to go out though I really want to visit my pupils to teach them specially those who were not able to get their modules, and always cannot attend our online kumustahan".

Similar in the present findings, Lambert (2019) asserted that teachers with heavy workload perceived burnout. As teachers faced new challenging instructional approaches and roles as educators, they develop anxiety due to the information brought by an information of social media. However, the Department of Education taking off initial efforts to promote mental resiliency through psychosocial support program for DepEd personnel, parents and pupils or Mental Health and Psychosocial Support Services through the DepEd Order No. 14, s. 2020.

In addition to this, teachers professional and personal lives are transitioning through uncertain period brought by pandemic, particularly teachers in EDDIS II, according to the research study conducted by Oducado, (2020). In fact, the psychosocial well-being and quality of life must be recognized and teachers must be provided with support as they continue to adapt to the impact brought about by COVID 19.

When the teachers asked about their work behavior, some of them admitted that, they are stressed, burnt out and cannot focus well to their work especially when they are working at home; some also added that, they feel somehow exhausted with work but still give effort to finish the day to day tasks in distance learning during this new normal.

### Obsessive-Compulsiveness

Obsessive-compulsive is a mental illness that causes repeated unwanted thoughts or sensations (obsessions) or the urge to do something over and over again (compulsions). Some people can have both obsessions and compulsions. It is characterized by anxious thoughts or rituals feelings that cannot control including a preoccupation orderliness.

Table 22 presents the assessments of the teacher respondents about their work behaviors in the new normal in terms of obsessive-compulsiveness.

Table 22. The Public Elementary School Teachers' Work Behaviors
in the New Normal in terms of Obsessive-Compulsiveness

| Item Statement *In this new normal…* | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. I tend to schedule more activities than I have time for. | 14 | 51 | 153 | 58 | 3 | 3.05 | MA |
| 2. It is easy for me to relax. | 15 | 52 | 150 | 59 | 3 | 3.06 | MA |
| 3. I take on extra work that others won't do. | 11 | 50 | 136 | 80 | 2 | 2.96 | MA |
| 4. I self-impose unrealistic deadlines for completing school task. | 3 | 24 | 103 | 138 | 11 | 2.53 | D |
| 5. I maximize every moment but may still agonize over lost seconds. | 3 | 47 | 145 | 82 | 2 | 2.88 | MA |
| 6. It is easy for me to "hang out" and do nothing. | 5 | 15 | 42 | 166 | 51 | 2.13 | D |
| 7. I wake up in the night thinking about work. | 43 | 50 | 93 | 79 | 14 | 3.10 | MA |
| 8. I place myself under abnormal amounts of pressure by over-committing and over-doing. | 5 | 7 | 99 | 148 | 20 | 2.39 | D |
| 9. I think about work most of the time. | 30 | 70 | 122 | 49 | 8 | 3.23 | MA |
| 10. I take work with me most everywhere I go. | 22 | 52 | 93 | 97 | 15 | 2.89 | MA |
| Overall Mean | | | | | | 2.82 | MA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

As the table discloses, item "I think about work most of the time" received the highest computed weighted mean of 3.23 with a verbal description of "moderately agree". Meanwhile, item "It is easy for me to "hang out" and do nothing" received the lowest computed weighted mean of 2.13 with a verbal interpretation of "disagree". The overall mean was registered at 2.82 which is verbally described as "moderately agree".

These results imply that teachers experience obsessive – compulsiveness with their kind of work during new normal. They are under-pressured and feel abnormal to commit themselves and meet deadlines. However, they keep busy doing many things.

Accordingly, Oducado (2020), opined that teachers professional and personal lives are transitioning through uncertain period brought by pandemic, particularly teachers in the Philippines. The psychosocial well-being and quality of life of teachers must be recognized and must be provided with support as they continue to adapt to the impact brought about by COVID 19. Nonetheless, DepEd educational landscape and undertake effective remedial education.

During the interview, teachers were asked to describe their work behavior in this new normal, and most of them accepted that they sometimes feel lethargic, about work and sometimes feel stressed and pressured. However, with the support and help of co-workers and families they were able to cope up stressed and meet deadlines of their work. They tried to balance everything and sought help from their principals and find some time to relax. A relevant statement from respondent says that, "I would rather watch movie at home when I feel burn-out from my stressor"

### Mania

Mania is excitement manifested by mental and physical hyperactivity, disorganization behavior, and elevation of mood. It is a mental illness marked by periods of great excitement or euphoria, delusions, and over activity. "Many people suffering from mania do not think anything is wrong." Stressful life vents such as the death of loved one can contribute to mania.

The assessments of the teacher respondents on their work behaviors in the new normal in terms of mania are summarized in Table 23.

