

Streamlining Organization Tasks: A Grounded Theory on the Perspective and Coping Mechanism of School Administrators in Response to DepEd Order 002, s. 2024

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Abstract

Recently, the Department of Education (DepEd) relieved public-school teachers in the Philippines of administrative responsibilities. These duties were transferred to school administrators and non-teaching staff as part of DepEd Order 002, s. 2024. Administrative tasks encompass all activities necessary for efficient school management while optimizing resources. Importantly, these responsibilities are distinct from academic duties. Through in-depth interviews and focus groups with school heads, our research utilized grounded theory to comprehensively explore the impact of this shift. The study generated coping strategies for managing organizational changes, emphasizing flexibility and adaptability. Strengthening adaptive organizations significantly contributed to the development of the Modernized Educational Resiliency Theory.

Keywords: Grounded Theory, organizational task, DepEd Order 002 s. 2024, coping mechanism

Introduction

Organizations change all the time, causing the need for removal of administrative work for restructuring and streamlining operations. (Hani et. al., 2018). The efficient division of administrative responsibilities such as upkeep, assistance services among others, is very important in running an institution, as pointed out by Gajendragadkar et al. (2019)." Administrative responsibilities, as defined by the Department of Education (DepEd), encompass all activities required for undertaking school operations effectively with minimal resources. These responsibilities are not connected to academics or instructional connotations; they encompass programs and services or initiatives aimed at problem-solving. A study by Hernando (2024) shows how increased administrative duties for educators are associated with reduced teacher productivity and poor health. Various studies conducted by many learning institutions demonstrate that an increment in administrative duties significantly influences educators' workload, thus affecting their health and the quality of teaching performed. In a significant move, the Department of Education (DepEd) has taken a major step forward by releasing Department Order (DO) 002, Series of 2024. Public school teachers urgently need to adhere to this order to clear their administrative responsibilities. According to the policy, this should help teachers focus on their main job of teaching, as they reduce other roles such as office work. DepEd is optimistic that through such action, schools will become places with a conducive

environment for quality teaching and learning. This endeavor appreciates the importance of empowering teachers in their teaching responsibilities, which, in turn, impacts students' learning.

The Department of Education (DepEd) has set aside 10,000 administrative positions for the years 2023 and 2024 to ensure that the plan is carried out effectively. The goal is to simplify teachers' responsibilities, enhancing their ability to teach in class and encouraging student involvement. The school administration and school heads support non-teaching personnel in providing services related to administration, while the teachers focus on delivering lessons. These administrators and NTPs (non-teaching personnel) need to make some adjustments during the implementation stage but are crucial to the success of the project. As immersed in the field, the researcher has observed that current challenges and adaptations in streamlining organizational tasks present significant difficulties, especially for school heads and non-teaching personnel (NTPs).

Literature Review

To be precise and analytical in investigating the multi-faceted nature of the subjects, Straussian Grounded Theory (GT)'s step-by-step and meticulous approach makes it a powerful tool for deciphering how school administrators, holding non-teaching position, and other stakeholders handle organizational activities. An open technique like Grounded Theory gathered data and analysis in an iterative manner so that the understanding of the topic becomes more thorough while study progresses. In this approach, namely grounded theory, the inductive method is being used: the researcher starts from data gathering and constructs theories based on data collected rather than pre-defining theories and proving them by data attributed. This includes interviewing school administrators, nonteaching staff, and other key sources of information who provided the first-hand understanding of the said experiences and views. Because the research concentrates on the problems and what possible coping methods can be used utilizing grounded theory would deal with these challenges in a more specific level within the organizational realm. In this regard, the versatility and flexibility of grounded theory method make it suitable for understanding topics of different complexity as well as assisting in exploring different settings. The accent in grounded theory is on understanding a phenomenon considering the environment where it occurs. By immersing in the field and collecting rich qualitative data, insights are gained (Creswell 1994; Glaser & Strauss 1967; Marshall & Rossman 1999) into the specific challenges faced by school heads, NTPs, and other stakeholders. Hence, grounded theory is a systematic process in which the researcher develops theories by analyzing fieldwork data. By extracting patterns, themes, and interrelationships from the data, they gain fresh insights into how organizations cope with challenges and adapt to their circumstances (Marshall, L., & Rossman, G., '19, p. 2)

Thus, the organization and coping strategies come into question regarding how to effectively handle tasks, which lead to satisfaction and commitment from different stakeholders, such as administrators and support staff. This paper examined these facets using grounded theory. Specifically, this research seeks to answer the following questions:

1. How do school administrators perceive the implications of DepEd Order 002, s. 2024 on their daily organizational tasks?
2. What coping strategies do school administrators employ to manage the additional workload and changes brought about by the order?
3. What organizational adaptations or innovations have school administrators implemented to streamline tasks in response to the order?

