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Understanding Teacher Experiences Amidst Principal Reshuffling: A Phenomenological Inquiry

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ABSTRACT

This phenomenological study explores the experiences of Filipino teachers dealing with frequent changes in school principals within the Department of Education (DepEd) system. The research aims to understand the impact of these leadership transitions on teachers' professional experiences and classroom dynamics, the strategies they employ to overcome associated challenges, and the insights they can share with their peers. The study gathered in-depth qualitative data from teachers across various educational levels and subjects using semi-structured interviews and focus group discussions. The findings reveal that frequent principal turnover leads to instability, disrupts academic performance, affects staff morale, and complicates the implementation of long-term initiatives. Teachers employ strategies such as maintaining continuity and stability, establishing clear communication channels, and fostering robust support systems to navigate these challenges. The study underscores the importance of adaptability, building strong relationships, effective communication, and ongoing professional development. The results highlight the need for educational policymakers to prioritize stability in leadership and provide support systems that help teachers adapt to changes, ensuring a conducive learning environment for students and a supportive atmosphere for educators. This research contributes to the broader understanding of the ecological impacts of leadership turnover and offers practical recommendations for enhancing teacher well-being and school performance amidst frequent administrative changes.

INTRODUCTION

Global changes are occurring in the field of educational leadership, with a move toward distributed leadership models that empower educators and promote teamwork (Leithwood & Sachs, 2019). There is a clear emphasis on teacher leadership in nations like England, where the National Professional Qualification for Leadership (NPQL) framework fosters leadership development at all staff levels (Grint, 2020). Comparably, programs such as Leading Learning Communities (LLCs) in Canada promote teacher participation in creating school development strategies (Fullan & Langworthy, 2014). Given that research continuously shows the beneficial effects of effective leadership practices on teacher morale, motivation, and eventually student achievement, this emphasis on distributed leadership is essential (Robinson *et al.*, 2020). However, this emphasis on stability and continuity is challenged in contexts like the Philippines, where frequent principal reshuffling within the Department of Education (DepEd) school assignment system disrupts this crucial dynamic. This reliance on continuity and stability is called into question, though, in situations such as the Philippines, where the DepEd's system of school assignment frequently experiences principal turnover, upsetting this vital dynamic. Teachers always have to adapt to new demands and leadership styles, which causes this disruption. Effective leadership

promotes stability and a sense of trust among the school community, as Leithwood *et al.* (2019) point out. This stability is upset by frequent principal turnover, which puts more pressure on educators to quickly adjust to new leadership philosophies (Hallinger & Leithwood, 2019). Similar difficulties have been reported by studies conducted in other nations, such as Malaysia (Hamid *et al.*, 2021) and India (Begley *et al.*, 2020). These studies demonstrate how frequent changes in leadership breed uncertainty, impede teamwork, and lower teacher morale. Notably, Robinson *et al.* (2020) contend that these disruptions exacerbate already-existing educational disparities by disproportionately affecting instructors in underprivileged schools. Studies conducted in the Philippines confirm issues noted worldwide. According to Duano's (2019) research, teacher morale and collegiality are significantly impacted by principal turnover in schools. Similarly, Castillo (2020) draws attention to the difficulties instructors encounter when acclimating to new leadership philosophies, especially in situations where there is a dearth of openness or communication about the process. These studies show that frequent principal reassignments result in a deterioration in professional collaboration and teacher trust. Furthermore, Imantsing (2019) in Thailand investigates the difficulties in putting policies pertaining to principal mobility into practice, emphasizing the necessity for more calculated methods of leadership reorganization

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that put an emphasis on teacher welfare and school improvement. This study seeks to address these challenges by investigating the lived experiences of teachers who have frequently experienced leadership changes as a result of the DepEd school assignment system. Using a phenomenological approach, the research will explore the emotional, social, and professional impacts on teachers navigating various leadership contexts. By filling this gap, the study aims to contribute to the understanding of how leadership turnover affects educators in the Philippines and to inform policy measures that promote stability and enhance teacher well-being in educational settings. Thus, this research specifically aimed to address the following research questions:

Research Questions

1. How do teachers describe their experiences of having frequent changes in school principals on their professional experiences and classroom dynamics?
2. What are the strategies of teachers in overcoming the challenges of having frequent changes of principals in their school?
3. What insights they can share to other teachers who also experience frequent changes of principals in their school?