Table 23. The Public Elementary School Teachers' Work Behaviors in the New Normal in terms of Mania

| Item Statement *In this new normal…* | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. I am comfortable delegating work to others. | 23 | 64 | 112 | 72 | 8 | 3.08 | MA |
| 2. I spend time planning and thinking about the future | 71 | 139 | 65 | 4 | 0 | 3.99 | A |
| 3. I keep several things going at the same time. | 19 | 121 | 116 | 21 | 2 | 3.48 | A |
| 4. I find myself doing two or three things at one time. | 29 | 130 | 88 | 32 | 0 | 3.56 | A |
| 5. I keep lists of things to do. | 102 | 127 | 45 | 5 | 0 | 4.17 | A |
| 6. I carefully organize my time. | 87 | 142 | 47 | 3 | 0 | 4.12 | A |
| 7. I use time saving gadgets. | 24 | 85 | 112 | 55 | 3 | 3.26 | MA |
| 8. I frequently check my watch. | 33 | 86 | 93 | 65 | 2 | 3.30 | A |
| 9. I suffer from insomnia (inability to sleep). | 28 | 37 | 51 | 126 | 37 | 2.62 | MA |
| 10. I get up early no matter what time I go to sleep. | 77 | 93 | 68 | 37 | 4 | 3.72 | A |
| Overall Mean | | | | | | 3.53 | A |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

As the table indicates, item "I keep lists of things to do" obtained the highest computed weighted mean of 4.17

with a verbal description of "agree". Meanwhile, item "I suffer from insomnia (inability to sleep)" got the lowest computed weighted mean of 2.62 with a verbal interpretation of "moderately agree". The overall mean was registered at 3.53 which is verbally described as "agree".

These results imply that teachers experience mania that affects their work behavior during new normal. Teachers tend to show agitation to accomplish their hectic day to day activities.

According to Jimenez (2021), there are eight triggers for mania, including social activity like household management, employment, money management, child care, an intimate relationship with a spouse or partner, a non-intimate relationship with another adult, social presentation to others, and c. In addition, Jimenez (2021) noted that some factors that contribute to teachers' manic behavior are as follows: Less frequently than once a week, teachers have problems sleeping, yet despite this, they have a positive outlook on their mental health. In order to handle circumstances more effectively, teachers should practice accepting gestures and rethinking self-management techniques.

In an interview conducted, when the teachers were asked to describe their work behavior during this new normal, most of them responded that they are commonly listing things they have do and tries to be organized at all times. However, one of the respondents quoted, "I accept the fact that since pandemic time, I had experienced difficulty in accomplishing all my scheduled work for the day, maybe because of many news I heard and in social media, there are many teachers and even principals died due to COVID 19. Though I have plan on what to do, there are times that I cannot finish my work".

## The Public Elementary School Teachers' Academic Optimism in the New Normal

Teacher academic optimism evolved from general work on positive psychology, which goes beyond the traditional focus on illness and pathology to look human experience in terms of well-being, hope, and fulfillment; that is, academic optimism is rooted in humanist psychology.

The assessments of the public elementary school teacher respondents with regard to their academic optimism in this new normal in terms of trust in students and parents, academic emphasis, dispositional optimism, pupil-centered beliefs and practice, beliefs about learning management and individual citizenship behavior are summarized in Tables 24 to 29.

### Trust in Pupils and Parents

Trust was seen as part of personality attributes that include optimism, a belief in collaboration, and confidence that individuals can resolve their differences and live a satisfactory social life together. Trust between parent and teacher is a critical element in successful school family cooperation.

The assessments of the public elementary school teacher respondents as regards their academic optimism in this new normal in terms of trust in pupils and parents are provided in Table 24.

Table 24. The Public Elementary School Teachers' Academic Optimism in the New Normal in terms of Trust in Pupils and Parents

| Item Statement | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. I trust my pupils. | 87 | 180 | 11 | 1 | 0 | 4.27 | SA |
| 2. I trust the parents of my pupils. | 61 | 180 | 36 | 2 | 0 | 4.08 | A |
| 3. My pupils' parents are reliable in their commitments. | 41 | 127 | 105 | 5 | 1 | 3.72 | A |
| 4. I believe my pupils are competent learners. | 64 | 143 | 67 | 5 | 0 | 3.95 | A |
| 5. I believe what my pupils' parents tell me. | 30 | 113 | 127 | 8 | 1 | 3.58 | A |
| Overall Mean | | | | | | 3.92 | A |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

The table shows that item "I trust my pupils" obtained the highest computed weighted mean of 4.27 which is verbally described as "strongly agree". On the other hand, item "I believe what my pupils' parents tell me" received the lowest computed weighted mean of 3.58 which is verbally

interpreted as "agree". The overall mean was recorded at 3.92 with a verbal interpretation of "agree".