4. How does the perspective of school administrators (e.g., positive vs. negative outlook) influence their coping mechanisms when dealing with organizational challenges?

Participants

Involving School Heads from educational institutions operating under the Department of Education in the Philippines, their qualitative contributions and active participation are analyzed to gain a comprehensive understanding from the diverse perspectives represented by each role. School heads, responsible for overseeing schools, manage faculty, students, and administrative staff (Aquino, 2021). They are responsible for the decision-making spans staffing, budgeting, policy implementation, and overall school operations (Cann et al., 2020; Bredeson, 2000; Wolf & Peele, 2019; Blanquisco & Mangansat, 2023). Although they do not directly teach students, school leaders significantly influence teacher well-being and professional growth. Non-teaching staff members, specifically Administrative Assistants (ADAs) and Administrative Officers (AOs), contribute to efficient school functioning by handling programs, finances, and administrative tasks (Escuredo, 2019; Schofield, 1987; A. Antiado et al., 2020). Their responsibilities encompass logistics, maintenance, security, record-keeping, budget management, and support for school-run initiatives (Escuredo, 2019), including feeding programs and disaster risk reduction efforts. In the conducted research, attention was made toward 21 school heads, mostly female and married. Here are the findings which relate to the school heads. In general, most of the school heads attained a Master's degree as the highest attained level of education. Most of these school heads had between 1 and 10 years of administrative experience. They oversaw managing Elementary schools. On average, the following six administrative work were handled by these school heads: Head of Procurement Entity, Chair of the School-Based Management, School Planning Officer, GAD Coordinator, and Performance management Chair.

Table 1. School Head’s Demographics

Pseudonym	Sex	Civil Status	Educational Attainment	Years in Service	Department
SH1	F	Widow	PhD	11-15 years	Elementary
SH2	M	Single	MAEd	1-5 years	Elementary
SH3	F	Married	MAEd	1-5 years	Elementary
SH4	F	Married	MAEd	1-5 years	Elementary
SH5	F	Single	MAEd Units	1-5 years	Elementary
SH6	F	Single	MAEd	6-10 years	Elementary
SH7	F	Married	MAEd	11-15 years	Elementary
SH8	F	Married	MAEd	1-5 years	Elementary
SH9	F	Married	MAEd CAR	1-5 years	Elementary
SH10	M	Married	MAEd Units	6-10 years	Elementary
SH11	F	Married	MAEd	6-10 years	Elementary
SH12	F	Married	MAEd	6-10 years	Elementary
SH13	F	Married	MAEd CAR	1-5 years	Elementary
SH14	F	Married	MAEd	11-15 years	Elementary
SH15	F	Married	MAEd	6-10 years	Elementary
SH16	F	Married	MAEd	11-15 years	Elementary

SH17	F	Married	MAEd CAR	6-10 years	Elementary
SH18	F	Married	MAEd	6-10 years	Elementary
SH19	F	Married	MAEd	1-5 years	Elementary
SH20	F	Married	EdD	6-10 years	Elementary
SH21	F	Married	MAEd	1-5 years	Elementary

Methodology

This study aims to comprehensively explore the impact of transferring administrative responsibilities from classroom teachers to school heads and non-teaching personnel and their coping mechanism within educational institutions. To achieve this, the research utilized Grounded Theory, allowing the researcher to develop theories based on the collected data (Cooke, 2014). The primary focus of this approach lies in inductive reasoning and learning from empirical evidence.

Using the Grounded Theory techniques, the research instruments as promisingly could capture deep and safe data collection and analysis (Methodologists, 2023; Bhandari, 2023). Using both the virtual and in person methods, The researcher included in-depth interviews (IDs) whereby they probed deeper into the individual experiences and views of organizational justice of the participants. Focus group discussion (FGD) allowed recording of collective opinions and offered a platform for improved perception of administrative tasks reduction. The researcher could make first-hand observations (DO) which would make it possible to pay attention to non-verbal cues and contextual details, similar to that in a research situation. Coding Techniques (Open, Axial, and Selective Coding) – The main aim of these is to uncover what kind of patterns and themes arise from the data itself. Besides, the report collected demographic details and identifies the administrative functions of all involved colleagues. By employing this research instrument, the researcher conducts a thorough analysis which contributes to the broadening of the deep understanding of the research problems and significantly strengthening the empirical quality and completeness of the results.

