KEEPING THE BOND STRONG: PARTNERSHIP BUILDING IN THE NEW NORMAL

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Table of Content

Abstract

Partnership building, resourcing, and linkages were tested as the new normal took over. The present study focused on the capability of the schools to adapt to the new system of partnership building, addressing the needs in line with the BE-LCP and the ability to cope despite the challenges caused by the pandemic. Eight (8) participants designated as Brigada Eskwela or Adopt-a-School coordinators participated in this qualitative descriptive study. Findings showed that themes emerged based on the factors mentioned such as *Media Partnership, Presentation of the New Normal Needs, Sensitive to the Current Financial Condition* for the adaptability in the new system of Partnership; *Reduced Partnership, Communication Gap, and Downside of Multi-Tasking* as far as the challenges they experienced is a concern; *Planning is the Key, Shared Responsibility, Making the most out of the Resources Provided, and Stakeholders Initiative* under the resources in support of BE-LCP; and *Nurturing Professional Growth, Providing Emotional Support, Self-Care, Keeping up with the Challenges, Strengthening Faith* as the approaches to adapt with the challenges amidst pandemic. These findings contributed to developing a framework that could help achieve Partnership in the new normal.

Keywords: *Partnership Building, New Normal Needs, Resourcing, BE-LCP*

Keeping the Bond Strong: Partnership Building in the New Normal

The year 2020 is considered one of the most challenging years for the human race, for it has delivered various challenges, struggles, and many abrupt shifts into its environment brought forth by the Covid-19 pandemic that we are still combatting up to this date. These unforeseen modifications have led the world to what is now known as the "new normal," which, as defined by Lexico Dictionary (2020), is the idea of a previously unfamiliar or atypical situation that has become standard, usual, or expected, which causes a paradigm shift in all aspects of life.

Relative to this, two of the most affected sectors in the country are education and business. At the same time, health and safety are critical against the spread of Covid-19 as the enhanced community quarantine and other quarantine measures imposed by the government significantly affected business operations and activities throughout the archipelago. Several industries from various scales and businesses had massive layoffs and closure operations due to financial fragility (Bartik et al., 2020). A comprehensive survey conducted by Asian Development Bank (2020) specified that after the intense lockdown of NCR, Calabarzon, and other regions, most Philippine enterprises faced the immediate closure of business or their business operations were limited. According to the survey, 65.9% of enterprises that participated in the study temporarily closed their firms after the enhanced community quarantine. In comparison, those in limited operations with a percentage of 29.1% proceeded with their operations. Among those in limited operations, one-fifth reported that more than 50% of their business continued, while 78.4% reported less than 50% operational.

When it comes to the expected time recovery of these industries, most of the surveyed enterprises could not assess the scheduled time frame for business recovery following the lifting of the ECQ, mainly because of the uncertain business environment (Asian Development Bank,

2020).

Further, this prompted changes in the school system worldwide in terms of education. To name a few, learning institutions under the basic education were instructed to halt the face-to-face classes around March of the same year to mitigate the spread of the virus and ensure the safety of its learners and personnel, however, compromising the administration of final examinations and administrations of year-end rites.

Due to this, the Department of Education (DepEd) readily responded to these changes by adapting to the new normal in education by utilizing distance learning modalities like modular, radio and tv based instructions, and online learning. However, this situation showed how the continuity in the teaching and learning yields a more challenging scenario for the school, learners, teachers, and the parents/guardians. While educational agencies and schools had some contingency plans in case of emergencies, the Covid-19 realization still resulted in a more massive impact. Hence, it displayed the most extended sustained disruptions the education sector faces. Considering the existing educational gaps, especially in terms of access, equity, and resources, it can be concluded that DepEd may be deemed unprepared.

News all over the country is circulating about the status of DepEd when it comes to the budget in supporting the Learning Continuity Plan. In an article written by Umil (2020), the lack of paper and photocopying machines and printers is what most public schools need to implement distance learning for this current school year, 2020-2021. Meanwhile, a school head from a national high school in Bacolod City disclosed that they need to ask for donations to augment their budget for printing learners' activity sheets. Another school head from Cotabato City said they also had to do with their remaining school funds with donations from their alumni to support this year's distance learning. In addition, teachers also had to shell out from their own

pockets for the expenses in making video lessons for the new learning modalities (Umil, 2020).

These efforts can be considered one of the many ways to address and sustain the needs of this

school year's learning progression.

In a recent House committee hearing on the appropriations of the proposed 2021 budget

held this September, DepEd Undersecretary Diosdado San Antonio said that modules in some

subjects would be used again or adapt the rotation basis provided that they would undergo

disinfection before being used by the next set of learners. In other words, some students would

have to share their self-learning modules (SLMs) due to the lack of funding for the reproduction

of the materials (Mercado, 2020). These statements are incongruent with how DepEd had seen

this situation last July 2020. In an article written by Cerrudo (2020), DepEd has assured a

sufficient budget for implementing the basic education learning continuity plan (BE-LCP) this

school year. In addition, DepEd identified six (6) strategies to fund the BE-LCP. These include

modification of programs and projects (PAPs), use of the available balance of the school

maintenance and other operating expenses (MOOE), and the use of the local government's

special education fund (SEF).

Furthermore, DepEd also emphasized the enhancement of its partnerships with

development partners, maximize private sector contributions, and boost this year's Brigada

Eskwela or commonly known as the national maintenance week of the schools, where it aims to

encourage stakeholders to participate and contribute their time, effort and resources in ensuring

that all public schools are ready for the opening of classes. The traditional way of conducting

Brigada Eskwela (BE) involves clean-ups and repairs of school facilities and buildings, with

teachers, students, parents, and volunteers participating in the effort (Bernardo, 2020). On the

other hand, the new concept of Brigada Eskwela focuses on the preparations and strengthening

of partnership engagement to ensure that learning continues even in crises. In addition, this new concept of the BE will highlight partnership initiatives that compliment DepEd's efforts to ensure that quality primary education will continue despite challenges posed by Covid-19 and the implementation of a Learning Continuity Plan (Bernardo, 2020).

Thus, filling in this gap is where the partner agencies, industries, school community, and other stakeholders are needed the most. Willems and Gonzales-DeHass (2012) describe school-community partnerships as meaningful and vital relationships with community members, organizations, and business industries committed to cooperatively working together with a shared responsibility to advance the development of students' intellectual, social, and emotional well-being. School–community partnerships can impact student success and post-school outcomes and positively influence and benefit the community in return. These school-community partnerships play an essential role in successful schools, often providing supports and resources to meet staff, family, and students' needs that go beyond what is typically available through school (Gross, Haines, Hill, Grace, Blue-Bunning & Turnbull, 2015). More so, Auerbach (2010) states that partnership building, in this case, Authentic Partnership, should be respectful collaboration among educators, families, and community groups that value relationship building, dialogue, and power-sharing as part of a socially just, democratic school result in effective school-community partnerships. In addition, studies (Anderson, Houser & Howland, 2010; Bryk, 2010) have stipulated that building a healthy and positive partnership in school is vital and critical for students' overall development. To support this claim, according to Sheldon (2003), as cited by Gross et al. (2015), schools that maintain a strong partnership in the community and have a higher percentage of students performing on grade level have increased parental volunteerism (Anderson et al., 2010), have supported school reform efforts (Mcalister,

2016), and have increased students' test scores and attendance rates as well as learning opportunities outside of school.

However, even the most vital partner that each school has also suffered greatly from this pandemic. In an article written by Steel (2020), the Covid-19 pandemic has disrupted planned stakeholder and community engagement programs and eliminated many of their tactical options as the face-to-face engagement is no longer possible during the time of physical distancing, most especially when memorandum no. 53 s.2020 was punt into effect. This entails the precautionary measures stipulated in the conduct of partnership engagements. Regions also localized the implementation of policy guidelines for mobilization and networking or partnership activities like what schools' division office of Ilocos Sur mandated, wherein no face-to-face partnerships activities shall be conducted to keep safe until such time that the authorities shall allot it. Furthermore, due to the importance of addressing the safety and security of the learners, teaching and non-teaching personnel and all the stakeholders must strictly comply with the following guidelines: stringent social distancing measures, adequate health protocol, and health monitoring system, local quarantine rules, and limitation or prevention of face-to-face group discussion.

The said unfortunate events resulted in the decrease of assistance given by stakeholders and partner industries. Hence, schools are now encouraged to be more resilient, adaptive, and flexible in looking for support to sustain their plans and other projects relevant to the learners' future. Therefore, these pieces of evidence encouraged the researchers to explore how public schools continuously adapt to these changes, cope with the new system in education, address the demands of the school and community, and show resiliency towards service to the learners.

