



HEARING TEACHERS PROBLEM IN NEW NORMAL: AN ADMINISTRATIVE RESPONSE

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ARTICLE INFO

Article History:

Received 11th January, 2021
Received in revised form
20th February, 2021
Accepted 10th March, 2021
Published online 24th April, 2021

Key Words:

Education, Pandemic,
Teacher's Problem,
Administrator's Demand,
Effective Curriculum.

ABSTRACT

Education systems local and international took a heavy beating from the COVID-19 pandemic. Teachers all around the world are faced with different challenges. From the changes in curriculum, the administrator's demand, relationship with their colleague, to keeping up with the needs of the students and parents. Not only that, teacher's needs to prepare lesson plans, conduct classes, hand-out modules while making sure that the quality of learning still remains even with the absence of face to face interactions. Each are taking up a toll on the Teacher's physical, mental, and emotional health. The shift in curriculum, teacher's development, performance review and the whole apparatus around lesson observation seems to place a strong emphasis on the challenges that the teachers are facing in securing the learning of all the students in a class. It can be extremely difficult even for an experienced teacher to nail every student's learning and this needs to be recognised. Management processes needs to be geared towards supporting teachers to tackle the real challenges they encounter in this New Normal Education. And the deciding factor that determines whether the teachers in any given school will lean toward positive and productive or desperate and crushed is the Administrator. Administrators work in schools, but not as teachers. They are responsible for overseeing the administrative duties at schools from preschool through post-graduate levels. Administrators ensure teachers have the equipment and resources necessary to deliver educationally effective curriculum. In this Research Article, we will be talking about the probable ways on how the administrator can provide solution and direction to teacher's problem to achieve a smooth running curriculum.

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Citation: *Avegail Maris G. Aro, Rose Ann Sabanal, Dr. Rogelio John Villamor Jr., Sarah Encina and Bernard Balmores.* "Hearing teachers problem in new normal: an administrative response", 2021. *International Journal of Current Research*, 13, (04), 16927-16932.

INTRODUCTION

The whole world was shaken by the tremendous effect caused by Covid-19 Pandemic. Nobody, not even scientist had prepared themselves for such a pandemic that forced the entire world to shut down for a while. It has drastically changed our everyday life, caused wide-scale illnesses and deaths, and provoked preventive measures like social distancing, confinement, and school closures. The nation's economy are going down and each sector specifically the Education sector is having a hard time. Education systems local and international took a heavy beating from the COVID-19 pandemic.

Before the pandemic we usually used the term 21st Century Education together with its learning competencies. However, with the Pandemic happening, we developed a new catchy term which is the New Normal Education. Learning in the new normal is a challenge for the teachers, students and even parents. After postponing the opening of classes several times, DepEd proposes Blended Learning to continue classes in the midst of pandemic. Blended learning is a combination of both online and offline learning methodologies with the use of technology. Online is when the students study with their teacher and classmates through an application that uses a webcam while offline is when the teacher provides the students with the lesson modules, seatwork or assignment that they can finish at their own pace, within the deadline. All works are submitted and graded via online. This new way of learning brought by COVID-19 pandemic can be an additional challenge during this tough time for the Teachers and also to the administrators.