Data Gathering

The researcher employed the Straussian Grounded Theory process. The initial step involved data collection through observation, interviews, and other qualitative approaches. The study aimed to gather both quantitative (demographic information) and qualitative data related to the experiences, perceptions, and coping mechanisms of school heads and non-teaching staff when administrative assignments were redistributed from teachers to them. The second method involved systematic analysis of the collected data. The researcher categorized and coded the data to identify trends, concepts, and connections. The creation of a theory explaining the phenomenon—specifically, the coping mechanisms resulting from the sudden influx of administrative tasks—followed. Importantly, this hypothesis was not shaped by prior ideas but emerged directly from the data itself. Finally, the researcher utilized constant comparison. This iterative process involved comparing data, categories, and subcategories repeatedly until data saturation was achieved, refining the theory.

Findings

While exploring the process of analyzing responses from participants within the grounded theory framework—specifically focusing on how administrators cope with administrative tasks in schools—this study utilizes open, axial, and selective coding. As shown in Table 2, indicators in the open coding which are part of the fundamental step in grounded theory research, involves breaking down textual data (such

as the interview transcripts, field notes, or other qualitative data gathered from the in-depth interview and focus group discussions) into discrete parts or units. The goal of open coding is to identify and label concepts, themes, or patterns within the data without imposing preconceived categories. It allows researchers to explore the data in-depth and discover emergent ideas. In the process of axial coding, identifying which codes from open coding are the most important and central to your research question is done. These codes become the core themes. Axial coding aims to organize these core themes into broader categories. These categories serve as the “axes” around which the codes revolve. Through a combination of inductive and deductive thinking, the researcher categorize and conceptualize codes related to each other. This process helps understand how these concepts interact and contribute to the overall theory.

Table 2. Coding of Participants’ Responses

Open Coding	Axial Coding
<ul style="list-style-type: none"> • Unfair distribution of tasks • Compensation is too low for the bulk of work • More manpower is needed • Implementing PAPs is too difficult without teacher’s participation • NTP can no longer function well • Constant traveling is hazardous • Weak work-orientation for new tasks assigned • SH overload causes bottleneck of task flow 	<ul style="list-style-type: none"> • Implications
<ul style="list-style-type: none"> • Overloaded with tasks • Overlapping paper works • Reports take away instructional supervision • NTP’s productivity is compromised • SH 	<ul style="list-style-type: none"> • Daily Tasks
<ul style="list-style-type: none"> • Reports takes time • Data gathering cannot be done within office hours • Out of town seminars hinder IS and Admin task multitasking • Constant overtime (OT) • Time on task 	<ul style="list-style-type: none"> • Time Management
<ul style="list-style-type: none"> • Link with stakeholders • Disseminate tasks back to teachers • Teacher are source of data • 	<ul style="list-style-type: none"> • Team Coordination
<ul style="list-style-type: none"> • Heads trigger stress level • Quarterly reports are overlapping • Deadlines are stressful • Hiring capable NTP are big help • Knowledgeable SH are effective, no stress • Develop raport with stakeholders 	<ul style="list-style-type: none"> • Adapt to Change

<ul style="list-style-type: none"> • Open communication and feedbacking • Transparency, regular consultation 	
<ul style="list-style-type: none"> • Use unified database for school reports • Reports are redundant • Online submission • Online meetings and unified reports • Simplify reports • Use virtual or online communication • 	<ul style="list-style-type: none"> • Automation Tools
<ul style="list-style-type: none"> • Transparency on task assignment • Proper orientation for tasks not related to specialization • Integrate programs and activities • Provide time for paperwork • Minimize out of town seminars • Add manpower • Simplify tasks • Benchmark effective strategies 	<ul style="list-style-type: none"> • Process Optimization
<ul style="list-style-type: none"> • Willing to learn • Take time in accomplishing • Establish routine with peers • Assistants (NTP) lessen the burden • Having cooperative teachers is a plus • If properly managed, work will be productive 	<ul style="list-style-type: none"> • Influence Coping Mechanism
<ul style="list-style-type: none"> • Sudden assignment, no orientation • Unfair assignment • Not my specialization • No knowledge with new tasks • Too many tasks 	<ul style="list-style-type: none"> • Negative Outlook

Data Analysis

Administrators within educational institutions shoulder a diverse array of administrative responsibilities, spanning from managing school records to overseeing financial matters. While these tasks are fundamental for the seamless operation of schools, they can also contribute to stress, burnout, and diminished job satisfaction among administrators. To gain deeper insights into how administrators effectively manage these responsibilities, our study delved into both open and axial codes derived from their responses. By examining administrators' perceptions of tasks, their coping mechanisms, and the impact of organizational adaptations, we aim to enhance administrative efficiency and well-being. This data analysis provides practical strategies to support educational leaders in their pivotal roles. From the axial codes generated, several prominent themes emerged. These themes provide valuable insights into how school administrators cope with their multifaceted responsibilities. These themes provide a comprehensive understanding of coping mechanisms in educational administration. By analyzing common concepts across these themes, we can develop practical strategies to support administrators in their pivotal roles.