LITERATURE REVIEW

The Impact of Principal Turnover on Teacher Morale and Professional Experiences

The literature on educational leadership consistently emphasizes the importance of stability and effective leadership in fostering positive school environments. Leithwood and Sachs (2019) highlight that distributed leadership models, which promote shared responsibilities and teamwork among educators, contribute to improved teacher morale and student outcomes. Similarly, the National Professional Qualification for Leadership (NPQL) framework in England and Leading Learning Communities (LLCs) in Canada illustrate the global shift toward empowering educators through leadership development at all staff levels (Grint, 2020; Fullan & Langworthy, 2014). These frameworks emphasize that stability and continuity in leadership are critical for maintaining teacher motivation and achieving educational success. However, the situation in the Philippines presents a contrasting scenario. The frequent reshuffling of principals within the Department of Education (DepEd) school assignment system disrupts the stability essential for fostering effective teaching and learning environments. Hallinger and Leithwood (2019) discuss how constant leadership changes can lead to confusion and a lack of trust among teachers, negatively impacting their professional experiences and classroom dynamics. This disruption is not unique to the Philippines; similar challenges are reported in Malaysia (Hamid *et al.*, 2021) and India (Begley *et al.*, 2020), where frequent principal turnover impedes teamwork and lowers teacher morale. Research conducted in the Philippines confirms these global findings. Duano (2019)

reveals that principal turnover significantly affects teacher morale and collegiality, while Castillo (2020) highlights the difficulties teachers face in adapting to new leadership styles, especially when there is a lack of transparency in the transition process. These studies underscore the detrimental effects of frequent principal reassignments on professional collaboration and teacher trust. Additionally, Imantsing (2019) in Thailand emphasizes the need for more calculated approaches to leadership reorganization that prioritize teacher welfare and school improvement.

Strategies for Managing Leadership Transitions

Teachers employ various strategies to navigate the challenges posed by frequent leadership changes. Maintaining continuity and stability, establishing clear communication channels, and fostering robust support systems are critical for mitigating the negative impacts of principal turnover. Leithwood *et al.* (2019) suggest that effective communication and strong relationships within the school community are essential for adapting to new leadership contexts. Teachers in the study highlighted the importance of adaptability and resilience. They prioritize supporting transitions, maintaining positive relationships, and ensuring open communication. These strategies are vital for managing the disruptions caused by frequent principal changes. Clear communication through regular meetings, group chats, and personal messages helps in documenting key information and ensuring smooth transitions (Hargreaves & O'Connor, 2018; Day & Gu, 2019).

Insights for Other Teachers Experiencing Frequent Principal Changes

The participants of this study emphasize the importance of adaptability, building strong relationships, effective communication, and ongoing professional development. Establishing productive working relationships with new principals, prioritizing student learning, and participating in professional development opportunities are crucial for managing the challenges associated with frequent leadership changes. These insights provide practical approaches for other teachers to navigate transitions effectively and maintain a positive impact on their school community (Bryk & Schneider, 2020; Desimone & Garet, 2019).