These further improvements of the department and how the current health incident delivered setbacks and confusion to the public motivated the researchers to understand how these

public schools adapt and cope with the new normal, sustain the needs of the school and its community, build engagements to its stakeholders in the time of crisis, and manifest positive service to its learners. Aldridge (2020) claims that educational leaders need to look at their approaches and available support to identify how they can better support learners from disadvantaged backgrounds to close the attainment gap brought by the pandemic.

Thus, this study aimed to explore the current situation of public schools in partnership building in this new normal. Specifically, the study answered the following questions:

1. How may the schools' adaptability to the new system in partnership building be described?

2. What are the challenges faced by the schools in establishing sustainable partnerships?

3. How may the needed resources in support of their Basic Education Learning Continuity Plan be taken and addressed?

4. How may the challenges of the school amidst the pandemic be adapted and addressed?

Given this unique situation, the study is deemed significant and is beneficial to the following:

For the Public Schools. It will heighten their social awareness and obligations in acknowledging the vital contributions of a robust school-community partnership supporting the Learning Continuity Plan of DepEd, especially in this new normal education.

For the Stakeholders. Though some stakeholders' efforts to assist schools this year were interrupted, they can use the future results of this study to reconfigure and realign their efforts to continue their genuine support for the betterment of their beneficiary institutions.

For the Learners. Given the initiatives provided by the school concerning partnership building, learners will benefit the most in various aspects like academic, personal-social, and career-related matters when there is a successful, strong school-community partnership.

For the Division of Angeles City. The future findings of this study will help the division office recognize the needed help and assistance of the schools in terms of partnership building in the new normal. More so, this recognition of needs can be used to conceptualize strategies that are solution-focused and tailor-fitted with partnership building.

The study explored how public schools adapted and coped with the new concept of partnership building and how they addressed and sustained the needs of their respective schools concerning the Learning Continuity Plan of the Department of Education. Eight (8) schools were selected to participate in the study distributed to the four (4) districts of the division: north, south, east, and west. Two (2) schools per district were considered, and only the school head or Brigada Eskwela or Adapt-a-School Program coordinator was chosen as the target participant for each school.

Since the emerging problem is relatively new, related studies and literature are limited. Nonetheless, this helps the topic establish its own identity as too much-related literature in a qualitative paper before the data collection might cause data saturation. According to Glaser and Straus (1968), this idea was to avoid the kind of preconceptions that a literature review would create and instead focus entirely on the data itself.

Work Plan

October 14-18, 2020	Writing of Proposal Paper
October 19-30, 2020	Research Proposal Evaluation
November 9, 2020	Submission of a letter to SDS requesting to conduct the study
November 13, 2020	Shortlisting and randomly selecting participating schools based on the school directory
November 14-19, 2020	Validation of semi-structured questions

November 20, 2020	Submission of letters and discussion of the rationale/objective of the study to the selected schools/participants
November 25, 2020	Distribution informed consent to the selected participants. Discussion of the preferred dates/times of interviews will also be discussed.
November 26 to January 2021	It gathered data using interviews or naïve sketches of 16 participants from 8 schools.
February 2021	Analyzing the data using thematic analysis
March 2021	Writing of Final manuscript

Cost Estimate

Particulars	Quantity	Unit	Estimated cost per unit	Total Cost
Supplies and Materials		-	Php 2,000.00	Php 2,000..00
Communication Expenses	-	-	Php 2,000.00	Php 2,000.00
Travel Expenses	-	-	Php 1,000.00	Php 1,000.00
Reproduction of Final Copy	-	-	Php 1,000.00	Php 1,000.00
Total				Php 6,000.00

Plan for Dissemination and Advocacy

Since both researchers are under the social mobilization and networking unit, disseminating the future results will play a vital role in establishing the unit through data-driven action and initiatives. Partnership building this year will be a challenge. Hence, the results from this study will bring a new shade of understanding of the current situation and efforts of the schools. This will provide more conclusive data that can be used to prepare a comprehensive plan in helping the schools when it comes to partnership building. Furthermore, if best practices are discovered during the entire course of the study, the researchers may invite other schools to benchmark on those practical approaches.

Method

Research Design

The study utilizes qualitative descriptive research design to explore how public schools adapt and respond to the new normal partnership building system. This type of qualitative design provides a comprehensive summarization in simple terms, including specific events experienced by individuals or groups of people (Lambert & Lambert, 2012). Furthermore, this design is seen to elicit categorical data instead of non-categorical. It is considered a less interpretative approach because it does not require the researchers to move as far from or into the data as other qualitative designs.

Participants

The study participants were the school heads or the Brigada Eskwela (BE) or Adopt-a-School Program (ASP) coordinator of public schools in the Division of Angeles City. Specifically, eight (8) schools distributed to the four districts of the division or two (2) schools per division were chosen as the participants. Due to the work arrangements recommended by the Department of Education, the researchers decided to select the most active in partnership building as the participants of this study. Given the said adjustment, the researchers determined the BE Coordinators as the participants of this study since they were the ones who managed the generated resources and the active person-in-charge of Partnership and resourcing. Therefore, eight (8) participants, one (1) for each school, underwent the interview process.

Smith and Osborn (2008) stipulated that five or six participants are already reasonable in conducting a qualitative study regarding the number of participants. Hence, the study participants are above the required number to obtain more saturated data.

Sampling Design

For this study, both probability and non-probability sampling techniques were used. To obtain the eight (8) target schools, the researchers used simple random sampling to grant the 53 schools distributed to four (4) districts equal participation. Then, it was executed using a fishbowl technique to select the eight (8) schools evenly distributed to four (4) districts. Two (2) schools per district were considered.

Since there was a specific criterion for those school personnel interviewed, the researchers used the purposive sampling technique. This addressed the distinct criteria that only the study participants selected who oversaw the Partnership and resourcing. In this case, the researchers chose the BE Coordinators as the qualified

participants in the study.

Source of Data

The data source came from the participants' verbatim responses regarding adapting, addressing, and coping with partnership building in this new normal.

Instrument

The researchers used semi-structured interview questions rooted in the research questions stipulated in this study to gather the necessary data. This data collection method allowed a set of fully articulated questions and was asked each participant during the interview. In addition, broad, general, and open-ended questions were presented to the participants to describe their insights entirely and freely concerning the given topic.

To assure the accuracy of the questions, the researchers subjected them to face validation with the help of three (3) professionals in research and psychometrics. Comments and suggestions of the validators were incorporated into the final structure of the questions. Since the primary mode of data gathering is an interview, the researchers asked the permission

of the participants to use a voice recorder to capture the entire conversation with consistency.

In case the target participants are not available for a face-to-face interview, Naïve Sketches

was used. In using this technique, according to Denzin and Lincoln (2008), the target

participants are tasked to write down their experiences openly and honestly.

Data Collection Procedure

The study was executed following the said phases of the data gathering procedure:

Phase 1: The researchers wrote a letter addressed to the schools division superintendent

To ask permission to conduct this study in the selected public schools within the division. This

ensures the legality of the research and guarantees the genuine interest of the researchers.

Phase 2: Upon the approval of the letter, a separate attachment to the approved letter

coming from the SDS was made to inform the selected schools of the proposed study together

with the procedures during its administration. Approved by the chosen schools, a meeting was

set to meet the school head and BE or ASP coordinator to discuss the study's rationale.

Phase 3: After discussing the background and the rationale of the study, informed

consents were given to the respective participants to assure that their participation was purely

voluntary and that they could withdraw anytime should they feel uncomfortable while in the

study.

Phase 4: After the participants signed the consent forms, the researchers then asked the

participants about their preferred schedule for the interview to allow them to render their time

that may not interrupt their work and acquire their entire attention without distraction. After

securing the preferred date and time, the in-depth interview commenced.

Phase 5: All gathered data were transcribed verbatim and were analyzed using thematic

analysis.

Method of Validation

To achieve the objectivity of the data, the researchers provided a thorough description of all the essential components needed for this study. In addition, all the steps and procedures of the study were discussed intensively with the participants. To increase the trustworthiness and credibility of the study, the source of data came from well-distributed participants from four (4) different districts within the division to avoid bias and dual or multiple relationships.

Furthermore, a thick description was considered to guarantee trustworthiness in a qualitative approach. This is to transport the readers to the setting and discuss an element of shared experiences (Creswell, 2009; Polit & Beck, 2009). This helps the research findings be more credible as it gives a detailed description of the setting.

Ethical Considerations

Communication letters were sent to the schools division superintendent and each chosen school to seek permission to conduct the study, assuring the legality of the process. Consent forms were provided to the participants before the interview proper. This protocol was imperative to choose whether to participate or refuse to participate in the study voluntarily. Through this consent, the researchers were able to inform the participants regarding the purpose of the study, procedure, researchers' profile, participants' right to confidentiality, and explain some potential benefits in participating in the study. In addition, they were also informed regarding their right to withdraw from the study anytime, even if they were able to sign the consent. Permission to voice record the interview sessions was also included in the consent.