These results imply the positive behavior of teachers among parents and pupils. With trust to parents, teachers believe that whatever parents tell them about pupils are reliable.

In line with the present findings, Lobina (2022) observed that putting faith in students' academic work ethics demonstrates that they would be committed to and engaged in their studies, which may have an impact on their academic success. As a result, they have high expectations for their own commitment to learning.

In the conducted interview, the teachers were asked to describe their attitude towards pupils and parents who are learning at home. Majority of them answered that they are being optimistic about how their pupils do activities competently at home without relying too much on adults around them.

### Academic Emphasis

Academic emphasis is the level at which teachers place importance on meeting the educational goals of all pupils. Academic emphasis is defined as a school's campaign for academic excellence.

The assessments of the public elementary school teacher respondents as regards their academic optimism in this new normal in terms of trust in academic emphasis are reflected in Table 25.

Table 25. The Public Elementary School Teachers' Academic Optimism in the New Normal in terms of Trust in Academic Emphasis

| Item Statement | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. My pupils respect their classmates who get good grades. | 62 | 186 | 24 | 5 | 2 | 4.08 | A |
| 2. My pupils are cooperative in answering their modules. | 44 | 166 | 65 | 3 | 1 | 3.89 | A |
| 3. My pupils seek extra work so they can get good grades. | 25 | 120 | 111 | 18 | 5 | 3.51 | A |
| 4. My pupils can accomplish their modules on time. | 30 | 151 | 81 | 14 | 3 | 3.68 | A |
| 5. My pupils' parents exert pressure to maintain high academic standards. | 16 | 68 | 149 | 45 | 1 | 3.19 | MA |
| Overall Mean | | | | | | 3.67 | A |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

The table displays that item "My pupils respect their classmates who get good grades" obtained the highest computed weighted mean of 4.08 which is verbally described as "agree". Meanwhile, item "My pupils' parents exert pressure to maintain high academic standards" registered the lowest computed weighted mean of 3.19 which is verbally interpreted as "moderately agree". The overall mean was calculated at 3.67 with a verbal interpretation of "agree".

These results imply that teachers display positive value of trust on academic performance of their pupils during this new normal. Honesty is accomplishing tasks of pupils' attributes to how parents involved themselves in the learning progress in this new normal.

In accordance with this finding, the study of Lobina (2022) revealed three strategies utilized by parents to instill honesty among their children. These strategies include providing examples of honest behavior when learning at home, giving motivational words to their children, and laying down punishments whenever their children commit dishonest behavior while studying or answering modules at home.

In the conducted interview, the teachers were asked to describe their attitude towards pupils who are learning at home. Majority of them answered that they know their pupils possess a positive attitude towards learning and thus respect classmates who do better than them without further questioning if they are deserving or not for the grades they receive.

### Dispositional Optimism

Dispositional optimism is the belief that the future generally holds positive but not negative events—appears to confer widespread benefit in terms of psychosocial well-being. Dispositional optimism is deemed one of the most relevant prospective constructs as it refers to the positive expectations that the teachers hold for the future and is related to our own motivational processes

The assessments of the public elementary school teacher respondents as regards their academic optimism in this new normal in terms of trust in dispositional optimism are indicated in Table 26.

Table 26. The Public Elementary School Teachers' Academic Optimism in the New Normal in terms of Trust in Dispositional Optimism

| Item Statement | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. I always look on the bright side of things. | 154 | 95 | 27 | 1 | 2 | 4.43 | SA |
| 2. I am optimistic about my future. | 149 | 92 | 37 | 1 | 0 | 4.39 | SA |
| 3. Things work out the way I want them to. | 32 | 144 | 99 | 3 | 1 | 3.73 | A |
| 4. I count on good things happening to me. | 144 | 81 | 47 | 7 | 0 | 4.30 | SA |
| 5. Overall, I expect more good things to happen to me than bad. | 210 | 35 | 33 | 1 | 0 | 4.63 | SA |
| Overall Mean | | | | | | 4.30 | SA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

The table discloses that item "Overall, I expect more good things to happen to me than bad" garnered the highest computed weighted mean of 4.63 which is verbally described as "strongly agree". Meanwhile, item "Things work out the way I want them to" registered the lowest computed weighted mean of 3.73 which is verbally interpreted as "agree". The overall mean was registered at 4.30 with a verbal interpretation of "strongly agree."

These results imply that teachers are optimistic in delivering of education among their pupils, work oriented and show good insights despite of new challenges during new normal. This indicates positive values of teachers depend on their perception toward work.

In accordance with these findings, Lobina (2022) stated in her research that there was evidence of a work ethic or positive outlook on work that predicted self-satisfaction and improved academic achievement in students. The Department of Education's operationalized programs, initiatives, and activities, as well as the relevant guidelines, rules, or directives, provide teachers with the motivation to carry out beneficial practices.