Implications for Educational Practice

The findings of this study have significant implications for educational practice, particularly in managing frequent principal turnovers in schools. Educational policymakers and administrators should prioritize maintaining stability and continuity in leadership. Implementing policies that minimize frequent principal turnovers and ensuring smoother transitions when changes are inevitable are crucial for maintaining a conducive learning environment (Leithwood, Harris, & Hopkins, 2020). Providing robust support systems for teachers, including professional development opportunities and access to support

networks, is essential for helping teachers adapt to new leadership styles and maintain their focus on educational goals despite disruptions (Day & Gu, 2019). Clear and consistent communication strategies should be established, utilizing regular meetings and digital platforms to keep all stakeholders informed and engaged during leadership transitions (Hargreaves & O'Connor, 2018). Fostering a collaborative school culture that emphasizes mutual support and respect among colleagues can help maintain morale and improve teacher resilience (Bryk & Schneider, 2020). By addressing these aspects, school systems can better support teachers, enhance the continuity of educational initiatives, and ultimately improve the overall well-being and performance of the school community.

MATERIALS AND METHODS

Research Design

This study uses a qualitative phenomenological approach to better understand the lived experiences of teachers who frequently experience leadership changes (Creswell & Poth, 2018). This approach places a high priority on examining participants' subjective experiences and how they understand and manage their surroundings (Creswell & Poth, 2018). The main method of data gathering in this case will be semi-structured interviews (Merriam & Tisdell, 2016). A predetermined list of open-ended questions will serve as a guide for these interviews, but there will also be room for flexibility to delve more into the particular experiences of the teachers (Merriam & Tisdell, 2016). This research design enhances the understanding of teachers' experiences with frequent leadership transitions in the Philippines.

Research Site and Participants

The study will be conducted among Filipino teachers currently employed in public schools under the supervision of the Department of Education (DepEd) system. To ensure a comprehensive understanding of the effects of frequent leadership changes, participants must meet specific inclusion criteria. Teachers must have a minimum of two full school cycles (approximately four years) of experience under at least two different principals to ensure they have been exposed to a variety of leadership styles. Additionally, participants must be willing to engage in comprehensive audio-recorded interviews. Individuals who do not meet these experience or location criteria or those unwilling or unable to participate fully will be excluded from the study. Purposeful sampling will be employed to ensure a diverse range of experiences is represented in the study. This approach will include selecting educators from various educational levels, including primary, middle, and high school, as well as from a range of subjects such as language arts, science, and mathematics. The sampling will also consider schools with different leadership environments to capture the broad spectrum of leadership experiences. These environments include schools with consistent leadership, characterized

by minimal principal turnover in recent years, and schools with constantly shifting leadership, evidenced by four principal reassignments in the last four years. This method ensures that the study captures a wide array of experiences, providing a robust basis for understanding the impact of leadership changes on teachers.

Data Collection

The primary method of data collection will be semi-structured interviews. These interviews will be guided by a predetermined list of open-ended questions, allowing for flexibility to explore the specific experiences of each teacher. Focus group discussions (FGDs) will also be employed to gather in-depth qualitative data from teachers across various educational levels and subjects. Both individual interviews and FGDs will be audio-recorded with the participants' consent to ensure accurate capture of their experiences and perspectives.

Data Analysis

The principal technique for examining the gathered interview material will be thematic analysis (Braun & Clarke, 2006). This method entails reading the teachers' narratives for recurrent themes, patterns, and noteworthy discoveries (Braun & Clarke, 2006). The research aims to provide insights into the complex interactions between teaching experiences, leadership styles, and the school environment by examining these themes. Member verification will be utilized to bolster the validity and reliability of the study outcomes (Creswell & Poth, 2018). This technique involves sharing important interpretations and emergent themes with the participants to ensure their perspectives are accurately represented (Creswell & Poth, 2018). Through this iterative approach, the research endeavors to furnish a legitimate and dependable portrayal of the experienced realities of educators navigating through diverse leadership environments.

Trustworthiness of the Study

To establish the credibility of the research, criteria proposed by Lincoln and Guba (1985) will be followed for credibility, confirmability, dependability, and transferability. These criteria parallel the quantitative evaluation of reliability and validity.

Credibility

Ensured through iterative questioning and member checking to confirm that the findings accurately represent the participants' experiences.

Transferability

Enhanced by providing detailed descriptions of participant selection criteria and methodologies.