The researchers did not include the names of the schools and the participants to ensure anonymity. All sources of data like the transcripts and recorded audios during the entire course

of the study were appropriately kept and deleted after the research's conduct.

Data Analysis

The researchers used thematic analysis to capture the essence of the gathered data. This method identifies and interprets patterns of meanings across the data with the help of its six (6) processes (Clarke & Braun, 2014).

The first process is familiarizing the data and identifying terms of potential interest. This process involves reading and re-reading the data gathered and being immersed and intimately familiar with its content. The second process has something to do with gathering the initial codes. This process involves brief labels or codes identifying important data features relevant to answering the research questions. This includes coding the entire dataset and collating all the codes and relevant data extracts for later analysis. This is followed by searching for themes. This third process compromises examining the codes and collated data to identify significant broader patterns of meanings. It then implicates collating data relevant to each candidate's theme to work the data and review the validity of each candidate's theme.

After searching for themes, the researchers will go to the next step, reviewing potential themes. This part is related to checking the candidate's theme against the database to determine if they tell a convincing story about the data, thus ensuring the research questions. Themes are typically refined, sometimes split, combined, or discarded in this process. The fifth process is called defining and naming the themes. This phase contains a detailed analysis of each theme, working out the scope, focusing on each theme, and determining the story of each. It also takes in deciding on an informative name for each theme, finally producing the report.

This is where the analytic narrative and data extracted are woven together, and the analyses with existing literature are contextualized, as Clarke and Braun (2014) implicated.

The advantage of using thematic analysis compared to other analysis methods is that thematic analysis offers an accessible, flexible, and foundational approach for qualitative data analysis (Clarke & Braun, 2014). In addition, it has a clear guideline for conducting analysis and can be used to answer many different types of research questions.

Results

Table 1 depicts the generated themes (6) based on how the schools' described their adaptability to the New System in Partnership Building. These are Media Partnership, Presentation of the New Normal Needs, Sensitive to the Current Financial Condition, Reduced Partnership, Communication Gap, and Downside of Multi-Tasking.

During the interview, participants genuinely acknowledged the importance of utilizing different media in partnership building, especially in this pandemic. In the study, *Media Partnership* is defined as utilizing other communication platforms -- offline or online. Since face-to-face meetings to gather resources are not encouraged and sometimes prohibited, participants made sure to continue amplifying Partnership this new normal using different platforms like social media, emails, text messages, and phone calls. Below are some of the statements of the participants concerning the said theme:

> *"P1: Yung pag re-reach out po namen sir is through online lang po kame so more on we chat them, we give them some letter din po. ganon po"*

> *"P3: yung ano po namen is through social media sir, facebook , messenger and then kino call po namen sila or minsan sila po yung nag aano po sa amin, kumusta nap o yung school ganon"*

Presentation of the new normal needs is another theme directly associated with grasping the new system in partnership building and resourcing. In the study, *Presentation of the New Normal Needs* refers to how the participants present the priority needs of their school to their

potential stakeholders. Given the current adjustment in education, it is said that materials related

to these changes, such as online and modular learning and personal protective equipment, were

given priority. Statements below support the said theme:

> *"P2: kung ano lang talaga ang need ang school kumabaga nasa kanila na po yon kung paano nila I eextend ang mga help nila sa amin . so we just give them the need or the priority need po nang school talaga tapos po yun"*

> *"P5: doc so far kase kapag nakikipag usap kame we just present the problem itself , ito po talaga an needs namen , then they will see kung ano po yung kanilang itutulong"*

Despite the need for these resources, the participants are *Sensitive to the Current*

Financial Condition of their stakeholders. This theme refers to the consideration and concern

given by the school towards the limited resources that stakeholders cannot provide. It is

undeniable that this pandemic brought a negative impact not just on education but more so on

our economic condition. Below are some of the verbatim statements of the participants:

> *"P4: medyo may kahirapan po ng konti compare sa normal , na yun nga sabi ni sir madali makipag communicate sa kanila , but unlike po ngayon , dahil online nakakahiyang humingi, nkakahiyang mag approach dahil may pagkakataon po na siympre ehh hirap din po sila dahil nga po pandemya."*

> *"P7: Masasabi ko sir mas challenging talaga siya….. kase meron talagang. Alam mo yon, yung may kakaibang epekto pati yung sila mismo e affected like sa mga business nila ganun yung mga dati dati madalas dito ano sir yung tumumal yung business ganun. Kaya nakakahiya din pong mag reach out minsan."*

Table 1: Schools' Adaptability to the New System in Partnership Building

THEME	DEFINITION	SAMPLE STATEMENTS
MEDIA PARTNERSHIP	It refers to the utilization of different communication platforms -- offline or online.	*P1: Yung pag re reach out po namen sir is through online lang po kame so more on we chat them, we give them some letter din po . ganon po . through online nalang din po kumbaga nag send nalan po kame thru email sa kanila* *P3: yung ano po namen is through social media sir, facebook , messenger and then kino call po namen sila or minsan sila po yung nag aano po sa amin, kumusta nap o yung school ganon* *P4: thru text nalang yung mga ginagawa namen to communicate sa kanila* *P8: meron po kameng post sa school page po and sa facebook din po. Kaya na rereach din po yung mga ibang stakeholders sir*
PRESENTATION OF NEW NORMAL NEEDS	It refers to how the participants present the priority needs of their school to their potential stakeholders.	*P2: kung ano lang talaga ang need ang school kumabaga nasa kanila na po yon kung paano nila I eextend ang mga help nila sa amin . so we just give them tha need or the priority need po nang school talaga tapos po yun* *P3: we try to prioritize . yun lang po doc talga ang pinaka in need . kahit ipresent po namen ang maraming need , yun lang ang pinaka kailangan . alin po talaga ang kaya nang partner yun lang po ang binibigay po niya* *P5: doc so far kase kapag nakikipag usap kame we just present the problem itself , ito po talaga an needs namen , then they will see kung ano po yung kanilang itutulong*

| SENSITIVE TO THE CURRENT FINANCIAL CONDITION | It refers to the consideration and concern given by the school towards the limited resources that stakeholders cannot provide. | *P2: yes sir yung lack of, yun po sir marami pong mga businessman or mga ano po na bumababa kaya minsan po yung , di na nila na aasikaso ang pag dodonate nila sa amin ,parang bumaba po yung sales nila ganon.*

P4: medyo may kahirapan po ng konti compare sa normal , na yun nga sabi ni sir madali makipag communicate sa kanila , but unlike po ngayon , dahil online nakakahiyang humingi, nkakahiyang mag approach dahil may pagkakataon po na siympre ehh hirap din po sila dahil nga po pandemya.

P5: Stakeholders have different priorities, and at the time, we could not demand to them, especially now that we all face different challenges due to pandemic

P7: Masasabi ko sir mas challenging talaga siya….. kase meron talagang. Alam mo yon , yung may kakaibang epekto pati yung sila mismo e affected like sa mga business nila ganun yung mga dati dati madalas dito ano sir yung tumumal yung business ganun. Kaya nakakahiya din pong mag reach out minsan. |

Despite how the participants show grit and commitment in establishing and sustaining

their partnerships, it is undeniable that they also experience challenges in doing their tasks which

are reflected in Table 2. Given these financial challenges being experienced by stakeholders in

this global crisis, it is not surprising that schools experienced a decrease in support or reduced

Partnership. In this study, *Reduced Partnership* refers to decreasing stakeholders willing to

commit to a school partnership due to the current situation. Furthermore, it is noteworthy to

consider the impact of the pandemic on their financial stability since many people lost their jobs,

and some industries closed their operations temporarily or even for good due to restrictions as

few people are permitted to go out and consume or avail services being offered by different

companies or industries. In addition, though national and local government units provide their

very best in assisting our education, it is a given fact that they also considered other aspects like

the provision of financial assistance, achieving herd immunity, and supporting other departments'

operating expenses. Below are some of the verbatim statements of the participants:

> *"P2: Kaya yun din po reason sir kung bakit konti lang stakeholders naming ngayon. Ramdam talaga dito yung konti lang sila ngayon. Dahil nga po siguro doon sa bagsak ang business nila kaya po syempre hindi naman nila kami I paprioritize"*

> *"P4: actually po, bumaba kase ang bisnes nila , yung isang corporation na dating nag bibigay pati yung gazon auto parts talaga dati ma'am yearly nag bibigay sila sa min so ngayon dahil bumaba pati yung sa thunder, thunder charity na feeding program naming last year na mayroon kaming 39 beneficiaries ngayon totally wala dahil sabi nga nila bumaba yung kita nila"*

Aside from the stakeholders' economic status and condition, the participants recognize

the threat brought about by the communication gap in the new system of partnership building.