During the interview, when asked about how they look into the new normal situation, teachers claimed that they are well motivated and look the positive side to perform their tasks despite of pandemic. Most teachers are positive that this pandemic helped them realize how blessed they are to have a job that will support their family for their needs.

### *Pupil-Centered Beliefs and Practice*

Pupil-centered beliefs and practice is a philosophy or an approach to education that is designed to meet the needs of each pupil individually. In a truly pupils-centered learning environment, learning is competency-based. In order to advance through a unit, pupils must demonstrate mastery of the individual concepts before moving on.

The assessments of the public elementary school teacher respondents as regards their academic optimism in this new normal in terms of trust in pupil-centered beliefs and practice are shown in Table 27.

Table 27. The Public Elementary School Teachers' Academic Optimism in the New Normal in terms of Trust in Pupil-Centered Beliefs and Practice

| Item Statement | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. I believe that expanding on pupils' ideas is an effective way to develop their knowledge. | 102 | 155 | 20 | 1 | 1 | 4.28 | SA |
| 2. I involve pupils in evaluating their own work and setting their own goals. | 61 | 157 | 60 | 1 | 0 | 4.00 | A |

| | 5 | 4 | 3 | 2 | 1 | Mean | VD |
|---|---|---|---|---|---|---|---|
| 3. I make it a priority to give pupils time to work together online when I am not directing them. | 51 | 156 | 62 | 9 | 1 | 3.89 | A |
| 4. I prefer to assess pupils informally through observations and conferences. | 50 | 169 | 53 | 7 | 0 | 3.94 | A |
| 5. I often create thematic units based on the pupils' interests and ideas. | 45 | 112 | 110 | 12 | 0 | 3.68 | A |
| Overall Mean | | | | | | 3.96 | A |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

The table exhibits item that, "I believe that expanding on pupils' ideas is an effective way to develop their knowledge" garnered the highest computed weighted mean of 4.28 which is verbally described as "strongly agree". Meanwhile, item "I often create thematic units based on the pupils' interests and ideas" registered the lowest computed weighted mean of 3.68 which is verbally interpreted as "agree". The overall mean was registered at 3.96 with a verbal interpretation of "agree".

These results imply that teachers as main facilitators, even this pandemic show positive values that develop pupils' knowledge through delivering various ways of learning. Teachers give equal opportunities to construct their own knowledge and understanding of what is taught out of their experiences.

This research led Raney (2020) to the conclusion that students learn more and develop positive desires, objectives, knowledge, abilities, and expectations (self-esteem) when their professors exhibit a positive attitude and involve them in class activities. Students then gain self-assurance and motivation as they work on things that will benefit them.

Similarly, during the interview, teachers stated that they often help pupils by following their day-to-day scheduled lessons. They also assessed pupils through different assessments. They asked pupils to send screen captured during discussions online *kumustahan*, watching on set schedule in DepEd Television / TV based lessons, and e-Tutorial thru Facebook.

### *Beliefs about Learning Management*

Learning Management is the capacity to design pedagogic strategies that achieve learning outcomes for pupils. Learning management then means an emphasis on the design and implementation of pedagogical strategies that achieve learning outcomes. That is, in the balance between and emphasis on curriculum development and pedagogy, the emphasis is definitely on pedagogical strategies.

Implementing learning management allows teachers to keep track of a learner's progress in terms of course completion, identification of knowledge gaps, participation and engagement level. It helps to create, adopt, administer, distribute and manage all of the activities or act as a component to classroom learning

The assessments of the public elementary school teacher respondents as regards their academic optimism in this new normal in terms of trust in beliefs about learning management are reflected in Table 28.

Table 28. The Public Elementary School Teachers' Academic Optimism in the New Normal in terms of Trust in Beliefs about Learning Management

| Item Statement | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. Pupils can be trusted to work on their own without supervision. | 25 | 102 | 111 | 37 | 4 | 3.38 | MA |
| 2. It is often necessary to remind pupils that their status in school differs from that of modular learning. | 56 | 162 | 57 | 4 | 0 | 3.97 | A |
| 3. It is more important for pupils to learn to obey rules than they make their own decisions. | 68 | 134 | 74 | 3 | 0 | 3.96 | A |
| 4. In this new normal, only few | 6 | 69 | 56 | 103 | 45 | 2.60 | D |

| | 5 | 4 | 3 | 2 | 1 | Mean | VD |
|---|---|---|---|---|---|---|---|
| pupils should be treated accordingly. | | | | | | | |
| 5. Too much pupil time is spent on guidance and activities and too little on academic preparation. | 12 | 56 | 123 | 79 | 9 | 2.94 | MA |
| Overall Mean | | | | | | 3.37 | MA |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

The table reveals that item "It is often necessary to remind pupils that their status in school differs from that of modular learning" yielded the highest computed weighted mean of 3.97 which is verbally described as "agree". Meanwhile, item "In this new normal, only few pupils should be treated accordingly" got the lowest computed weighted mean of 2.60 which is verbally interpreted as "disagree". The overall mean was registered at 3.37 with a verbal description of "moderately agree".