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And while we often hear of students' and parents' struggles with online learning and modular lessons, teachers as well as the administrators have their fair share of challenges as well. This new way of learning brought by COVID-19 pandemic can be an additional challenge during this tough time. And since going back to the "normal" we're all accustomed to isn't going to happen anytime soon, teachers have to adjust with additional loads of works given to them while being guided by the administrator. In time of crisis, the leaders are the ones teachers depend on to calm their nerves and forge the path ahead, even if that path requires great toil and sacrifice. Despite the overwhelming pressures they face in their own roles, administrators have demonstrated, selflessly and solidly, that their communities can depend on them. As school leaders continue to pull out all the stops to lead, and safeguard, their schools during the most significant upheaval to education in living memory, evidence across the globe is emerging of the critical role that leadership plays in steering communities through the COVID-19 pandemic. School leaders bear the primary responsibility of ensuring the well-being of their personnel and students and finding ways to ensure that students are learning while in-school learning is suspended. A survey of over 1,800 leaders across 12 countries found that more than 70% of principals felt that the well-being of students in their school was their primary responsibility. Because they have the respect of their communities as well as personal relationships with students and their families, school leaders are uniquely positioned to guide families in many respects. School Administrators cannot remain static but must adapt and change their vision and processes as the world of education embraces new challenges in times of pandemic. According to Russell T. Gregg, in an article on Administration in Encyclopedia of Educational Research writes, "Educational Administration is the process of utilising expropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youth, but also with the growth of adults and particularly with the growth of school staffs and personnel." School administrators are confronted with a variety of issues as they provide leadership and organization to their schools during this difficult time. Evidence is growing that successful school leaders influence achievement through the support and development of effective teachers and the implementation of effective organizational practice (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). And to support the development of teachers, School Administrators should not only focus on directing the teachers or imposing what they should do but needs to know what are the dilemmas that the teachers are facing daily. Thus, this paper is purposely created to show the problems of the teachers in the curriculum in times of Pandemic that needs to be addressed properly by the administration.

Objectives of the Study: This research review aims to assess the problems of the teachers in the curriculum during the pandemic that is addressed towards the administrator. Specifically, this research review seeks to understand the following areas:

-) Identify the different learning modalities in the New Normal Education and the factors that hinders its effectivity.
-) Determine the problems of the teachers in the new normal that the Administrator needs to be prepared of.

-) Present arrange of solutions to counteract the problems caused by Covid 19 to teachers.
-) Propose an effective system in the new normal that will ensure growth and development in the curriculum.

METHODOLOGY

This is a comprehensive study that draws information from reputable web portals, as well as current and recently published research materials. It examines a variety of data to come up with a conclusion. The interconnectedness of various problems and obstacles that the teachers are facing in the light of the new normal that Administrator's should acknowledge. This paper's content also drew on similar research and a study of related literature as a source of knowledge and information data that answers all of the paper's questions. Furthermore, this paper discusses various areas that will be addressed in the future to come up with an urgent plan of action to provide reliable and efficient service. In this new standard of education, an effective curriculum is important.

Learning modalities in the New Normal Education and the factors that hinders its effectivity: A lot of things had happened recently, with the fast spread of the Corona Virus worldwide causing each nation to shut down. Each sector especially the education sector was affected, opening of classes was postponed a lot of times and was forced to adapt and try modular classes and digital learning. This new way of learning in the new normal causes a lot of distractions and complaints not only from parents and students but also by the teachers and administrators. As the country continues to confront different issues brought about by the coronavirus disease 2019 (COVID-19) pandemic, the Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020. The BE-LCP is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all. Under Section 6, Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001, DepEd is vested with the authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education. Hence, the BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the "new normal," keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. In line with this, the learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality:

-) **Face-to-face.** This refers to a modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners. Notably, this modality is feasible only in very low risk areas with no history of

infection, easily monitored external contacts, and with teachers and learners living in the vicinity of the school.

- J) **Distance learning.** This refers to a modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types, namely: Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. This is most viable for independent learners, and learners supported by periodic supervision of parents or guardians.
- J) **Blended Learning.** This refers to a learning delivery that combines face-to-face with any, or a mix of, Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.
- J) **Homeschooling.** This modality aims to provide learners with quality basic education that is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment. However, this modality will be the subject of a later DepEd issuance since there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the standard curriculum.

The BE-LCP, on the other hand, faces a number of obstacles in reality. First, coping with learners who are unable to learn independently or who do not receive periodic assistance from their parents or guardians would be a difficulty in implementing the different learning delivery modalities. The mass production of the required teaching and learning materials, as well as the support of media institutions such as television and radio stations, will be vital to the implementation. Second, DepEd will need substantial and additional financial resources in order to meet the objectives of the BE-LCP. This is where the support of the respective local government units, civil society organizations, and other stakeholders become indispensable. Third, students' overall growth would most likely be impacted. Students would have fewer opportunities for contact with their teachers and peers if the BE-LCP is implemented. As a result, their learning outcomes may be impacted, and students who are unable to cope with the transition may suffer negative consequences. This is where support interventions not only by DepEd but also by the family becomes relevant to mitigate this effect. During the COVID-19 pandemic, the learning environment would undoubtedly be very different. Despite the numerous socio-economic conditions of families that affect the provision of learning support at home and the unique needs of different learners, the DepEd is optimistic that the BE-LCP may be the key to providing quality basic education that is affordable and sensitive in the new normal.