The researchers define the Communication Gap as the difficulty of stakeholders reaching out to

schools due to insufficient technological ability and resources. Using gadgets and technology in

this new usual posed significant challenges not just for teachers but, more importantly perhaps,

to our parents. Their inability to use this technology may hinder school provision since

interfacing is highly discouraged nowadays. To support the said theme, below are the verbatim

statements of the participants:

> *"P4: Even do na nasa subdivision kame meron ding mga parents na hindi nakapag aral . tapos yung walang internet . yung communication . even do may cellphone sila siyempre yung load paren yung usapain doon . medyo nahirapan talaga kame when it comes sa communication"*

> *"P5: Though many platforms can be used to reach our stakeholders, I find it still challenging to communicate with the other since not all have access to technology. Some parents are not visible and active even if we send them letters or announcements."*

Lastly, participants recognized the impact of having multiple roles in their respective

workplaces. The *Downside of Multi-Tasking* refers to the adverse effects of having multiple

designations. Wearing different hats in this pandemic compromises certain aspects of work, such

as resourcing. Participants were vocal in stating that they cannot concentrate on looking for

partnerships since they also have to do other things aside from resourcing. Supporting the said

theme, below are some of the participants' statements:

> *"P2: Saka doc yung ano siguro.hehe. yung madaming designation. Kunyari ako doc, dba ko din sa guidance, tapos pati ASP, tapos sa SBM pa.hehe. kaya yung kahit gusto mo mag ano sa isa doc malabo kasi yung madaming responsibility na naka atang sayo"*

> *"P6: tsaka po kase lalu na kung nag tuturo po kame syempre yung time din namen sir hindi naman na bubudget. Yung dahil maliit school naming sir madami kaming ano yung naka assign na gagawin kaya nahihirapan din ako sir sa pag hahanap ng stakeholders".*

Table 2: Challenges faced by the schools in establishing sustainable Partnership

REDUCED PARTNERSHIP	It refers to the decrease of stakeholders willing to establish and commit to a partnership with the school due to the current situation.	*P1: And in addition sir, yung pag baba siguro ng mga nag cocommit sa partnership namin sir. Siguro lahat naman naranasan to, pero sa atin kasi sa Brigada mararamdaman talaga yun pag baba ng mga bilang ng nag susupport sir* *P2: Kaya yun din po reason sir kung bakit konti lang stakeholders naming ngayon. Ramdam talaga dito yung konti lang sila ngayon. Dahil nga po siguro doon sa bagsak ang business nila kaya po syempre hindi naman nila kami I paprioritize* *P4: actually po , bumaba kase ang bisnes nila , yung isang corporation na dating nag bibigay pati yung gazon auto parts talaga dati ma'am yearly nag bibigay sila sa min so ngayon dahil bumaba pati yung sa thunder , thunder charity na feeding program naming last year na mayroon kaming 39 beneficiaries ngayon totally wala dahil sabi nga nila bumaba yung kita nila* *P7: pero ngayon let's say dati sampu ngayon tatlo nalang, apat nalang yung willing. Syempre di mo siya. Di mo sila maano na ah okay .. we cannot required them, we cannot say na mandatory yung pagka ganito, yung pag. Yungpag hahanap ng stakeholders*
COMMUNICATION GAP	It refers to the difficulty of stakeholders in reaching out to schools due to insufficient technological ability and resources.	*P1: ayun sir sap ag pafollow up sir kumabagga ano tayo, syempre po di po natin sila pwedeng puntahan hindi rin po natin sila kumbaga kulitin talaga. Through online lang. more on ano lang po. Siguro. Di naman normal ang follow up na tuloy tuloy pero with the help of co-teachers din po since sila din po ang kasama ko sa ano. Yun po*

		P4: Even do na nasa subdivision kame meron ding mga parents na hindi nakapag aral . tapos yung walang internet . yung communication . even do may cellphone sila siyempre yung load paren yung usapain doon . medyo nahirapan talaga kame when it comes sa communication. *P5: Though many platforms can reach our stakeholders, I find it challenging to communicate with others since not all have access to technology. Some parents are not visible and active even if we send them letters or announcements.*
DOWNSIDE OF MULTITASKING	It refers to the negative effects of having multiple designations.	*P2: Saka doc yung ano siguro.hehe. yung madaming designation. Kunyari ako doc, dba ko din sa guidance, tapos pati ASP, tapos sa SBM pa.hehe. kaya yung kahit gusto mo mag ano sa isa doc malabo kasi yung madaming responsibility na naka atang sayo.* *P6: tsaka po kase lalu na kung nag tuturo po kame syempre yung time din namen sir hindi naman na bubudget. Yung dahil maliit school naming sir madami kaming ano yung naka assign na gagawin kaya nahihirapan din ako sir sa pag hahanap ng stakeholders.* *P8: syempre po mahirap den , hindi lang din naman kasi ano.. yung teachers kse hindi lang teacher ang role niya. Diba meron din syang mga other responsibilities. Pero syempre ganon talaga ang ano naten obligasyon no*

Table 3 shows how the participants and their school addressed the needed resources supporting the Basic Education Learning Continuity Plan. Four (4) themes emerged during the interview process: Planning is the Key, Shared Responsibility, Making the most out of the Resources Provided, and Stakeholders Initiative.

The participants expressed their desire to sustain their resources by planning and strategizing. They found an essential element to consider effectively conducting resourcing in this pandemic. In this paper, *Planning is the Key* refers to the systematic preparation of activities or tasks related to partnership building. As mentioned by the participants, this approach is essential since it will buy them some time to anticipate situations that might contribute to the success of their resourcing. Series of meetings accompanied by systematically identifying their needs and potential partners are some of their efforts to materialize this endeavor. Supporting the said theme, below are some of the participants' statements:

> *"P1: actually ano po we started it sa ano , nakasanayan na po kase nang mga co-teachers narin po , na kumbaga pagdating nang mga ganitong panahon like brigade eskwela time yun po kumbaga we set meetings po together with our school head po na pinag uusapan po naming ang mga priority needs"*

> *"P5: To cope with this, we try to reach as many stakeholders as possible by first conducting meetings with the school personnel. We discuss the target needs of the school then from there, we identify our potential partners, usually those who continuously provide to us and some parents who can extend help. As we can, but we do not demand more".*

Aside from systematic planning, participants were also vocal about the collaboration and shared responsibility of the entire school. *Shared Responsibility* refers to the cooperation and communal effort of the school's personnel in addressing concerns. Coordination, mutual understanding, and assisting one another in conducting partnerships are vital to sustaining the priority needs of the school. Given the safety restrictions imposed by the government, schools were forced to do a skeleton workforce that causes employees to report on only a specific

schedule physically. This led to a realization that close coordination and communication are

necessary since limited employees are present daily. To support the said theme, below are the

sample statements of the participants:

> *"P1: malaking part din po yung sa mga co-teachers po na tutulungan po nila ako ,as coordinators sa schools, mas Malaki din po ang part nila nag kakaroon po kami nang tulungan even our school head po Malaki rin po ang part ni ma'am through communicating din po na hindi po kame nahihiyang sabihin yun problem sa ano po namin sa school with regards in our priority needs din po sa school lalung lalo na din sa mga parents din po sinasabi din po namen sa kanila"*

> *"P8: Saka isa pa sigurong ano sir na kung bakit namin nasusustain mga needs ng school kahit my pandemya sir yung nag aakuhan kami ng responsibilidad.Madalas kasi sir konti lang kami dito, so kung sino nandito sila yung pweding mag asikaso or mag tap ng stakeholders. Tapos salitan. Marami kasi samin sir na malapit lang dito kaya madali para samin yung gnun"*

Meanwhile, *Making the most out of the Resources Provided* is another theme. It is

defined as the exhaustion of resources available and prioritizing urgent needs. This pandemic has

taught us many responsibilities, and one of them is utilizing what is at hand and spending them

wisely. Since the resources provided by the stakeholders and the school are limited, participants

are motivated to prioritize concerns that need to be addressed first to maintain and sustain the

supplies supporting BE-LCP. Below are the verbatim statements of the participants:

> *"P2: example sir yung kailangan po namen ,example po yung mga gamit namin miniminimize o tinitipid po namen talaga. Kailangan po namen yun sir , lalo na nung bagong bago palang yung pandemic , sobra sorba po kaming nahihirapan po non sir kase wala po talang pumapasok na pera non sir or donation po wala"*

> *"P4: yung major needs nalang po muna siguro yung I aano namin , like before, kung ano yung priority needs talaga sir ,katulad pag nag pupurchase po kami ng materials we prioritize po. Parang cost cutting ganun. Lalo na po mahirap makahanap ng stakeholders ngayon hindi katulad nung walang covid. Kung baga sir kung ano yung nasa kamay naming ngayon, yun muna talaga"*

It was found that participants acknowledged the initiative of the stakeholders to assist and

provide resources even though they experienced the financial setbacks brought by the current

situation. In this study, the *Stakeholders Initiative* refers to the independent provision of

stakeholders even before the school requests for resources or supplies; and checking on the

school's situation. Given the health and economic crises that the world is facing, internal and

external stakeholders are still eager to help and support the educational system by providing

essential materials such as printed materials, medical supplies, and other related resources.