It can assess that these results imply that teachers' beliefs that pupils are treated equally and give proper guidance to understand the situation in new normal. Proper dissemination, monitoring and supervision of new home classroom rules and standards are executed to manage learning of their pupils.

In conformity with these findings, during new normal the Department of Education crafted a learning recovery program as part of post-pandemic efforts before progressive face to face classes opens at the last quarter of the school year 2021- 2022 which ensures effective interventions to be utilized by teachers so that every pupil can catch up and accelerate learning.

In the conducted interview, most of the respondents mentioned that they conducted regular home visits and follow-ups, implemented physical and virtual study groups/buddy systems, established literacy at home and in the community, tapped the services of parent or guardian teacher-volunteers, and developed appropriate assessment tasks and resources. Teachers provide needed guidance and assistance to their pupils and parents.

### Individual Citizenship Behavior

Individual citizenship behavior is the teachers' voluntary and discretionary behavior directed toward colleagues, pupils, and the pupils' parents, that exceeds the formal job expectations. The primary aim of individual citizenship behavior is to enhance pupils' academic success. In addition to this, individual citizenship behavior benefits the school and even the community because it addresses academic gaps specially in this new normal.

Teachers act with honesty and integrity and have strong subject mastery, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationship, and work with parents in the best interests of their pupils.

The assessments of the public elementary school teacher respondents as regards their academic optimism in this new normal in terms of trust in individual citizenship behavior are reflected in Table 29.

Table 29. The Public Elementary School Teachers' Academic Optimism In the New Normal in terms of Trust in Individual Citizenship Behavior

| Item Statement | Responses = 279 | | | | | Mean | VD |
|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. I serve on committees in this new normal. | 71 | 141 | 55 | 12 | 0 | 3.97 | A |
| 2. I help pupils during my own time. | 70 | 172 | 36 | 1 | 0 | 4.11 | A |
| 3. I volunteer to mentor and assist new teachers. | 38 | 119 | 106 | 15 | 1 | 3.64 | A |
| 4. I schedule personal appointments other than school day. | 15 | 77 | 95 | 78 | 14 | 3.00 | MA |
| 5. I make it easy for parents to contact me at home. | 91 | 84 | 7 | 28 | 69 | 3.36 | MA |
| Overall Mean | | | | | | 3.62 | A |

Legend:

| Scale | Verbal Description |
|---|---|
| 4.21 – 5.00 | Strongly Agree (SA) |
| 3.41 – 4.20 | Agree (A) |
| 2.61 – 3.40 | Moderately Agree (MA) |
| 1.81 – 2.60 | Disagree (D) |
| 1.00 – 1.80 | Strongly Disagree (SD) |

The table indicates that item "I help pupils during my own time" received the highest computed weighted mean of 4.11 which is verbally described as "agree". Meanwhile, item "I schedule personal appointments other than school day" got the lowest computed weighted mean of 3.00 which is verbally interpreted as "moderately agree." The overall mean was registered at 3.62 with a verbal interpretation of "agree".

These results imply that teachers' positive behavior on possible learning of their pupils in new normal. Extending their own time to help pupils and co-teachers by their own means show positive values. Teachers are well motivated in performing their duties which leads to academic optimism of pupils.

These insights are parallel to research study conducted by Pasion (2019). He stated that citizenship develops public participation programs that meet the specific goals, objectives, and circumstance of a project through integral planning.

During an interview conducted, when teachers asked on their behavior in individual citizenship amidst pandemic, most of them answered that they are committed and engaged to serve the pupils and helped pupils at their own convenient time to contact parents and to assist pupils on some of difficult lessons they do not understand.

**The Difference between the Assessments of the Principals and Teachers**

In this part of the study, Table 30 presents the results of the t-test analyses which were done to determine if significant difference existed between the assessments of the teachers and the principals themselves as regards their leadership and instructional management behavior in the new normal.