Dependability

Achieved by maintaining an audit trail, including raw data, field notes, transcripts, and a reflective journal to document the research process.

Confirmability

Ensured by integrating field notes and raw data from interviews, focusing on research questions rather than preconceived notions.

By maintaining these standards, the study aims to provide a comprehensive and accurate representation of the experiences of Filipino teachers dealing with frequent changes in school principals.

RESULTS AND DISCUSSION

This chapter presents the findings of the study. This section examines the detailed narrative of experiences uprooted from the interview questions leading the study. The results are presented in themes and core ideas and in the order of the research questions. Further, the presentation of data is supported by transcripts obtained from the in-depth interview and focus group discussion. The data are

Table 1: Profile of Participants

No.	Code	Sex	Position	Year in Service	Study Group
1	IDI01	Female	Head Teacher-III	7	IDI
2	IDI2	Female	Teacher-II	10	IDI
3	IDI03	Female	Teacher-II	10	IDI
4	IDI04	Male	Teacher-II	10	IDI
5	IDI05	Female	Master Teacher-II	17	IDI
6	IDI06	Male	Master Teacher-I	12	IDI
7	IDI07	Female	Master Teacher-I	26	IDI
8	IDI08	Female	Master Teacher-I	17	IDI
9	FGD01	Male	Master Teacher-III	3	FGD
10	FGD02	Male	Teacher I	15	FGD
11	FGD03	Female	Teacher I	10	FGD
12	FGD04	Male	Teacher I	17	FGD
13	FGD05	Male	Master Teacher-II	10	FGD
14	FGD06	Female	Master Teacher-I	12	FGD
15	FGD07	Female	Head Teacher-III	7	FGD

described, analyzed, and explicated in this section.

Teachers’ Experiences of Having Frequent Changes in School Principals on Their Professional Experiences and Classroom Dynamics

Shown in table 2 are the essential themes and core

ideas extracted from the IDI AND FGD on the Teachers experiences of having frequent changes in school principals on their professional experiences and classroom dynamics. The themes are discussed in the preceding pages.

Table 2: Teachers experiences of having frequent changes in school principals on their professional experiences and classroom dynamics

Essential Themes	Core ideas
Impact on Stability and Continuity	Frequent changes in principals lead to instability, disrupt academic performance, affect staff morale, and hinder community relations. Inconsistency in policies and leadership styles causes confusion among teachers and affects teaching effectiveness
Challenges and Disruptions	Teachers face challenges such as adjustment to new leadership, transfer to different teaching levels, and changes in school policies and projects. This leads to loss of subject mastery and causes chaos and misunderstandings
Implementation of Long-term Initiatives	Frequent changes affect long-term initiatives and educational reforms, causing shifts in direction and focus. New principals bring their unique vision and leadership styles, which can lead to changes in ongoing projects

Impact on Stability and Continuity

Frequent changes in school principals lead to significant instability within the school environment, disrupting both academic performance and the morale of the staff. This

instability affects not only the teachers but also the students and the wider school community. The inconsistency in policies and leadership styles causes confusion among teachers, which in turn affects their teaching effectiveness

and the overall educational environment. Affects instructional leadership. Some programs will be left behind. (FGD01)

It is rare, if not impossible, for principals and students to build positive ties, leading to a lack of consistent leadership direction and affecting attitudes and convictions related to teaching and learning. (IDI02)

It is rare if not impossible for principals and students to build positive ties. (FGD07)

Frequent changes in school principal can lead to a lack of consistency leadership direction. (IDI08)

Frequent changes in school principals can disrupt the stability and continuity of the school environment affecting everything from academic performance to staff morale and community relations. (IDI02)

Changes in school principals can disrupt the stability and continuity of the school environment affecting everything from academic performance to staff morale and community relations. (IDI05)

Stability is never achieved since every leader has their own ways to implement. (IDI07)

Frequent changes in school principals have a significant impact on both the performance of teachers and students. (IDI02)

Challenges and Disruptions

Teachers face a myriad of challenges and disruptions due to frequent changes in school leadership. Adjusting to new leadership styles and approaches can be difficult, and this often involves changes in teaching assignments and school policies. Such disruptions lead to a loss of subject mastery as teachers may need to move to different teaching levels or subjects, creating chaos and misunderstandings within the school environment.