Below are some of the statements of the participants to support the said theme:

> *"P2: yung nga sir nag bibigay po sila nang kailangan namen, for example po sir ,*
> *yung sinabi po kanina. Ni re reach out po nila kame kung meron silang I dodonate*
> *sa amin"*

> *"P7: Tapos sila din minsan. Ano pwedi kong mgaitulong sir . so minsan yung*
> *initiative like sasabihin talaga nila sa inyo kung ano ang pwedi nilang ma itulong*
> *ang maganda pa don may kakilala pasila na pwedi. Mas laki ang pweding I*
> *provide"*

Table 3: Needed Resources in support to Basic Education Learning Continuity

THEME	DEFINITION	SAMPLE STATEMENTS
PLANNING IS THE KEY	It refers to the systematic preparation of activities or tasks related to partnership building.	**P1***: actually ano po we started it sa ano , nakasanayan na po kase nang mga co-teachers narin po , na kumbaga pagdating nang mga ganitong panahon like brigade eskwela time yun po kumbaga we set meetings po together with our school head po na pinag uusapan po naming ang mga priority needs* **P2:** *nag collaboration po kame , nag usap usap po kame kung paano namen ma hahandle ang new system na ito at the same time po kung papano po namin pweding ma sustain ang mga needs ng school ngayong ganito ang sitwasyon po* **P3:** *yun doc ang ginawa namen parang ang nag analisys, yun doc ano ba yung kailangan mga needs nang mga ano. Tapos doc we try to prioritize them tapos doc we talked to the faculty tsaka po sa GPTA. Tpos dun na kame nang hanap nang potential stakeholders* **P5:** *To cope with this, we try to reach as many stakeholders as possible by first conducting meetings with the school personnel. We discuss the target needs of the school then from there, we identify our potential partners, usually those who continuously provide to us and some parents who can extend help. as we can, but we do not demand more*
SHARED RESPONSIBILITY	It refers to the collaboration and communal effort of the school's personnel in addressing concerns.	**P1:** *malaking part din po yung sa mga co-teachers po na tutulungan po nila ako ,as coordinators sa schools, mas Malaki din po ang part nila nag kakaroon po kami nang tulungan even our school head po Malaki rin po ang part ni ma'am through communicating din po na hindi po kame nahihiyang sabihin yun problem sa ano po namin sa school with regards in our priority needs din po sa school lalung*

		lalo na din sa mga parents din po sinasabi din po namen sa kanila *P6: yung pag dating sa sustainability siguro sir yung maganda dyan o yung big impact dyan yung relationship nang stakeholder sa school at ng mga teachers din po kase naniniwala po ako na kapag nandun yung kumabaga . nanduun yung . masasabi nating mapapadali yung pag sustain sa mga needs lalong lalo na ngayon* *P8: Saka isa pa sigurong ano sir na kung bakit namin nasusustain mga needs ng school kahit my pandemya sir yung nag aakuhan kami ng responsibilidad.Madalas kasi sir konti lang kami dito, so kung sino nandito sila yung pweding mag asikaso or mag tap ng stakeholders. Tapos salitan. Marami kasi samin sir na malapit lang dito kaya madali para samin yung gnun*
MAKING THE MOST OUT OF THE RESOURCES PROVIDED	It refers to the exhaustion of resources available and prioritizing urgent needs.	*P2: example sir yung kailangan po namen ,example po yung mga gamit namin miniminimize o tinitipid po namen talaga. Kailangan po namen yun sir , lalo na nung bagong bago palang yung pandemic , sobra sorba po kaming nahihirapan po non sir kase wala po talang pumapasok na pera non sir or donation po wala.* *P4: yung major needs nalang po muna siguro yung I aano namin , like before, kung ano yung priority needs talaga sir ,katulad pag nag pupurchase po kami ng materials we prioritize po. Parang cost cutting ganun. Lalo na po mahirap makahanap ng stakeholders ngayon hindi katulad nung walang covid. Kung baga sir kung ano yung nasa kamay naming ngayon, yun muna talaga.*

		P8: sir sa pag susustain nang needs nang school ah meron project ang school so kung ano lang talaga ang priority needs nang school like sa pag print nang modules actually provided napo yung modules so ang giangawa nalang po namen pina prioritize nalang po namen talga sa budget nang mooe kung ano ang kailangan o yung kailangan nang school , yung pinaka kailangan lang talaga ang school
STAKEHOLDERS INITIATIVE	It refers to the independent provision of stakeholders even before the school requests for resources or supplies; and checking on the schools situation.	*P1: Since meron din po silang sinosupprt na scholarship dun po namen nakikita na continuation na pag susupport nila sa amin , sa project po nang scholarship and the other things na kailangan po and to be particular po yung sa ano rin po namin.sa mga facilities yon sa school* *P2: yung nga sir nag bibigay po sila nang kailangan namen, for example po sir , yung sinabi po kanina. Ni re reach out po nila kame kung meron silang I dodonate sa amin* *P7: Tapos sila din minsan. Ano pwedi kong mgaitulong sir . so minsan yung initiative like sasabihin talaga nila sa inyo kung ano ang pwedi nilang ma itulong ang maganda pa don may kakilala pasila na pwedi. Mas laki ang pweding I provide*

Lastly, Table 4 shows five (5) themes based on how schools adapt and address the challenges they experienced amidst the pandemic. These are: Nurturing Professional Growth, Providing Emotional Support, Self-Care, Keeping up with the Challenges, and Strengthening Faith.

Adapting to these waves of changes will never be that easy. Some of the things to be considered are thrown left and right. Since every academic institution offers a new system, equipping oneself with the right competencies must deliver quality education. It is where *Nurturing Professional Growth* comes in. The said theme refers to the actions taken by educators to ensure continuous and up-to-date skills and learning. Participants made sure that they upskill themselves by attending webinars, training, and other activities to upscale their competencies regardless if its administered online or in a limited face-to-face session. The statements below support the said theme:

"P1: since sa highschool po namen nag karoon rin po kame nag simple seminar or yung in set po namen last time na nag karoon po kame nang ibat ibang strategies and tools like jam board, yung sa mga google chromes. So yun po inexplore po namen yon para po atlis ma ibigay po namen sa mga bata na mas easy and also sila rin po mas mag karoon po kami nang interaction sa bawat isa"

"P6: Ahh bali po ano kug yung mga current trends lalu na ngayong pandemic po ang ano bali tinutulungan po namin sarili namin by attending webinars po, saka mga tutorials po sa youtube tapos yung iba po kasi samin nag aaral ng masters kaya continuous po yung ano nila sa ganyan"

Coping with the challenges brought about by Covid-19 is very important, especially for the teachers and other personnel who are also considered front liners in the educational setting— providing emotional support that the participants received through words of encouragement and understanding helped in managing and handling situations this time of the pandemic. In this study, *Providing Emotional Support* refers to the encouragement and moral support from co-members of the institution. These acts of kindness fuel these participants and their colleagues to

continue their immeasurable service even though the current situation is much more challenging

nowadays. Below are the verbatim statements supporting the said theme:

> *"P2: sir yung ano ko understanding lang. inano ko sir kailangan po naming gawin to para rin po sa mga bata yun po yung pinaka ano ko sa sarili ko. Kaya ano din po bali naguusap usap din po kami yung nag susuportahan po kami kasi for sure naman po hindi lang po ako yung nahihirapan sag anito. Saka talagang yung closeness po naming nandun kasi"*

> *"P4: mahirap po kung titignan natin pero with the help of my fellow teachers napapa cope up kame nang konti konti yung nga yung sinabi ni ma'am na nahirpan. Yung support system po namin is malakas. Madalas po kasi naming kinukumusta yung iba tapus po yung iba na need ng help kunyari yung mga bagong teachers ganun, ineencurage po namin sila na kaya niyo yan tutulong naman kami. Yung ganun po"*

Aside from these external supports, giving themselves some self-care is essential to adapt

to this new normal. *Self-Care* refers to the practice of taking a break from work to recharge and

renew one's energy and self. Participants are vocal in paying attention to their own physical and

mental health by taking breaks and spending time with their loved ones. This approach helps

them regain their strength and motivation to help learners who also struggle in this time of crisis.