Determine the problems of the teachers in the new normal that the Administrator needs to be prepared of:

Administrators are facing pressures and lots of expectations from the school, community, and the government. They face unique challenges in providing holistic, cultural support in the coming school year. All of the administrators saw themselves not only accountable to the students and teachers in their district, but to the families and community as well. Many feel the burden of accountability to entire communities or regions.

This presents many logistical, financial, and conceptual issues to address in the upcoming school year. Administrators may need external supports in order to tackle the myriad concerns present in their settings. Similarly, teachers fear that administrators or policymakers will forge ahead with unresponsive accountability demands. Furthermore, educational research demonstrates that no matter what policies are enacted, responsibility often falls on the teachers to put into practice. In general, the stories shared by teachers and administrators demonstrated just how intensely they were working to maintain productive relationships and social-emotional connection online; they knew that without a strongly forged teacher-student connection very little would be possible academically. Despite these efforts, however, it is difficult to transcend inherent challenges such as the pure transparency of Zoom or other platforms that can result in some students and families feeling vulnerable and teachers feeling intrusive and the fact that virtual learning and social distancing leave much to be desired when working toward relational learning environments.

The educators in this study found that whole-child teaching and learning—including relationship building or rebuilding—was incredibly difficult given the constraints of virtual learning. The emotional needs of educators provide one area for particular attention. Every expert interviewed for this study expressed concern over the emotional and professional impact of COVID-19 on teachers and administrators. This concern was echoed in the voices of educators who participated in the focus groups. Burnout, secondary trauma, empathic distress, and similar emotional responses are now at extremely high risk for educators. Many are newly attuned to this issue, and there is an urgent need to address it. Teachers may also be leaving the profession due to new challenges brought by COVID-19, with respect to the supply of teachers, growing evidence indicates an increase in teachers' decisions to retire early as a result of COVID-19-related challenges that either mirror or exacerbate those described in our series of reports, and even bring in new ones:

- J) Unsafe working environments,
- J) Lack of supports,
- J) Stresses associated with remote instruction,
- J) Burnout, and other professional and personal factors.

At this stage of the pandemic, perceived lack of safety is likely a major factor. Around one in three teachers say that COVID-19 pandemic has made them more likely to retire early or leave the profession, a figure that increases to about one in two or more among those with more than 30 years of experience or those ages 50 or older (one in six public school teachers are 55 or older, according to the most recent NCES data). The shortage in some states was actually artificially small because a significant group of older, more experienced teachers who were eligible to retire had stayed in the classroom into their 60s. Now, as the most vulnerable to COVID-19, they are likely to be the first to go. Similarly, the challenges of teaching remotely, and the lack of support needed to do so well, will turn off new (and even less new) teachers, likely increasing already high rates of attrition. Moreover, the combination of losing colleagues to COVID-19 and the intense personal stresses and demands that the pandemic is exacting on virtually all teachers will likely drive out still more. The forces driving demand for teachers are in conflict.

Meeting the safety requirements public health experts recommend for schools to operate safely, and providing the resources needed to lift up students who have lost ground, will greatly increase demand. At the most basic level, for example, just reducing class sizes to meet social distance requirements in class could substantially increase the number of teachers needed. Then there is the issue of quality and equity in education, Increased attrition among older teachers indicates a double loss, in terms of numbers and credentials, just at a time when the needs for more personalized instruction, smaller class sizes, and extended school schedules demand the opposite on the same two fronts. More highly credentialed teachers are needed to tackle the pandemic challenges and the inequities it has exacerbated. This will be especially important in high-poverty schools, where resources are already scarcest relative to the needs. As the pandemic persists, we cannot emphasize enough how critical it is for policymakers at all levels to act immediately. And they must learn from a critical lesson imparted by the prior recession and from the evidence: Failing to understand the close connections among resources, teachers' working conditions, and the shortage will greatly exacerbate the problems we already faced going into the pandemic. We cannot afford to make that mistake again. We must make more resources available to enable the relief, recovery, and rebuilding stages that will help us weather the pandemic, address the adverse impacts of COVID-19 on education, and build a stronger, more equitable public education system.

