



CHALLENGES AND COPING MECHANISMS IN SUPERVISION OF THE INSTRUCTIONAL LEADERS IN THE NEW NORMAL

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ABSTRACT

Supervision is an important role of instructional leaders in the new normal and is a pressing global issue. The study found out what challenges and coping mechanisms instructional leaders faced in supervising in the new normal. This is a pressing global issue that is of great interest to stakeholders. This mixed research method involved 102 faculty respondents and 6 Deans of the different Bataan Peninsula State University colleges. Results showed that 26 or 25.49% of the respondents belong to the age group of 32 to 39 years old. The Deans were designated as early as 3 months to 12 years. Their supervision experiences with the teachers and students include difficulties in monitoring teachers and students and innovative methods of instruction. Data showed that the deans considered planning a program for curriculum development (Mean=3.54, SD=0.82) as very challenging. Data indicate that a significant difference is not evident in the perception of teacher-respondents on the challenges their deans met in the new normal and the deans' coping mechanisms in resolving the challenges they met in the new normal when grouped according to the length of service. The analysis using Spearman's rho indicates a very weak positive correlation between coping mechanisms and the challenges in planning a program for curriculum development, implementing a definite program of supervision, and providing leadership in the professional upgrading of the faculty. The p-values which are statistically lesser than the alpha of .05 indicate that there is not enough evidence to claim that the relationship is significant, thus, it fails to reject the null hypothesis. The challenges that were experienced in supervision included the Dearth of Resources, Communication, and Age barriers. Coping mechanisms that they employed include versatility and flexibility in leadership. Supervisory competencies of instructional lead include Interpersonal Skills.

Keywords: Challenges and Coping Mechanisms, Convergent Mixed Method, Instructional Leaders, New Normal, Philippines

INTRODUCTION

Achievements in education are the element in the attainment of a degree for the majority of

people. It is a treasure that nobody can get from anybody. Some people are behind in ensuring the quality of instruction that every learner deserves to earn in school. Aside from the teachers, instructional leaders like principals, assistant principals, and head teachers in the

DepEd are the prime movers in basic education. At the college level, the deans, assistant deans, and program heads ensure quality instructions for the students.

Supervision as the important role of instructional leaders in this new normal is a pressing global issue that the educational system is of great interest nowadays. The questions about their effectiveness in supervising the day-to-day operation of the teaching-learning processes are always a prime concern of every stakeholder.

Francisco et al. (2020) found that a large number of educators in the Department of Education have made the unselfish decision to ensure that children continue to learn despite the COVID-19 pandemic. School administrators have exhibited the situational leadership approach known as "New Normal Leadership" which has helped improve high-quality education nationwide. Three concepts from the three significant school administrators' responses were taken to show that there is a "New Normal" in leadership: flexibility while maintaining a strong commitment, being an effective instructional decision-maker, and a new paradigm in leadership.

Even with competent educators on the ground, these people have limited capacity to deal with various human and non-human disasters. There is no manual for school administrators to use when they make judgments and attempt to move forward during the pandemic, claims Anderson (2020). In these difficult times, their enlightened judgment is quite useful and significant.

This study aims to shed insight into the challenges encountered and coping mechanisms used by university instructional leaders. The findings of this study will provide the deans with a platform to better prepare themselves to mitigate plans for resolving present and future challenges.

OBJECTIVES OF THE STUDY

This study aimed to:

1. describe the profile of the respondents.
2. Analyze the experiences as deans of the college.
3. identify the challenges faced by the deans on the supervision as perceived by the faculty.
4. Evaluate the coping mechanisms used by deans.
5. determine the differences in respondents' perception of the challenges their deans met in the new normal when grouped according to profile.
6. determine the differences in the perception of respondents on the coping mechanisms of their deans met in the new normal when grouped according to profile
7. determine the relationship between the challenges and coping mechanisms that the deans manifested.

METHODOLOGY

Research Design. The Convergent Mixed Method was employed in this study, which is a one-phase methodology that collects and analyzes both quantitative and qualitative data before comparing the results to determine whether the data support or contradict one another.

Respondents/Subjects of the Study. The respondents in the quantitative were one hundred two (102) faculty respondents. The participants of the qualitative part were the five Deans in the different programs at the university.

Data Gathering Procedure. This study included both quantitative and qualitative research methods. To improve the research's impartiality and trustworthiness and to provide a review trail for moral and methodological judgments, the researchers employed reflective journaling to record information from the interview.