Instructional style how the principal treats teachers. (FGD01)

Adjustment approach to the new leader or new leadership. (IDI04)

Their leadership styles and priorities. (IDI06)

These initiatives may be hampered by frequent changes in leadership since new principals can have different goals or methods for fostering the professional development of teachers. (IDI03)

Projects and program implementations that could have an impact on staff students and teachers could be hampered. (IDI08)

He ordered a reshuffling of teachers from one grade level

to another which caused great chaos and misunderstanding to most of the teachers. (FGD06)

The transfer of teachers to different teaching levels affects their teaching because they lose mastery of the subject matter or lesson. (IDI03)

Implementation of Long-term Initiatives

The frequent turnover of school principals has a detrimental effect on the implementation of long-term initiatives and educational reforms. Each new principal often brings their own vision and leadership style, leading to shifts in direction and focus for the school. This results in changes to ongoing projects and reforms, as each principal strives to align the school’s initiatives with their personal beliefs and experiences.

Some programs will be left behind. (FGD05)

They enhance teaching and learning in the schools they oversee by affecting attitudes convictions and environments related to teaching and learning. (IDI04)

They enhance teaching and learning in the schools they oversee by affecting attitudes convictions and environments related to teaching and learning. (IDI01)

Most of the principal are knowledgeable in terms of the implementation of long term initiatives such as SIP MOOE SBM etc. (IDI06)

The priorities and objectives that a new principal has for the school may be different from those of their predecessors. (IDI02)

Depending on the incoming principal’s views and leadership style long-term efforts and educational changes may be continued modified or altered within the school. (IDI05)

Revisions always happens and change is a constant thing. (IDI07)

Each new principal inevitably brings their unique vision priorities and leadership style to the school.

Each new principal inevitably brings their unique vision priorities and leadership style to the school.(IDI04)

The Strategies of Teachers in Overcoming the Challenges of Having Frequent Changes of Principals in Their School

Shown in table 3are the essential themes and core ideas extracted from the IDI AND FGD on the Strategies of Teachers in Overcoming the Challenges of Having Frequent Changes of Principals in Their School. The themes are discussed in the preceding pages.

Table 3: The Strategies of Teachers in Overcoming the Challenges of Having Frequent Changes of Principals in Their School

Essential Themes	Core ideas
Maintaining Continuity and Stability	Teachers prioritize continuity by supporting transitions, maintaining positive relationships, and ensuring open communication. They adapt to changes by being flexible and resilient
Communication Strategies	Establishing clear communication channels, regular meetings, and using group chats or personal messages to keep everyone informed. Documentation of key information and ongoing projects helps in smooth transitions

Support Systems	Encouraging cooperation and support among colleagues, stakeholders, and the school community. Providing clear and transparent communication about leadership changes and ensuring all parties are informed and involved
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Maintaining Continuity and Stability

Teachers employ various strategies to maintain continuity and stability within the school environment amidst frequent changes in principals. They prioritize supporting transitions, maintaining positive relationships, and ensuring open communication. Adaptability and resilience are key traits that help them navigate these changes effectively

Constant support whoever the principal is. (FGD05)

Be flexible when accepting changes because ideals are always changing. (IDI04)

Be flexible when accepting changes because ideals are always changing. (FGD07)

Always support the transition to incoming principal. Continue building positive relationship among members of the school. (IDI05)

Maintain open and transparent communication with all stakeholders teachers and other school personnel particularly during times of leadership transition. (IDI03)

Preserving the continuity and stability of the educational environment is of the utmost importance to me as a member of this institution. (FGD05)

Obedience is the key and being responsible to whatever tasks is entrusted to me. (IDI07)

Promoting a positive school culture involves fostering an environment where everyone feels respected valued and supported. (IDI02)

Communication Strategies

Establishing clear communication channels is crucial for managing transitions effectively. Regular meetings, group chats, and personal messages are used to keep everyone informed. Documentation of key information and ongoing projects also helps in ensuring smooth transitions and maintaining momentum.