Present a range of solutions to counteract the problems caused by Covid 19 to Teachers: Since the start of COVID 19's assault, many countries have turned to distance learning as a means of mitigating the lost time in school (fully online in China, Italy, France, Germany and Saudi Arabia; mobile phones or television in Vietnam, Mongolia). In addition to infrastructure and connectivity, teachers' and administrators' familiarity with the tools and processes are also key factors in providing distance learning (Singapore). Other countries send kids home with lessons as homework (Lebanon). In Bulgaria, more than 800,000 accounts have been created for all teachers and parents, publishers have been mobilized to open the digital textbooks and learning materials for grades 1 to 10, and two national TV channels will broadcast educational tv. In the Philippines, they opted to try blended learning. Utilizing the modules for the students who don't have any internet connections and digital learning for those who preferred. As more countries close schools, more creativity will be needed. For instance, adapting existing platforms for use in smartphones, and/or agreeing with telecom companies to eliminate the cost of accessing material from Department of Education site could be part of the mitigation efforts to present a range of solutions to alleviate the disadvantages caused by COVID. This new standard of the post-COVID-19 era offers an opportunity to reshape educational objectives. In various fields of research, these are the current curriculum targets that touch on a collection of preparedness competencies in Education. Now, to fully incorporate it, they should prioritize also on how to keep the teachers sane with all the pressures he/she is facing. These can be done by the following:

-) Raise teacher pay to attract new teachers and keep teachers in their schools and their profession.
-) Elevate teachers voice and nurture stronger learning communities to increase teachers' influence and sense of belongingness.

-) Lower the barriers of teaching that affect teachers' ability to do their jobs and their morale.
-) Design professional supports that strengthen teachers' sense of purpose, career development, and effectiveness.

As frightening as this scenario is, there is a feasible way forward. The policy framework suggested is an important strategy for retaining highly skilled teachers while also recruiting new ones to the profession, and with the pandemic, implementing our recommendations is even more crucial.

Effective system in the new normal that will ensure growth and development in the Curriculum: New normal education has taught us a lot of things that we need to ponder. It just shows us that there are things that we needed to change and improve and that there is always a room for improvement. The closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled. Importantly, the lockdown of institutions not only affects internal assessments. In the Philippines, for example, all exams for the main public qualifications have been cancelled for the entire cohort. Depending on the duration of the lockdown, we will likely observe similar actions around the world. One potential alternative for the cancelled assessments is to use 'predicted grades', but Murphy and Wyness (2020) show that these are often inaccurate, and that among high achieving students, the predicted grades for those from disadvantaged backgrounds are lower than those from more advantaged backgrounds. Another solution is to replace blind exams with teacher assessments. Evidence from various settings show systematic deviations between unblind and blind examinations, where the direction of the bias typically depends on whether the child belongs to a group that usually performs well (Burgess and Greaves 2013, Rangvid 2015).

For example, if girls usually perform better in a subject, an unblind evaluation of a boy's performance is likely to be downward biased. Because such assessments are used as a key qualification to enter higher education, the move to unblind subjective assessments can have potential long-term consequences for the equality of opportunity. In higher education many universities and colleges are replacing traditional exams with online assessment tools. This is a new area for both teachers and students, and assessments will likely have larger measurement error than usual. Research shows that employers use educational credentials such as degree classifications and grade point averages to sort applicants (Piopiunik et al. 2020). The increase in the noise of the applicants' signals will therefore potentially reduce the matching efficiency for new graduates on the labour market, who might experience slower earnings growth and higher job separation rates. This is costly both to the individual and also to society as a whole (Fredriksson et al. 2018). The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative. In order to mitigate the negative impacts, schools need resources to rebuild the loss in learning, once they open again. How these resources are used, and how to target the children who were especially hard hit, is an open question. Given the evidence of the importance of assessments for learning, schools should also consider postponing rather

than skipping internal assessments. For new graduates, policies should support their entry to the labour market to avoid longer unemployment periods.