Statistical and Data Analysis Plan. Descriptive statistics such as frequency, percentage, and mean were used along with Analysis of Variance (ANOVA), Independent Sample t-test, Spearman's rho, and Tukey Test. For qualitative data, a QDA Miner software package was utilized.



RESULTS AND DISCUSSION

1. Profile of the Teacher Respondents

Table 1
The Teacher-Respondents' Profile

Age	f	%
24 to 31	23	22.55
32 to 39	26	25.49
40 to 47	13	12.75
48 to 55	19	18.63
56 and above	21	20.59
Total	102	100.00
Sex	f	%
Female	64	62.75
Male	38	37.25
Total	102	100.00
Length of Service	f	%
1 to 9	44	43.14
10 to 19	20	19.61
20 to 29	24	23.53
30 to 39	14	13.73
Total	102	100.00

According to the table, 26-25.49% of the respondents are 32-39 years old, 23-22.55% are 24-31 years old, 21-20.59% are 56+ years old, and 19-18.63% are 48-39 years old. 55 years old, 13 or 12.75% he is 40-47 years old. 64 (62.75%) of the responses were female, while 38 (37.25%) were male. A total of 44 people, or 43.14%, fall into the tenure categories of 1-9 years, 20-29 years 23.53%, 10-19 years, or 19.61%, and 30-39 years, or 13.73%.

As stated by Graham et al. (2020), the results of this study are credible. All of this suggests that novice instructors are performing on par with or perhaps better than veteran teachers, but that the overall quality of education may be higher. More support and professional development are needed to improve instruction for all teachers, not just those who are starting out in their careers. It is preferred to take part in "formal, one-size-fits-all 'in-service' or conference-style" events. The Deans should take these ideas into account when managing their staff.

Interviews reveal three-month tenures for Dean C, 12 years for A, one

year for B, 11 months for D, and five years for E.

Deans with different tenure and experiences in leadership face challenges in monitoring teachers and students, leading to challenges in innovative methods of instruction and classroom performance monitoring.

*As shared by Participant B,
"The university has created tools like Jibble and the monthly completion of professors' synchronous and asynchronous classes to make monitoring professors and students easier. However, it has been difficult due to the constrained monitoring plan."*

In the study of Nasim (2021), the faculty members in the interview revealed that their perceptions of the dean leaders' leadership efficacy were rated as having a low level of research efficacy but a nearly equal level of teaching efficacy. However, in the present study, the narratives focused more on the supervision of the deans as to their teaching performance which they consider challenging in times of crisis. The research activities of the teachers were not mentioned in the interviews.

Innovative methods of instruction. Due to the sudden change in the environment brought about by the pandemic, the Deans swiftly changed things like what was said by;

Participant A; "The need to change the mindset of teachers, particularly the old school to adapt to the sudden change in the setup of instructional modality.."

Participant D shared;

"In the era of the new normal, we have to admit that the dean's job has become increasingly demanding and tedious. B. Must comply with standard health and safety protocols, mutually beneficial learning environments for students and



faculty, learning strategies, reports, and other concerns from faculty and students requiring immediate attention.”

These results are similar to the findings of Dumulescu and Mutiu, A. (2021), that the Deans made a responsible decision by coming up with workable methods to keep the activity going through the pandemic. Decentralization also allowed Deans the chance to develop and use new systems, connect in novel ways, and discover fresh benefits and solutions to continue their work.

2. Challenges of the Deans under the New Normal Environment

2.1. In terms of Planning a Program for Curriculum Development

Table 2
Challenges in Planning a Program for Curriculum Development

Variables	Mean	SD	Descriptive Interpretation
1. Work closely with the instructors to plan, identify the key concerns and trends, and resolve them.	3.31	0.97	Moderately Challenging
2. Conduct activities in curriculum development that meet accreditation and ISO standards.	3.70	0.90	Very Challenging
3. Put the new program into action and implementation.	3.60	0.99	Very Challenging
4. Locating useful resources to help with program implementation	3.44	0.97	Very Challenging
5. Assessing the program's progress and making necessary updates.	3.66	0.97	Very Challenging
Composite Mean	3.54	0.82	Very Challenging

The respondents have considered the challenges that the deans met on the supervision under the new normal environment in terms of

planning a program for curriculum development (Mean=3.54, SD=0.82) as very challenging.

The current study and WChuan-Hsing's (2016) study found that it is difficult to plan a curriculum development program and promote teachers' professional growth. The dean of the Office of Academic Affairs is responsible for planning teachers' professional development and providing them with the time and resources to do so.