Below are the statements of the participants to support the said theme:

> *"P5: In this time of the pandemic, we prioritize the health of each member of the school community; we take care of ourselves to better help others, especially our pupils. We also stay connected with each member to be updated on the entire process."*

> *"P8: opo, saka ano sir yung dapat my breathing time din yun dapat my time ka din sa sarili gnun saka sa family. Alam naman namin yung syempre sir ano madalas sa bahay pero syempre yung work din nasa bahay kaya madalas yung personal na ano hindi din masyadong nakikita"*

Meanwhile, since this pandemic posted different kinds of concerns across all aspects of

life, keeping up with the challenges is necessary to help us to adopt this new standard setup. In

this study, *Keeping up with the Challenges* refers to making decisions and necessary

modifications to any impediment to adapt and better the institution's plans and projects. In these

trying times, accepting what is at hand, having an open mind, and moving forward for the

school's betterment are necessary. Statements below support the said theme:

> *"P1: And bukod doon sir sa mismong competencies naming sir kailangan samahan ng panalangin sir. Sa panahon ngayon uncertain lahat. Hindi man natin alam sir anong mangyayari next time. Kaya need talaga natin itaas lahat sakanya sir"*

> *"P7: unang una talaga dyan sir yung ano eh, yung di mawawala yung .. yung hope na you reach out hanggang sa ma moved sila ma feel na there's a need . kumbaga parang magsesend to many ka talaga, parang ganon ang gagawin mo kumbaga kagaya nang dati kung ito challenging , we just have to.. to…kumbaga dati determined ka kailangan mag igihan mo pa mga yon . ganon. Kailangan double time ka ngayom kasi mas mahirap talagang makahanap ng pwdeing ka partner sa panahon ngayon eh kase challenging talaga ang situation"*

The participants considered this positivity is to keep the ball rolling accompanied by an

unyielding spiritual faith as something that maintains their drive to surpass this crisis that we are

experiencing. *Strengthening Faith* refers to believing and holding on to one's spiritual belief and

faith in times of difficulties. Holding on to one's faith by saying prayers and submitting

everything to the supreme being helps these individuals and their school provide the services that

everyone deserves. Below are sample statements that support the said theme:

> *"P1: And bukod doon sir sa mismong competencies naming sir kailangan samahan ng panalangin sir. Sa panahon ngayon uncertain lahat. Hindi man natin alam sir anong mangyayari next time. Kaya need talaga natin itaas lahat sakanya sir"*

> *"P6: syempre need naming mag tiwala sa taas. Alam naman natin sir na lahat ito e aayos din. Kaya yung prayer talaga is sobrang malaking tulong lahat satin"*

Table 4: Adapted and addressed challenges of school amidst the pandemic.

THEME	DEFINITION	SAMPLE STATEMENTS
NURTURING PROFESSIONAL GROWTH	It refers to the actions taken by teachers to ensure continuous and up-to-date skills and learning.	*P1: since sa high school po namen nag karoon rin po kame nag simple seminar or yung in set po namen last time na nag karoon po kame nang ibat ibang strategies and tools like jam board, yung sa mga google chromes. So yun po inexplore po namen yon para po atlis ma ibigay po namen sa mga bata na mas easy and also sila rin po mas mag karoon po kami nang interaction sa bawat isa* *P2: yes po , kailangan kong intindihin yung mga ganyan po . seminar po ganyan , seminar. Mga online online , kapag mag bibigay kapo nang assignment ayun po, sabi ko sa sarili kopo sir na kailangan maging metatag nalang po ako.* *P6: Ahh bali po ano kug yung mga current trends lalu na ngayong pandemic po ang ano bali tinutulungan po namin sarili namin by attending webinars po, saka mga tutorials po sa youtube tapos yung iba po kasi samin nag aaral ng masters kaya continuous po yung ano nila sa ganyan.*
PROVIDING EMOTIONAL SUPPORT	It refers to the encouragement and moral support from co-members of the institution.	*P2: sir yung ano ko understanding lang. inano ko sir kailangan po naming gawin to para rin po sa mga bata yun po yung pinaka ano ko sa sarili ko. Kaya ano din po bali naguusap usap din po kami yung nag susuportahan po kami kasi for sure naman po hindi lang po ako yung nahihirapan sag anito. Saka talagang yung closeness po naming nandun kasi.* *P4: mahirap po kung titignan natin pero with the help of my fellow teachers napapa cope up kame nang konti konti yung nga yung sinabi ni ma'am na nahirpan. Yung support system po namin is malakas. Madalas po kasi naming kinukumusta yung iba tapus po yung iba na need ng help kunyari yung*

		mga bagong teachers ganun, ineencurage po namin sila na kaya niyo yan tutulong naman kami. Yung ganun po.
		P6: kaya niyo yan sasabihin namen kame nga den nahihirapan den pero kailangan nating gwin . yung encouragement binibigay namen sa kanila although kahit kame din minsan sa sarili namen kaya ba natin to yung gnon po.
SELF-CARE	It refers to the practice of taking a break from work to recharge and renew one's energy and self.	*P5: In this time of the pandemic, we prioritize the health of each member of the school community; we take care of ourselves to better help others, especially our pupils. We also stay connected with each member to be updated on the entire process.* *P7: para sa akin sir, you take a break for awhile, it's important na megaron kami ng na... it's important na ikaw mismo ready ka, ready ka mentally, anu mang ginagwa* *P8: opo, saka ano sir yung dapat my breathing time din yun dapat my time ka din sa sarili gnun saka sa family. Alam naman namin yung syempre sir ano madalas sa bahay pero syempre yung work din nasa bahay kaya madalas yung personal na ano hindi din masyadong nakikita*
KEEPING UP WITH THE CHALLENGES	It refers to making decisions and necessary modifications to any impediment to adapt and better the institution's plans and projects.	*P3: so far do kase ang kailangan lang po namen . we need to accept the fact na may mga chances na hindi kame napapagbigyan . so we need to be open minded sa idea na yon . kase kung mag papa daig nanaman kame dun sa idea . yung about sa negative feed back sa amin di na kami uusad* *P5: The school adapts and addresses this change by providing what is necessary and needed by the pupils in the delivery of instruction in the safest way possible*

		P7: unang una talaga dyan sir yung ano eh, yung di mawawala yung .. yung hope na you reach out hanggang sa ma moved sila ma feel na there's a need . kumbaga parang magsesend to many ka talaga, parang ganon ang gagawin mo kumbaga kagaya nang dati kung ito challenging , we just have to.. to…kumbaga dati determined ka kailangan mag igihan mo pa mga yon . ganon. Kailangan double time ka ngayom kasi mas mahirap talagang makahanap ng pwdeing ka partner sa panahon ngayon eh kase challenging talaga ang situation
STRENGTHENING FAITH	It refers to believing and holding on to one's spiritual belief and faith in times of difficulties.	*P1: And bukod doon sir sa mismong competencies naming sir kailangan samahan ng panalangin sir. Sa panahon ngayon uncertain lahat. Hindi man natin alam sir anong mangyayari next time. Kaya need talaga natin itaas lahat sakanya sir.* *P4: sa amin kase sir , yun nga kapag may nakikita kaming need ofcourse siyempre nadun yung prayer , pag pray mo muna , and then bago naming I tap ang aming sponsors yung aming iniisip na mag bibigay . prayer muna . bago siya I chachat bago siya I approach* *P6: syempre need naming mag tiwala sa taas. Alam naman natin sir na lahat ito e aayos din. Kaya yung prayer talaga is sobrang malaking tulong lahat satin.*

Discussion

Partnership building, resourcing, and linkages were tested as the new normal took over. It brought a series of evident and recognizable changes, especially in the educational setting. A mixture of positive and negative approaches in adapting to the new system in partnership building and sustainability of resources and facing various challenges surfaced.

For this domain, six (6) themes emerged to explain how a school's adaptability interplays with the new system in partnership building. These are *Media Partnership, Presentation of the New Normal Needs, Sensitive to the Current Financial Condition, Reduced Partnership, Communication Gap, and Downside of Multi-Tasking*.

Recognizing the importance of Media in partnership building cannot be denied. It is undeniable how social media and other communication platforms affect our day-to-day living, not just this time of pandemic but perhaps even decades ago. According to Drouin, McDaniel, Peter, and Toscos (2020), this is true where parents and students use social Media for numerous socialization, collaboration, and informational purposes. Health restrictions forced people to adapt to the new normal setup of communication, not to mention the adjustments made by the Department of Education to be at par with the changing times. Having said this, social platforms and virtual meetings conducted either domestically or globally have become the new normal as people strive to keep normalcy in their lives amid pandemic restrictions (Arreola, 2020).

Likewise, industries and government and non-government organizations continue their services by utilizing different communication platforms such as social networking sites. To support this claim, the government started to incorporate social media platforms to effectively disseminate announcements and communicate, especially in this crisis (Tran & Bar-Tur, 2020),

while industries invested in strengthening their communication to reach their clientele (Moorman & McCarthy, 2021).