CONCLUSION

The global COVID-19 outbreak's unparalleled effects are ushering educational systems into a new normal era in human history. This paper attempts to show the problems of the teachers in the curriculum in times of Pandemic that needs to be addressed properly by the administration, it can be concluded that the biggest burden is put on the teachers. They are on a point where in they are unprepared and does not receive any proper support both from the administration and the government. The administrations criteria and guidelines are not sufficient enough to deal with the problem effectively. The learnt assessment criteria which includes tests and examinations are not really suited for modular and digital learning. Teachers can't assessed whether the task given to the students were really answered and done by the students independently or was it done by the parents and guardians. Teachers also need serious preparation with the use of online platform and on the creation of modules for different subjects. Others are dealing with the stress of having to deliver quality learning with tools for which they have received little or no training. Teachers need socio-emotional support to face the extra pressure being put on them to deliver learning in a time of crisis. They also need the tools to adequately communicate health risks and preventive measures to children, without burdening them with anxiety. They are all not ready with the situation that they are facing, which opens the issue of the quality of our education. To improve the quality of education, administrator's needs to provide appropriate trainings and support that will greatly help the teachers in providing quality instruction.

Recommendation

Following a series of assessments, analyses, and reviews of various research materials, this research review paper would like to make the following recommendations:

- 1) **Ensuring jobs and incomes.** The COVID-19 crisis is placing additional pressure on public budgets. Around the same time, the global economic downturn is already affecting business and family well-being. Contract teachers, substitute teachers, and education support staff in many countries are at risk of having their employment terminated and their jobs lost. Governments and all public and private education providers should work to preserve the entire teaching and education support staff, and their salaries and benefits. They will be essential for a rapid and effective recovery when schools re-open.
- 2) **Prioritize the health, safety, and well-being of teachers and students.** Teachers and families are all in a stressful situation. Some teachers, who may have already been exposed to the virus, are attempting to cope with the burden of being advised to work in places where the COVID-19 danger is increasing.
- 3) **Teachers should be active in the production of COVID-19 education responses.** Teachers have taken the lead in devising and implementing fast and imaginative solutions to the current crisis. COVID-19 responses must be established with the full participation

of teachers and their representative organizations, taking into account teachers' expertise, skills, and needs in order to be successful.

- 4) **Provide adequate professional support and training.** COVID-19 School closures have been so sudden. There is no adequate training on how to ensure that learning continues, or how to develop relevant, high-quality distance education packages. Teachers whose digital technology skills vary now have to adapt to new learning platforms and develop new strategies to engage children, while maintaining high standards of teaching and learning. To meet these challenges, governments and other providers must move swiftly to ensure that teachers receive the necessary training.
- 5) **Put equity at the heart of education responses.** Inequalities are also exacerbated by technological solutions to ensure learning consistency. Teachers, pupils, and families can only benefit from distance and e-learning if they have access to sufficient electricity, Internet access, laptops, and tablets, as well as physical workspace. Greater support and flexibility will be needed for teachers who work in remote areas or with low-income or minority communities, to ensure that disadvantaged children do not miss out.
- 6) A systematic solution from the Department of Education for the Development of Education should develop a well-designed platform with a specific given curriculum, as well as a fair and effective way of assessment.

As the situation evolves, a more purposeful approach is definitely required and must be learned by the administrator, by including teachers from multiple areas in evaluating and sharing their experiences about what worked well and what didn't. It should consider the problems and solutions faced by students, parents and most especially teachers in the midst of the pandemic.

Acknowledgment

The authors would like to express their profound gratitude and sincere thanks to everyone who has supported and contributed in any way to the completion and success of this project. The significance of their support has been crucial in the completion of this project. To Dr. Marilyn M. Miranda, for sparing us some time out of her busy schedule to scrutinize and shape this job. And most importantly, for her support, immeasurable assistance, and for sharing her brilliant ideas and expertise, all of which contributed significantly to the success of this endeavor.

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