Table 30. Results of the t-test Analyses

| Item | Mean | | Mean Diff. | t-value | p-value |
|---|---|---|---|---|---|
| | Principal | Teacher | | | |
| Directive | 4.70 | 4.59 | 0.11 | 0.88ns | 0.41 |
| Participative | 4.56 | 4.50 | 0.06 | 0.73ns | 0.49 |
| Achievement-Oriented | 4.71 | 4.59 | 0.12 | 0.78ns | 0.47 |
| Planning-Teaching | 4.70 | 4.47 | 0.23 | 2.15ns | 0.06 |
| Monitoring | 4.70 | 4.62 | 0.08 | 1.17ns | 0.27 |
| Teacher Leadership | 4.59 | 4.57 | 0.02 | 0.08ns | 0.94 |
| Respecting Uniqueness | 4.77 | 4.71 | 0.06 | 1.30ns | 0.22 |
| Being Reliable | 4.76 | 4.69 | 0.07 | 1.03ns | 0.32 |
| Framing the School Goals | 4.31 | 4.29 | 0.02 | 0.24ns | 0.82 |
| Communicating the School Goals | 4.27 | 4.26 | 0.01 | 0.20ns | 0.85 |
| Supervising & Evaluating Instruction | 4.34 | 4.35 | -0.01 | -0.08ns | 0.94 |
| Coordinating the Curriculum | 3.96 | 3.96 | 0.00 | 0.00ns | 1.00 |
| Monitoring Pupil Progress | 4.31 | 4.32 | -0.01 | -0.04ns | 0.97 |
| Protecting Instructional Time | 4.02 | 4.01 | 0.01 | 0.01ns | 0.99 |
| Maintaining High Visibility | 4.49 | 4.48 | 0.01 | 0.05ns | 0.96 |
| Providing Incentives for Teachers | 4.26 | 4.30 | -0.04 | -0.06ns | 0.96 |
| Promoting Professional Development | 4.23 | 4.23 | 0.00 | 0.00ns | 1.00 |
| Developing and Enforcing Academic Standards | 4.32 | 4.28 | 0.04 | 0.14ns | 0.89 |
| Providing Incentives for Learning | 4.37 | 4.46 | -0.09 | -0.82ns | 0.44 |

Legend: ns = not significant (p>0.05)

It can be seen from the table that no significant difference was found between the assessments of the teachers and the principals themselves with regard to their leadership and instructional management behavior in the new normal. This no significant difference was brought about by the fact that the computed probability values for these variables that ranged from 0.06 to 1.00 are greater than the 0.05 significance level. These results showed that the assessments of the two groups of respondents regarding the aforementioned variables are the same.

These results imply that teacher respondents affirm the assessments of the principals in so far as their leadership

and instructional management behavior in the new normal are concerned.

These insights are parallel to the study conducted by Pujiyati (2021) wherein the influence of principal's role and work motivation to teachers' job satisfaction are identified. Results of his study also showed that the assessments of the principals and the teachers under their supervision are statistically the same. In his study, he recommended that the views of other school stakeholders may be considered to further validate the statements of the principals and the teachers.

## The Relationship between the Public Elementary School Principals' Leadership and Teachers' Work Attitudes, Behaviors and Academic Optimism

Table 31 displays the results of the correlation analysis which was performed to determine if significant relationship existed between the public elementary school principals' leadership and teachers' work attitudes, behaviors and academic optimism in this new normal.

It can be examined from the table that highly significant relationship was found between the principal leadership in terms of directive, participative, achievement-oriented,
planning-teaching, monitoring and teacher leadership, and the teachers' work attitudes, behaviors and academic optimism. This highly significant relationship is manifested by the computed probability values that ranged from 0.006 to 0.000 which are smaller than the 0.01 significance level. Further examination of the table reveals that direct relationship existed between the aforementioned variable as indicated by the positive sign of the correlation values that ranged from 0.376 to 0.847.

These results showed that, when the level of elementary school principals' leadership increases, the level of the teachers' work attitudes, behaviors and academic optimism also increases.

These results imply that when the principals motivate and support the teachers to accomplish designated goals, the teachers would be able to be more optimistic, motivated and engaged in doing and performing their duties and responsibilities among their pupils in this new normal which eventually result to success of education in spite of pandemic.

Table 31. Results of the Correlation Analyses on the Relationship between the Public Elementary School Principals' Leadership and Teachers' Work Attitudes, Behaviors and Academic Optimism

| Principals' Leadership | Teachers' Work Attitudes | Behaviors | Academic Optimism |
|---|---|---|---|
| directive | 0.565** (0.000) | 0.604** (0.000) | 0.577** (0.000) |
| participative | 0.654** (0.000) | 0.832** (0.000) | 0.478** (0.000) |
| achievement-oriented | 0.801** (0.000) | 0.749** (0.000) | 0.376** (0.006) |
| planning-teaching | 0.692** (0.000) | 0.697** (0.000) | 0.586** (0.000) |
| monitoring | 0.521** (0.000) | 0.847** (0.000) | 0.530** (0.000) |
| teacher leadership | 0.541** (0.000) | 0.502** (0.000) | 0.469** (0.000) |