The effects of the Covid-19 brought various adjustments and changes to our daily lives, changes that have been happening rapidly and abruptly. The gathering of resources through the Presentation of new standard needs to the stakeholders was emphasized by schools. The study's findings are adjacent to the DepEd Memo no. 53 series of 2020 under item 3-B enclosure 2, stating that priority needs like materials for blended learning and health are the essential resources that every school must have raised through the efforts of their partner stakeholders. This pandemic significantly affected the adopt-a-School Program, a flagship program of DepEd alongside Brigada Eskwela in resourcing. According to an article released by DepEd, last May 31, 2020, resourcing and partnership building through the efforts of Brigada Eskwela will deviate from the traditional concept of physical cleaning, painting, repainting, and the like. It will instead prioritize preparation and strengthening partnership engagement. In addition, stakeholders are encouraged to donate or provide resources that fall under the new normal needs like thermal scanners, sanitizing materials, and printing self-learning modules for distance learning as a form of Partnership to deliver the basic education curriculum in the time of covid-19.

Despite the need for these resources, the researchers found that the participants and their schools are sensitive to the current financial condition of their stakeholders. This somehow promoted them not to seek resources which could cause their stakeholder's financial burden. Community quarantines imposed by the government to control the said virus dramatically limit business activities throughout much of the Philippines and significantly affects their economic status (Asian Development Bank, 2020).

Given the struggle and challenges stakeholders face this time of the pandemic, our educational institution is undeniable that reduced partnership engagements are being experienced. Such findings are valid based on multiple surveys and news worldwide. For example, Cohn (2020) found that public companies deal with various financial reporting difficulties in the face of the unpredictable health crises that we face, which significantly impact their business of all sizes. Furthermore, United Nations (2021) reported that stakeholders' engagement in implementing and following their program decreases funding heavily.

Aside from the derailed and decreased partnership engagement of stakeholders, participants were vocal about the negative impact of the communication gap between the school and the parents as the primary stakeholders. Despite their willingness to extend assistance, some parents are experiencing problems in using technology (Tendero, 2021); absence of gadgets even to their children (Sadia, 2020), not to mention the intermittent or no internet connection (Santos, 2020).

More so, participants were able to identify the downside of multitasking, especially in these difficult times. Accordingly, they are involved in different tasks or designation apart from their designation as Brigada Eskwela or Adopt-a-School coordinator, which affects their task to find potential partners that can help sustain their priority needs.

Multitasking seems like a great way to get a lot done at once, but research suggests our brains are not nearly as good at handling multiple tasks as we like to think they are (Cherry, 2020). In addition, constantly performing several tasks at once can lead to a drop in productivity.

Addressing schools' resources supporting the Basic Education Learning Continuity Plan or BE-LCP matters most this new normal. This advocacy resulted in four (4) themes: *Planning is the Key, Shared Responsibility, Making the most out of the Resources Provided, and*

Stakeholders Initiative.

Sustainability is an essential aspect of education, both academically and in partnership building. It was long before considered an indispensable element to see positive changes in every organization. Albani and Henderson (2014) mentioned that companies are interested in joining private and public organizations to address social and environmental problems. However, a sustainable partnership in the new normal is quite challenging and requires a stricter job to commit stakeholders to the Partnership. According to the participants' response, this is true since it requires intensive planning to materialize such. Supporting the said claim, Deich (2017) stipulated that sustaining high-quality work during challenging economic times is a critical issue in the work of schools. More so, leaders and stakeholders need to be engaged to see how taking time to plan would translate to later success. In addition, as funding decreases at a local and national level, schools must be proactive to ensure the continuation of successful initiatives.

The success of systematic planning will not materialize without the support and collaboration of stakeholders. As stated by the participants, shared responsibility is evident, especially in partnership building in this time of the pandemic. Despite the limited workforce reporting daily, they recognized how individual roles of each school personnel play a vital role in addressing the needs and concerns of their respective schools. Adjacent to this realization, DepEd released an article last December 14, 2020, when they expressed the importance of shared responsibility. It was said that shared responsibility in this pandemic is best achieved through local consultation among DepEd, the relevant LGU units, and the parents directly or through the parent-teacher association. In the international arena, United Nations (2020) said that multi-stakeholder collaboration is an important mechanism to deal with the challenges of this

pandemic which is essential to recover and look to build more sustainable, resilient, and inclusive societies.

Due to limited resources provided by stakeholders, schools, as stated by the participants, are making the most out of the resources provided by their stakeholders. Giving priority to concerns that are needed to be addressed is an essential tool to sustain and maintain the resources in support of the vision and mission of the department. According to Christensen (2020), as the pandemic penetrates worldwide, budgeting or spending resources wisely will positively benefit us today and in the future.

Stakeholders' efforts and initiatives are evident despite their economic or financial standing due to the current health crises. Such efforts materialized according to DepEd as they released an official statement for stakeholders last June 19, 2020, stating that the department extends its appreciation to the local government units, non-government organizations, private partners, and those who expressed their utmost support and commitment towards offering education opportunities amidst the crisis. Moreover, a study conducted by Cabado (2016) found that the participation of the stakeholders in the different school-initiated activities can significantly affect the performance of schools.

Given the paradigm shift caused by this pandemic, schools are eager to ride these changes with a positive mindset and proactive approach to adapt and address challenges that they experienced this new normal. As a result, five (5) themes emerged, namely: *Nurturing Professional Growth, Providing Emotional Support, Self-Care, Keeping up with the Challenges, and Strengthening Faith.*

They consider the changes, trends, issues, and concerns inevitably arise. Adapting and addressing this development requires an individual to capacitate himself by nurturing

professional growth to understand better what is at hand. Personnel in education are continuously

upskilling and reskilling this new normal through webinars, training, and other activities that

equip them despite the present limitations. DepEd (2020) integrates technical assistance in

improving the delivery of essential education services to underscore the importance of assisting

the teachers in this new normal. Continuous professional development, as stated by Hyatt (2017),

is an integral part of teacher education. It helps the teachers to keep their professional knowledge

and skills updated. In a recent study (Boholano & Jamon, 2021), new average education offers

strengths and opportunities. Teachers are motivated to learn new ways of delivering education by

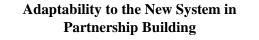attending technological-based discussions and webinars.

Apart from supplementing the knowledge and skills of teachers this new normal, teachers

do recognize the benefits of providing emotional support to their colleagues. As stated by

multiple studies and articles, emotional support to teachers matters during this pandemic (Lew,

2020; Pakarinen, Lerkkanen, & von Suchodoletz, 2020). Cipriano and Brackett (2020)

highlighted the importance of emotions to better performance. It was found that when teachers

experience work-related stress, their motivation and engagement in teaching decrease.

Addressing these effects requires the teacher to develop emotional skills by providing emotional

support or attending activities.

Supporting one another in difficult times makes it easier to recover and adjust. It is

understandable if someone feels overwhelmed in this current situation; however, it may also

remind them to practice self-care, which is essential to well-being, especially during uncertain

and transition times. Participants saw the importance of taking some breaks and spending time

with their families as a way of taking care of themselves. Supporting this realization, Pate (2020)

highlighted the idea that educators' challenges and stresses today are unprecedented. They assist

students while performing their duties and responsibilities as educators. However, to support others, educators must support themselves first. Furthermore, across helping professions, generally, self-care is considered an ethical imperative (Von der Embase, Ryan, Gibbs, & Mankin, 2019; Greenberg, Brown, & Abenavoli, 2016).
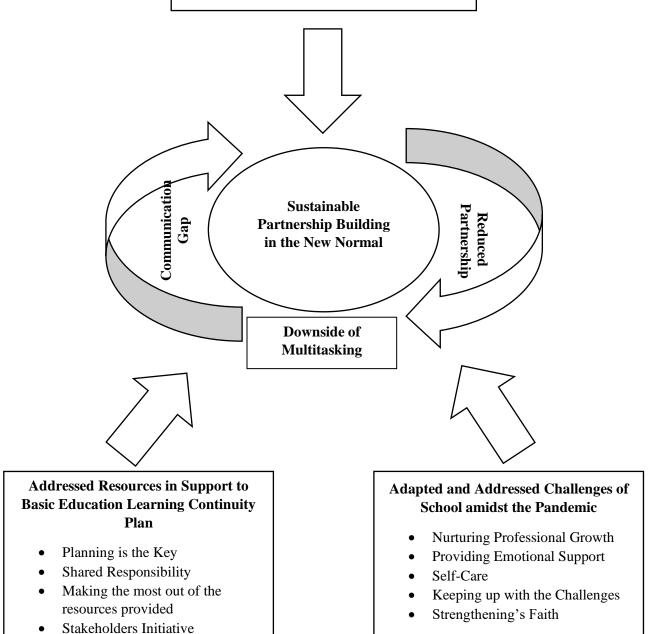
Adapting to the new normal associated with Covid-19 is difficult. Nonetheless, the participants recognized keeping up with the challenges through being flexible and proactive as an essential mindset to address and adapt to challenges in this time of the pandemic. According to Barron, Cobo, Munoz-Najar, & Ciarrusta (2021), teachers all over the globe are learning to adjust and become resilient in facing different challenges that the new educational system offers. In addition, aside from the pedagogical adaptation, teachers also realize the importance of being creative to keep students, parents, and colleagues engaging in different activities designed this new normal. Furthermore, Zeller (2020) pointed out that teachers must have a mutual agreement regarding communication with the stakeholders, particularly the parents. Therefore, utilizing different modalities to communicate to parents or vice versa are highly encouraged to help the learners better this new normal.