2.2. In terms of Implementing a Definite Program of Supervision

Table 2
Challenges in Implementing a Definite Program of Supervision

Variables	Mean	SD	Descriptive Interpretation
1. Exercising management over faculty attendance to classes and other school activities.	2.93	1.15	Moderately Challenging
2. Exercising supervision over classroom management and instruction improvement.	3.16	1.11	Moderately Challenging
3. Determine and fulfill needs for all off-site requirements	3.16	1.16	Moderately Challenging
4. Support planning and collaborative decision-making and keep staff informed of concerns and initiatives for the entire college.	3.09	1.12	Moderately Challenging
5. Guarantee that the safety measures against COVID-19 are being implemented.	3.51	1.29	Very Challenging
Composite Mean	3.17	1.02	Moderately Challenging

The respondents have considered the challenges that the deans met on the supervision under the new normal environment in terms of



implementing a definite program of supervision (Mean=3.17, SD=1.02) as moderately challenging.

The issues with the Deans' moderation in this study may be resolved, and the outcomes are identical to those of Maisyaroh et al. (2021). They found that seminars, lesson studies, self-evaluations, peer talks, and teacher's meetings were the most often used methods of instructional supervision and that their efficiency differed across Indonesia and the Philippines. Finding the ideal strategies to minimize these difficulties is crucial.

The interviews also revealed that there was a Dearth of Resources. According to Participant C,

“Online learning services faced numerous challenges, such as low technological literacy, lack of technological resources, technology-based issues, assessment and evaluation techniques, and the creation and maintenance of support systems.”

Almeida (2021) reached a similar conclusion, showing that one problem is that not all professors receive the same amount of distance learning training. With the unplanned transition to distance learning and little time left for preparation and training, some less tech-savvy teachers were feeling a little confused.

2.3. In terms of Providing Leadership in the Professional Upgrading of the Faculty

The respondents have considered the challenges that the deans met on the supervision under the new normal environment in terms of providing leadership in professional upgrading of the faculty (Mean=3.26, SD=0.99) as moderately challenging.

The results of this study coincide with the findings of Arntzen (2016), the Deans want to have an impact on teacher education, but it is no longer possible to combine academic activity with research, teaching, and learning opportunities.

Table 3
Challenges in Providing Leadership in Professional Upgrading of the Faculty

Variables	Mean	SD	Descriptive Interpretation
1. Administer the faculty valuation	3.27	1.05	Moderately Challenging
2. Evaluate faculty based on the accomplishments they set in the IPCR.	3.14	1.16	Moderately Challenging
3. Lead the faculty through the conduct of research, community and extension services	3.50	1.13	Very Challenging
4. Assess, accept, and handle teacher requests for conference attendance, textbook choices, supplies, and equipment orders.	3.32	1.15	Moderately Challenging
5. Update faculty in the implementation of flexible instructions.	3.06	1.17	Moderately Challenging
Composite Mean	3.26	0.99	Moderately Challenging

2.4. In terms of Deans Met in Communication and Submission of Reports

The respondents have considered the challenges that the deans met on the supervision under the new normal environment in terms of communication and submission of reports (Mean=3.01, SD=1.14) as moderately challenging.

According to McDiarmid (2020), communication and report submission challenges are both moderately difficult, but they are still requirements for deans. The findings also revealed that regular and frequent communication was another crucial strategy mentioned by several deans.



Table 4
Challenges the Deans Met in Communication and Submission of Reports

Variables	Mean	SD	Descriptive Interpretation
1. Submit to the Office of the President, through the Presidential Staff, pertinent reports on his/her College	3.03	1.16	Moderately Challenging
2. Submit a written report to the Office of the Vice President for Academic Affairs.	3.06	1.23	Moderately Challenging
3. Make a written report, in consultation with the College Coordinator concerned, on the performance of the members of the faculty of his/her College;	3.08	1.12	Moderately Challenging
4. Preparation and submission of narrative reports of various activities.	2.95	1.26	Moderately Challenging
5. Cascading of important information to the faculty, students, and staff.	2.92	1.30	Moderately Challenging
Composite Mean	3.01	1.14	Moderately Challenging

Other experiences with communication and age barriers were disclosed in the interviews with the Deans. According to Participant E

“Isn't it difficult to discuss in an online meeting? For example, discuss topics that are difficult to demonstrate or coordinate. Taking an online course today is also difficult because you don't know if there are students or other people in the virtual classroom. There was also the problem of not having enough time to prepare when sending reports to other offices.. ”

Participant D, an age problem exists;

“ I think one of the challenges in doing my supervision under the new normal environment is my age difference from the majority of my senior faculty subordinates. Since we are on-site, there are some instances that I have to consider their position (seniority), health, and emotional concerns in making any

particular decision that may affect the majority of the faculty and students.”