Open communication. MT-III-BIO

Constant connection via messenger when the teacher fails to appear encouraging the teachers to work hard or engage in job-related activities. Continuous recognition of educators' accomplishments. (IDI04)

Constant connection via messenger when the teacher fails to appear encouraging the teachers to work hard or engage in job-related activities. Continuous recognition of educators' accomplishments. (IDI01)

Always established clear communication channels in disseminating information to teachers. Attend meeting regularly. Keep yourself updated any information in the group chat. (FGD06)

Throughout the transition process keep stakeholders informed at regular intervals about any significant decisions or developments the transition timeframe and the search for a new principal. (IDI03)

As a department head I make time to inform and acquaint the new principal about the ongoing projects and activities in my department. (IDI05)

Every time a change is happening a memorandum is given. Teachers involved are called for a meeting. Group Chats and Personal message are also utilize. (FGD05)

Establishing regular transition meetings with key stakeholders. (FGD04)

Support Systems

Teachers emphasize the importance of cooperation and support among colleagues, stakeholders, and the school community. Providing clear and transparent communication about leadership changes and ensuring all parties are informed and involved is essential in mitigating the negative effects of frequent changes in school principals.

Monitoring by the division personnel such as the PSDS and EPS and the faculty as a whole. (IDI08)

Staying in close contact with your coworkers and keeping track of their movements. (FGD03)

Staying in close contact with your coworkers and keeping track of their movements. (IDI01)

Maintain continuity in school policies and routine. If there are issues concern open communication is necessary to address the concern issues. (FGD06)

Establish mechanisms for routinely tracking progress and evaluating ongoing projects to determine their efficacy. (IDI03)

Constant and open communication among parties involved. (FGD05)

Show a good example of an obedient personnel cooperate to whatever task to be done help in explaining the change happened especially to students and teachers under my supervision being their Master Teacher. (IDI06)

The school administration has organized regular updates and communication channels are established to keep incoming principals informed about the status of initiatives and provide them with the necessary background information to continue the work seamlessly. (IDI04)

Insights Teachers Can Share with Other Teachers Who Also Experience Frequent Changes of Principals in Their School

Shown in table 4 are the essential themes and core ideas extracted from the IDI AND FGD on the Insights Teachers Can Share with Other Teachers Who Also Experience Frequent Changes of Principals in Their School. The themes are discussed in the preceding pages.

Table 4: Insights Teachers Can Share with Other Teachers Who Also Experience Frequent Changes of Principals in Their School

Essential Themes	Core ideas
Adaptability and Resilience	Teachers should embrace adaptability and flexibility, stay focused on their primary role as educators, and maintain a positive impact on their school community despite leadership changes
Building Rapport and Relationships	Establishing productive working relationships with new principals through open communication, respect, and understanding their leadership styles. Prioritizing student learning and well-being amidst changes
Effective Communication	Teachers should communicate their needs, concerns, and insights effectively to new principals. Open communication and honesty are crucial during transitions
Professional Development	Participating in professional development opportunities and support networks helps teachers manage the challenges associated with frequent leadership changes

Adaptability and Resilience

Teachers emphasize the importance of embracing adaptability and flexibility. Staying focused on their primary role as educators and maintaining a positive impact on their school community is crucial despite the frequent changes in leadership.