The suddenly altered pace of our lives brought by Covid-19 caused us to reflect on the quality of life, health, well-being, and spirituality (Roman, Mthembu, & Hoosen, 2020). The participants affirmed such a statement as they saw the importance of strengthening their faith during this time of extraordinary disruption and uncertainty. In addition, several studies noted evidence supporting the vital role of faith and spirituality during this time. For example, Notre Dame of Maryland University (2020) observed that people rely more on faith and spirituality during this pandemic than ever before. Likewise, spiritual care is critical in holistic health management, especially coping (Roman et al., 2020).

Emerging Framework

Adaptability to the New System in Partnership Building

- Media Partnership
- Presentation of the New Normal Needs
- Sensitive to the Current Financial Condition

Communication Gap

Sustainable Partnership Building in the New Normal

Reduced Partnership

Downside of Multitasking

Addressed Resources in Support to Basic Education Learning Continuity Plan

- Planning is the Key
- Shared Responsibility
- Making the most out of the resources provided
- Stakeholders Initiative

Adapted and Addressed Challenges of School amidst the Pandemic

- Nurturing Professional Growth
- Providing Emotional Support
- Self-Care
- Keeping up with the Challenges
- Strengthening's Faith

Based on the findings, an emerging framework was developed. This framework emphasizes addressing the sustainability of partnership building in the new normal. Looking at the diagram, three (3) factors, mainly adaptability to the new system in partnership building, addressing resources needed in support to BE-LCP, and ways to adapt and address the challenges of schools brought by the pandemic, were addressed by positive and constructive approaches, which were designed to sustain the partnership building in the new normal.

Part of the findings is the impediment that came to be barriers to partnership building. Threats caused by communication gaps reduced Partnership due to economic instability, and having multiple designations affects the performance and progress towards the partnership goal.

Despite the overall complexity caused by the pandemic and its effect on maintaining collaboration of schools and stakeholders, both groups are going above and beyond to safeguard and address timely needs and concerns of the school, especially the learners. This study uncovered aspects where obstacles to associate and meet the new normal demands in education. One of which is adapting to the new system by utilizing different communication platforms to reach out to stakeholders. In addition, considering the limited resources that a stakeholder might provide, the Presentation of needs must focus on the urgent and priority ones rather than asking for something that is not useful today. Schools are fully aware of the financial instability confronted by organizations. Thus, presenting what is essential and doable is considering the stakeholders and showing concern for their struggles. Replenishing resources is not only the means to gain supplies. School personnel works together to plan systematically and holistically to keep up with the situation. This entails the accountability of every work contributed by teachers. Furthermore, they focus on the materials at hand and efficiently exhaust whatever is available. This shared responsibility extends to stakeholders who are true to their mission of

assisting schools by taking the first step to check on their partners and voluntarily providing assistance.

Keeping the bond strong, this new normal will not end on the aspect of resourcing but more so on every person's attitude, beliefs, and traits in school. Because of the abrupt changes in the entire educational system, it is crucial to upgrade competencies by nurturing professional growth that can follow the current trends in education. Likewise, the vast contribution of providing emotional support cannot be discounted, which equates to the idea of self-care this new normal. Keeping up with the challenges by being adaptable and proactive in every situation is essential. Lastly, strengthening faith is similar to having and keeping the trust among the organization and its stakeholders. This is also valuable to stay optimistic about carrying on activities or partnership-building programs competently.

Limitations of the Study

One of the evident limitations of the study is the number of participants (6). Though it was cited by a reputable reference (Smith & Osborn, 2008) that five or six is considered acceptable when conducting a qualitative study, the potential to generalize the results is affected.

Since the study was conducted during the pandemic period, interview sessions per participant were limited, and follow-up interviews were in a face-to-face set up were not completed due to strict health and safety protocols mandated by the national government.

Conclusion

The present study focused on the capability of the schools to adapt to the new system of partnership building, addressing the needs in line with the BE-LCP, and how to cope despite the challenges caused by the pandemic. Eight (8) participants designated as Brigada Eskwela or Adopt-a-School coordinators partake in the study through individual interviews.

After the thorough and rigorous data analysis, the researchers captured specific themes based on their responses in line with the research questions.

1. Three (3) themes emerged as far as schools' adaptability to the new partnership building the system is concerned. These are *Media Partnership*, where participants genuinely acknowledged the importance of utilizing different media in partnership building, especially in this pandemic. Also, the *new normal needs* presentation is another theme directly associated with grasping the new system in partnership building and resourcing. Given the current adjustment in education, it is said that materials related to these changes, such as online and modular learning and personal protective equipment, were given priority. Lastly, despite the need for these resources, the participants are *Sensitive to the Current Financial Condition* of their stakeholders. It is undeniable that this pandemic brought a negative impact not just on education but more so on our economic condition.

2. Three (3) challenges in sustaining partnership building in the new normal were found. These are *Reduced Partnership*, where it is evident that stakeholders experienced financial challenges due to global crisis that led to a decrease in support. Aside from the stakeholders' economic status and condition, the participants recognize the threat brought about by the *communication gap* in the new system of partnership building. Furthermore, some stakeholders' inability to use technology may hinder school provision since interfacing is highly discouraged nowadays. Lastly, participants recognized the impact of having multiple roles or the *downside of multitasking* in their respective workplaces. Wearing different hats in this pandemic compromises certain aspects of work, such as resourcing.

3. Four (4) themes surfaced under the resources in support of BE-LCP. Participants expressed their desire to sustain the school's resources by considering that *planning is the key* as

an integral approach since it will buy them some time to anticipate situations that might

contribute to the success of their resourcing. Aside from systematic planning, participants were

also vocal about the collaboration and *shared responsibility* of the entire school. Coordination,

mutual understanding, and assisting one another in conducting partnerships are vital to sustaining

the priority needs of the school. Meanwhile, *Making the most out of the Resources Provided* is

another theme. This pandemic taught us many responsibilities, and one of them is utilizing what

is at hand and spending them wisely. Lastly, participants acknowledged *stakeholders' initiative*

to assist and provide resources even though they experienced the financial setbacks brought by

the current situation.

   4. Considering the various changes and challenges experienced by individuals nowadays, it

is imperative to understand how to cope and address these concerns, especially this pandemic.

This domain generated five (5) themes. *Nurturing professional growth* is where participants

make sure they upskill themselves by attending webinars, training, and other activities to upscale

their competencies. Meanwhile, coping with the challenges brought about by Covid-19 is very

important, especially for the teachers and other personnel who are also considered front liners in

the educational setting. *Providing emotional support* that the participants received through words

of encouragement and understanding helped them manage and handle situations during the

pandemic. *Self-Care* is another theme. Participants are vocal in paying attention to their own

physical and mental health by taking breaks and spending time with their loved ones.

Meanwhile, in these trying times, *keeping up with the challenges* or accepting what is at hand,

having an open mind, and moving forward for the school's betterment is a must. Finally,

participants considered this positivity to keep the ball rolling by *strengthening their faith* to

maintain their drive to surpass this crisis they are experiencing.

Recommendations

Based on the findings of the study, the following recommendations were made:

1.   Due to the rising cases of Covid-19, schools must take advantage of social media and Other platforms in building partnerships are the safest and most convenient way to communicate with stakeholders.

2.   To address the communication gap between the school and other stakeholders who are Not into technology, printed advocacy materials stressing the importance of partnership building can be distributed to reach those stakeholders who wish to assist the schools but have limited knowledge of how to help.

3.   With the initiative of the division office, school heads must be mindful in assigning designations among teachers. As specified by the participants, the quality and efficiency of their work are somehow sacrificed due to multiple tasks assigned to them.

4.   Due to the limited resources gathered caused by the pandemic, schools must be cautious in utilizing resources. Therefore, school personnel must prioritize using the resources to maximize limited materials.

5.   In addition, school personnel must adopt an integrative and holistic approach focusing on professional development to personal self-care in managing and addressing concerns and challenges relative to the new normal.

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