The current study and Kezar's (2019) study are similar in that leaders should consider the most effective communication style and tone. It is important to have numerous open channels of communication during a crisis. The form of communication chosen should be taken into consideration, as the preferences of the participants may vary. Faculty and staff may prefer Leadership updates by email, while other students prefer social media platforms or SMS services.

3. Coping Mechanisms of the Deans

Table 5
Coping Mechanisms Used by the Deans in Supervision

Variables	Mean	SD	Descriptive Interpretation
1. Develop strategies to address academic rigor.	4.08	0.90	Often
2. Accurately assess the situation and take appropriate action.	4.13	0.84	Often
3. Meet schedules and timelines	4.26	0.69	Always
4. Plan and organize work	4.36	0.88	Always
5. With instructors, staff, students, and community members, communicate clearly both orally and in writing.	4.26	0.82	Always
6. Establish college goals and priorities in accordance with Strategic Plan.	4.23	0.85	Always
7. Keep up-to-date with program requirements, rules, and guidelines.	4.37	0.84	Always
8. Disseminate information to the faculty, and students when necessary.	4.43	0.83	Always
9. Spare time in addressing faculty and students' queries and problems.	4.51	0.77	Always
10. Make the communication line open at all times.	4.42	0.80	Always

It can be concluded that indicator 9 (Mean=4.51, SD=0.71), indicator 8 (Mean=4.43, SD=0.83), indicator 10 (Mean=4.42, SD=0.80), and indicator 1 (Mean=4.08, SD=0.90) are the



deans' top three coping strategies, while indicator 1 (Mean=4.08, SD=0.90) is the least effective and appears in rank 10.

Similar results were seen in the Dykstra-Lathrop (2022) study, highlighting the importance of leadership qualities like open and regular communication, adaptability, empathy and concern for others, and self-care.

The interviews offered key opinions on how the Deans dealt with the issues they had in supervising, allowing us to further glean important insights from them. Versatile and Flexibility in Leadership are important, as mentioned by Participant A;

“First, changing the mindset by properly distinguishing home and office in one environment. Second, upgrading through technology and managerial capability. Third, I make sure that a one-day break should be part of my daily office routine at home.”

Participant D said;

“I manage to supervise them smoothly by maintaining open communication with them. The office also supports faculty's personal development engagement and maintains an emotionally supportive environment.”

Vaari's study (2015) supports this finding, showing that flexibility is the key to effective leadership. Flexibility is a key quality all great leaders share to perform well in a variety of situations. Leadership is about influencing, and leaders want to persuade people to act in certain ways to achieve their goals.

The Deans suggested the supervisory competencies of instructional leaders Interpersonal Skills Communication, emotional intelligence, and people management are well-developed skills for the Dean;

Participant B shared,

“Skills in conflict resolution is another skill that I also applied to cope with

challenges brought about by the difficulties of monitoring students and faculty members.”

Participant D also considered, *“communicating effectively as one of the competencies that I applied to cope with challenges. I make sure that I deliver correct, non-biased information to students and faculty.”*

According to Participant A,

“For me, in this new educational landscape, Coaching and Mentoring are very important through engaging in peer assistance for professional growth and development for effective teaching and successful student learning”.

The post-pandemic college will have a new purpose, be organized differently, and have different resources, claims Coll (2021) research. The new responsibilities of the academic dean will include taking the initiative in creating this new design, promoting its adoption, and offering guidance throughout its execution.

4. Comparison on Challenges

Analysis results using analysis of variance (ANOVA) showed that there is no significant difference between teachers' and respondents' perceptions of the challenges faced by deans. However, there are significant differences when planning a curriculum development program. Post-hoc comparison test with Tukey's test, there is a difference between mean response (mean = 3.21, SD = 0.56) and clear surveillance program implementation (F = 2.94, p=0.02) for the age group 24-31 years is suggested. A post-hoc analysis indicates that a difference exists between the age groups 56 and older (mean = 3.78, SD = 1.12).

Smethers (2020), also discovered that maintaining effective communication across departments is a very important task in leadership.



This is similar to the present study.