Cooperation is important. Teaching-learning process should not be affected whoever the principal is. (FGD01)

Just do your job responsibly. Be an effective teacher always. (IDI01)

Just do your job responsibly. Be an effective teacher always. (IDI01)

Always support the principal for the better of the school's vision and mission. (IDI07)

Embrace Adaptability and Flexibility: Be prepared to adapt to changes in policies procedures and expectations that may accompany new leadership. (IDI02)

Take note of the valuable input provided by the principals who might pass and address any concerns you may have with them. Just go with flow as going against it could become exhausting and tiresome. (IDI05)

Principals constantly change by time so let us just continue to be flexible with that fact and continue to be passionate with our work while maintaining harmonious working relationship with our peers. (IDI06)

Stay adaptable and focused on their students. While changes in leadership can be disruptive remember that your primary role as an educator remains unchanged: to support and inspire your students. (IDI04)

Building Rapport and Relationships

Establishing productive working relationships with new principals is vital. Teachers should prioritize student learning and well-being amidst these changes and strive to understand and respect the leadership styles of new principals.

Give constant support have open communication for the welfare of the clients the learners. (FGD01)

Be resilient and open-minded. (FGD03)

Be resilient and open-minded. (FGD07)

Support the programs implemented by the new principal.

Show commitment to work better. (IDI07)

Take the time to listen to the new principal's priorities vision and goals for the school. (FGD05)

I maintain respect and obedience in dealing with my leaders. (IDI05)

By actively promoting a positive school culture and facilitating effective communication with students and colleagues. (IDI02)

Effective Communication

Open and honest communication is essential during transitions. Teachers should effectively communicate their needs, concerns, and insights to new principals to ensure a smooth transition and maintain a productive working environment.

Be supportive to new changes as long as it is for the good of everybody. (FGD01)

Do not hesitate to reach out for better outputs and relationship. (IDI02)

Do not hesitate to reach out for better outputs and relationship. (IDI01)

Talk the principal personally to address and solve concern issues. (IDI06)

Early in the transition process take the initiative to let the new principal know about your needs worries and observations. (IDI03)

Observe the correct protocol for communication. Communicate needs concerns and insights at the right forum like meetings. (IDI05)

Just be honest with whatever they feel and want to say have an open communication with them. (IDI07)

Do not hesitate to reach out for better outputs and relationship. (IDI04)

Professional Development

Participation in professional development opportunities and support networks is crucial for managing the challenges associated with frequent changes in school leadership. These opportunities provide teachers with the skills and support needed to adapt to new leadership styles and policies effectively.

Practice professional learning community. (FGD07)

Yes because I felt being trust of my capabilities and skills. (IDI05)

By taking part in PLCs educators can work together with peers who have gone through similar struggles and experiences with changes in school leadership. (IDI02)
Support among colleagues. (IDI04)

Yes. Through Focus Group Discussion with the teachers under my supervision we can openly exchange thoughts and gain brilliant ideas from one another that can help us sustain our work under constant change of school leadership. (FGD06)

Conducting meetings and fostering open communication are essential strategies for effectively managing the challenges associated with frequent changes in school leadership. (IDI2)

CONCLUSION

This study reveals that frequent principal turnover in the Philippine education system leads to significant instability, negatively affecting both academic performance and teacher morale. The inconsistency in leadership styles and policies disrupts continuity and creates confusion, making it difficult for teachers to maintain effective teaching practices. Despite these challenges, teachers employ various strategies to cope, such as maintaining open communication, fostering positive relationships, and being adaptable. The findings highlight the importance of stable leadership for the overall well-being of the school community. The study's limitations include its focus on a specific geographical context and the reliance on qualitative data, which may not be generalizable to other settings. Nevertheless, the research underscores the need for educational policymakers to prioritize leadership stability and support systems that help teachers navigate transitions effectively. Recommendations include implementing policies that minimize principal turnovers, enhancing communication channels, and providing professional development opportunities to support teachers. By addressing these areas, schools can create a more conducive learning environment for students and a supportive atmosphere for educators, ultimately leading to improved educational outcomes.

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