Legend: ** = highly significant (p≤0.01)

Numbers in the upper entry are correlation values (r-values)

Numbers enclosed in parentheses are probability values (p-values)

The results of the present study corroborate with the findings of Pujiyati (2021). The results of his data analysis show that (1) the principal's leadership influences the work attitude and behaviors of public middle school teachers, (2) Work motivation influences the job satisfaction of public middle school teachers, (3) Principal's role and work motivation together influences the job satisfaction of public middle school teachers. Based on these findings, the authors suggest that some improvement efforts can be made, especially in increasing teacher job satisfaction, including involving teachers in further education and providing encouragement to start creatively and achieving, mobilizing the learning outcome evaluation team, and following the development of science, technology, and the arts, exemplify good models of learning and counselling.

In the conducted interview with the principal respondents, they were asked about the importance of their leadership on teachers' work attitude, behavior and academic optimism. Majority of these principals answered that in this new normal, their strong leadership is very essential in order to run the school operation smoothly and effectively. Further, they added that their leadership plays a vital role to teachers' positive work attitude towards their work, behavior and for being positive that they can succeed even the pandemic is still there.

On similar note, when the teachers were asked about the contribution of their principals' leadership on their work attitude, behavior and academic optimism, all of them replied that without their principals, they will not be able to perform their duties efficiently. Moreover, they said that their presence of their principals served as their encouragement and motivation to work hard for the attainment of the schools' mission, goals and objectives. The fulfillment of this added to their positive attitude, behavior and this made them more positive in their work.

## The Relationship between the Public Elementary School Principals' Instructional Management Behavior and Teachers' Work Attitudes, Behaviors and Academic Optimism

Table 32 summarizes the results of the correlation analysis which was performed to determine if significant relationship existed between the public elementary school principals' instructional management behavior and teachers' work attitudes, behaviors and academic optimism in this new normal.

It can be observed from the table highly significant relationship was found between the principal instructional management behavior, and the teachers' work attitudes, behaviors and academic optimism. This highly significant relationship is indicated by the compute probability values for these variables that ranged from 0.006 to 0.000 which are lower than the 0.01 significance level. Further observation of the table shows that direct relationship existed between the aforementioned variable as implied by the positive sign of the correlation values that ranged from 0.387 to 0.899.

These results show the level of elementary school principals' instructional management behavior increases, the level of the teachers' work attitudes, behaviors and academic optimism also increases.

These results imply that when the principals practice their utmost skills and techniques in instructional management teachers then become more knowledgeable, more motivated and engaged which resulted to positive behavior towards pupils.

Table 32. Results of the Correlation Analyses on the Relationship
between the Public Elementary School Principals' Instructional Management Behavior and Teachers' Work Attitudes, Behaviors and Academic Optimism

| Principals' Instructional Management Behavior | Teachers' Work Attitudes | Behaviors | Academic Optimism |
|---|---|---|---|
| framing the school goals | 0.508** (0.000) | 0.387** (0.006) | 0.705** (0.000) |
| communicating the school goals | 0.487** (0.000) | 0.799** (0.000) | 0.537** (0.000) |
| supervising & evaluating instruction | 0.633** (0.000) | 0.508** (0.000) | 0.587** (0.000) |
| coordinating the curriculum | 0.533** (0.000) | 0.533** (0.000) | 0.561** (0.000) |
| monitoring student progress | 0.631** (0.000) | 0.647** (0.000) | 0.565** (0.000) |
| protecting instructional time | 0.619** (0.000) | 0.643** (0.000) | 0.654** (0.000) |
| maintaining high visibility | 0.563** (0.000) | 0.518** (0.000) | 0.801** (0.000) |
| providing incentives for teachers | 0.429** (0.000) | 0.680** (0.000) | 0.642** (0.000) |
| promoting professional development | 0.576** (0.000) | 0.899** (0.000) | 0.668** (0.000) |
| developing and enforcing academic standards | 0.539** (0.000) | 0.637** (0.000) | 0.505** (0.000) |
| providing incentives for learning | 0.619** (0.000) | 0.492** (0.000) | 0.560** (0.000) |

Legend: ** = highly significant (p≤0.01)

Numbers in the upper entry are correlation values (r-values)

Numbers enclosed in parentheses are probability values (p-values)

Results of the present study are consistent with the findings of Iqbal (2021). The sample of his study comprises 300 teachers, from which 279 teachers responded to the survey. The study design was descriptive in nature, in which cross-sectional survey was conducted. For the selection of sample convenient technique was used. Through a modified and self-developed questionnaire. The data was interpreted through using different tests and statistical techniques like Pearson correlation, regression analysis. The findings revealed a highly positive significant relationship was found between principals' instructional management behavior and teachers' work behavior and attitude, teaching and learning practices.