4.1. In terms of Experience by the Deans According to Age

Table 5
Differences in the Challenges Experienced by the Deans According to Age

Domains	Group	Mean	SD	F	Sig.	Decision on H ₀	Interpretation
Plan a program for curriculum development	24 to 31	3.21	0.56	2.53	0.04	Rejected	Significant
	32 to 39	3.44	0.81				
	40 to 47	3.65	0.73				
	48 to 55	3.58	0.94				
	56 and above	3.94	0.88				
Implement a definite program of supervision	24 to 31	2.85	0.69	2.94	0.02	Rejected	Significant
	32 to 39	3.03	0.87				
	40 to 47	3.26	0.84				
	48 to 55	3.00	1.30				
	56 and above	3.78	1.12				
Provide leadership in professional upgrading of the faculty	24 to 31	3.04	0.66	1.53	0.20	Accepted	Not Significant
	32 to 39	3.16	0.87				
	40 to 47	3.45	0.84				
	48 to 55	3.07	1.28				
	56 and above	3.67	1.16				
Communication and Submission of Reports	24 to 31	2.69	0.91	2.00	0.10	Accepted	Not Significant
	32 to 39	2.92	1.19				
	40 to 47	3.09	0.84				
	48 to 55	2.83	1.26				
	56 and above	3.57	1.21				

4.2. Experience by the Deans According to Sex

Table 6
Differences in the Challenges Experienced by the Deans According to Sex

Domains	Group	Mean	SD	t	Sig.	Decision on H ₀	Interpretation
Plan a program for curriculum development	Female	3.68	0.80	2.15	0.03	Rejected	Significant
	Male	3.32	0.81				
Implement a definite program of supervision	Female	3.25	1.06	1.09	0.28	Accepted	Not Significant
	Male	3.03	0.95				
Provide leadership in professional upgrading of the faculty	Female	3.31	1.05	0.62	0.53	Accepted	Not Significant
	Male	3.18	0.90				
Communication and Submission of Reports	Female	3.12	1.15	1.28	0.20	Accepted	Not Significant
	Male	2.82	1.11				

On the results of the analysis using the Independent Sample t-test, data indicates that a significant difference is not evident in the perception of teacher-respondents on the challenges their deans met in the new normal in terms of implementing a definite program of supervision (t=1.09, p=0.28); providing leadership in professional upgrading of the faculty (t=0.62, p=0.53); and communication and submission of reports (t=1.28, p=0.20) as provided by the p-values which are greater than the alpha of .05,

thus, failing to reject the null hypothesis. However, a significant difference is evident in terms of planning a program for curriculum development (F=2.15, p=0.03) since the p-value is lesser than the alpha of .05, thus, rejecting the null hypothesis.

4.3. In terms of Experience by the Deans According to Length of Service

Table 7
Differences in the Challenges Experienced by the Deans According to Length of Service

Domains	Group	Mean	SD	F	Sig.	Decision on H ₀	Interpretation
Plan a program for curriculum development	1 to 9	3.34	0.71	1.77	0.16	Accepted	Not Significant
	10 to 19	3.63	0.62				
	20 to 29	3.73	1.10				
	30 to 39	3.76	0.74				
	40 to 49	2.93	0.73				
Implement a definite program of supervision	1 to 9	3.33	0.83	1.43	0.24	Accepted	Not Significant
	10 to 19	3.33	1.46				
	20 to 29	3.40	1.08				
	30 to 39	3.40	1.08				
	40 to 49	3.08	0.79				
Provide leadership in professional upgrading of the faculty	1 to 9	3.47	0.72	0.94	0.42	Accepted	Not Significant
	10 to 19	3.41	1.36				
	20 to 29	3.41	1.36				
	30 to 39	3.26	1.17				
	40 to 49	3.26	1.17				
Communication and Submission of Reports	1 to 9	2.88	1.02	0.48	0.70	Accepted	Not Significant
	10 to 19	2.97	1.02				
	20 to 29	3.18	1.43				
	30 to 39	3.18	1.43				
	40 to 49	3.19	1.14				

On the results of the analysis using the Analysis of Variance (ANOVA), data indicate that a significant difference is not evident in the perception of teacher-respondents on the challenges their deans met in the new normal in terms of planning a program for curriculum development (F=1.77, p=0.16); implement a definite program of supervision (F=1.43, p=0.24); providing leadership in professional upgrading of the faculty (F=0.94, p=0.42); and communication and submission of reports (F=0.48, p=0.70) as provided by the p-values which are greater than the alpha of .05, thus, failing to reject the null hypothesis

5. Comparison of Coping Mechanisms

5.1. In terms of Coping Mechanisms Used by the Deans According to Age



Table 8
Differences in the Coping Mechanisms Used by the Deans According to Age

Domains	Group	Mean	SD	F	Sig.	Decision on H ₀	Interpretation
Coping Mechanisms	24 to 31	4.25	0.79	2.01	0.10	Accepted	Not Significant
	32 to 39	4.03	0.72				
	40 to 47	4.59	0.35				
	48 to 55	4.43	0.64				
	56 and above	4.41	0.61				

On the results of the analysis using the Analysis of Variance (ANOVA), data indicate that a significant difference is not evident in the perception of teacher-respondents on the coping mechanisms used by the deans in resolving the challenges they met in the new normal when grouped according to the age (F=2.01, p=0.10) as provided by the p-values which are greater than the alpha of .05, thus, failing to reject the null hypothesis.

5.2. In terms of Coping Mechanisms Used by the Deans in the New Normal Environment According to Sex

Table 9
Differences in the Coping Mechanisms Used by the Deans in the New Normal Environment According to Sex

Domains	Group	Mean	SD	t	Sig.	Decision on H ₀	Interpretation
Coping Mechanisms	Female	4.30	0.65	0.05	0.96	Accepted	Not Significant
	Male	4.31	0.74				

On the analysis using the Independent Sample t-test, data indicates that a significant difference is not evident in the perception of teacher-respondents on the coping mechanisms used by the deans in resolving the challenges they met in the new normal when grouped according to the sex (t=0.05, p=0.96) as provided by the p-values which are greater than the alpha of .05, thus, failing to reject the null hypothesis.

5.3. In terms of Coping Mechanisms Used by the Deans According to Length of Service

On the analysis using the Analysis of Variance (ANOVA), data indicate that a significant difference is not evident in the perception of teacher-respondents on the coping mechanisms used by the deans in resolving the challenges they met in the new normal when grouped according to

the length of service (F=2.03, p=0.11) as provided by the p-values which are greater than the alpha of .05, thus, failing to reject the null hypothesis.

Table 9
Differences in the Coping Mechanisms Used by the Deans According to Length of Service

Domains	Group	Mean	SD	F	Sig.	Decision on H ₀	Interpretation
Coping Mechanisms	1 to 9	3.19	1.14	2.03	0.11	Accepted	Not Significant
	10 to 19	4.27	0.62				
	20 to 29	4.06	0.93				
	30 to 39	4.55	0.54				

6. Correlation

Table 9
Correlation between Challenges and Coping Mechanisms

Variables	r	Sig.	Decision	Interpretation
Plan a Program for Curriculum Development→Coping Mechanisms	.188	.06	Accepted	Not Significant
Implement a Definite Program of Supervision→Coping Mechanisms	.111	.27	Accepted	Not Significant
Provide Leadership in Professional Upgrading of the Faculty→Coping Mechanisms	.020	.84	Accepted	Not Significant
Communication and Submission of Reports→Coping Mechanisms	.013	.90	Accepted	Not Significant

According to the findings, there is no relationship between the challenges they encountered and the coping mechanisms they frequently used, which are similar to the application of the Situational Theory of Leadership, because no matter what challenges they encountered, their immediate solutions were appropriate for the circumstances at hand.

CONCLUSIONS

The study concludes that teachers' perceptions of deans' challenges and coping mechanisms in the new normal do not differ significantly. There is a very weak positive correlation between coping mechanisms and leadership roles in planning curriculum development programs, implementing the supervisory program, and teacher professional development.

RECOMMENDATIONS

In light of the results of the study, the following recommendations were hereby suggested:

1. More professional advancement like attendance to seminars and training is encouraged to include in the college's annual plan.
2. Include in the plans of Academic Affairs the workshop seminars on curriculum development so that the deans with the program heads learn enough knowledge to develop or revise the curricula in their program.
3. There must be a specified consultation time intended for faculty and students in the schedule of activities of the Dean to address all the faculty and students' concern.
4. Leaders need to be sensitive and find ways to improve the management of their colleges. Deans can also take training courses to become better leaders.
5. The Dean must continue to develop his ability to solve any problem in the college he serves and not pay much attention to how the teachers look at him.
6. Coping mechanisms and challenges in planning curriculum development programs, implementing specific mentoring programs, and taking leadership roles in faculty professional development are other concerns that deans must address

7. The Dean must possess social skills under the interpersonal skills category. They need to exhibit the ability to engage, communicate, and work together with people aided by their interpersonal competencies.

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