In the conducted interview with the principal respondents, they were asked about their views and insights as to the importance of their instructional management behavior on teachers' work attitude, behavior and academic optimism. All principals replied that they strongly believed that their instructional management behavior served as guide among the teachers in performing their tasks during the new normal. Further, they stated that their instructional management behavior motivated the teachers to do the necessary adjustments in their pedagogies in order to fit the current situation of education in the country. After successfully done their job, the teachers became more positive about their work, and they became more optimistic that despite all the challenges and obstacles in the new normal, they were able to perform their duties to their pupils successfully.

The instructors were also questioned regarding their opinions and perceptions of the significance of their principals' instructional management style on their work attitude, behavior, and academic optimism. These educators all remarked that they viewed their principals as their "captain" during the pandemic in their responses. Without their principals' directives, the school cannot function and will become paralyzed. Additionally, they expressed the opinion

| Objective | Activity | Time Frame | Persons Involved | Outcome |
|---|---|---|---|---|
| To disseminate the school goals. | Orientation<br><br>Constant meeting with the school stakeholders | Beginning of School Year 2022-2023 | Pupils<br>Parents<br>Teachers<br>Principals<br>Community | School stakeholders will be properly and fully informed of the school goals especially during the new normal. |
| To protecting the instructional time during online classes | Open forum | Year Round SY 2022-2023 | Parents<br>Teachers<br>Principals | Parents' opinions are heard and they actively involve themselves in the educative process by means of supervising the time of their children in online classes. |
| To promoting professional development among teachers. | Constant meeting | Year Round SY 2022-2023 | Teachers<br>Principals | Teachers will be motivated to undertake short courses/lecture series about online teaching |

that despite the numerous difficulties and obstacles they faced during this new normal, their principals acted as their strong leaders, guiding and supervising them to accomplish their objectives. They added that, with their principals, they were more dedicated to their work after the pandemic that lasted for two years and more positive that everything can be successfully achieved in spite of the COVID 19 pandemic.

**Program of Activities**

As the findings of the study manifest, all variables received the highest verbal description from the assessments of the teachers and the principals, the researcher chose items that yielded the lowest overall mean and considered this for the program of activities. These items are communicating the school goals, protecting instructional time, providing incentives to teachers and promoting professional development. However, providing incentives to teachers is beyond the control of the principals that is why the researcher opted to eliminate this variable in the program of activities that researcher offered.

Table 33. Program of Activities

# CHAPTER IV

## FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

## Findings

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that the public elementary school principals themselves and the teachers under their supervision strongly agreed that they possessed and utilized outstanding path-goal and supportive leadership in this new normal.

The teachers and the public elementary school principals themselves affirmed that they almost always utilized their instructional management behavior in the new normal.

The teacher respondents moderately agreed that they have work attitudes in the new normal in terms of tolerance and self-doubt.

The teacher respondents moderately agreed that they possessed work behaviors in terms of anxiety, obsessive-compulsiveness, and mania.

The public elementary school teacher respondents agreed that they are academically optimistic in this new normal.

No significant difference was found between the assessments of the teachers and the principals themselves with regard to their leadership and instructional management behavior in the new normal.

Highly significant relationship was found between the principal leadership in terms of path-goal leadership and supportive leadership, and the teachers' work attitudes, behaviors and academic optimism.

In the same manner, highly significant relationship was found between the principal instructional management behavior, and the teachers' work attitudes, behaviors and academic optimism.

## Conclusions

Based on the findings of the study, the following conclusions were drawn: The assessments of the and the principals themselves as regards their leade instructional management behavior in the new normal are the same.

The public elementary school principals' leadership is positively correlated with the teachers' work attitudes, behaviors and academic optimism. When the level of elementary school principals' path-goal leadership and supportive leadership increases, the level of the teachers' work attitudes, behaviors and academic optimism also increases.

The public elementary school principals' instructional management behavior is positively correlated with teachers' work attitudes, behaviors, and academic optimism. When the level of elementary school principals' instructional management behavior increases, the level of the teachers' work attitudes, behaviors and academic optimism also increases.

## Recommendations

Considering the findings and conclusions of the study, the following recommendations are hereby presented:

1. Instructional supervision and mentoring of the teachers may be constantly done by the principal to ensure that the teachers are competent enough in handling their classes.

2. Teachers and principals may participate actively in the review and/or contextualization of learning competencies for them to air their comments and suggestions for the improvement of producing digital and/or printed learning kit for the elementary pupils to address the learning gaps brought by pandemic.

3. For future researchers, further research along this line could be conducted. Same study could be conducted in the senior high school to further validate the signific   the variables under study to the work a      work behaviors and academic optimism of the teachers.

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