Concepts of Implications and Daily Tasks. The Implication code refers to the consequences or effects of the administrative tasks redistributed to the administrators. The researcher upon interviewing the participants explored how DO. 002, s. 2024 impact various aspects, such as workload distribution, job satisfaction, and overall school functioning. The daily task theme focuses on the routine responsibilities and activities that educators and school staff need to perform on a daily basis. It includes instructional supervision, monitoring and implementing Programs, Activities, and Projects, School Based Management, and more. Below is a sample in-vivo statement that shows strong concept of Implications and Daily Tasks:

“SH5: Yes, it really affects especially that our main focus is to conduct 70% instructional supervision. Different unnecessary programs coming from national, regional and division office must be minimized and should be integrative in nature to avoid hassle for the school heads. Because all the reports downloaded from higher office will be downloaded to the school heads and the results there will be bottle neck of the flow because the school head cannot handle alone all the demands coming from the top. Overloaded tasks and overlapping of activities due to more number of school PAPs to be implemented.”

Concepts of Time Management, Team Coordination, and Adapt to Change. Effective time management is crucial for educators. This theme emphasizes strategies for prioritizing tasks, setting deadlines, and optimizing productivity within the constraints of the school day. Collaboration among teachers, administrators, and other school personnel is perceived as an essential aspect of team coordination. This theme explores ways to enhance communication, teamwork, and coordination to achieve common goals. Educational systems are constantly evolving. This theme likely addresses the need for flexibility and adaptability in response to changes in curriculum, policies, technology, and schools' needs. Here is a sample in-vivo statement from School Head 7:

“SH7: Simplify everything, especially in teaching and learning let the evaluators give assessment directly to the pupils to know the real status of the learners to avoid sugarcoated reports coming from the schools. Add more man power to work on the administrative tasks of the school. Use virtual/online communication, online and automated mechanisms, attend trainings, search on internet about communication skills on administrative staff, develop rapport with the stakeholders.”

Concepts of Automation Tools and Process Optimization. With advancements in technology, schools can benefit from automation tools. As stated in one of the statements of SH7 that expresses a concept of optimizing processes and leveraging technology, this theme discusses the use of software, apps, and systems to streamline administrative processes, grading, and communication. Schools improves efficiency by optimizing existing processes. This theme involves analyzing workflows, identifying bottlenecks, and implementing changes to enhance effectiveness.

Concepts of Positive and Negative Outlook. Interviewed school administrators expressed that they face stress and challenges. This theme explores coping mechanisms, resilience, and strategies to maintain a positive influence on students and colleagues. Acknowledging potential obstacles and addressing negative perspectives is crucial. This theme encouraged a proactive approach to overcoming challenges and maintaining a positive school environment.

“SH2: Minimize abusing the use of innovation for personal consumption for the sake of promotion, because innovation contributes and entails additional workload for the implementers and it duplicate the same processes.”

Discussion

Educational institutions, whether schools or universities, rely on efficient administrative processes to function smoothly. These processes encompass a wide range of tasks, from managing student records and scheduling classes to handling financial transactions and maintaining facilities. The distribution of administrative tasks within these organizations plays a crucial role in their overall effectiveness and productivity. Administrators perceive DepEd Order 002, s. 2024 as having both positive and negative implications. Understanding these perceptions informs strategies for enhancing administrative efficiency and well-being in educational settings. Administrators express concern about an uneven allocation of responsibilities. Some feel burdened by an inequitable distribution. The perceived low compensation relative to the workload adds to the stress especially to the Teacher-in-Charge (TIC) positions. Administrators recognize the need for additional staff to manage tasks effectively. Administrators perceived that implementing PAPs without teacher participation is challenging. Collaboration is essential. Some administrators feel that NTPs can no longer function optimally due to increased workload. Frequent travel poses hazards and affects task efficiency. Administrators highlight the need for better orientation when assigning new tasks. Overloaded school heads create bottlenecks in task flow. Redundant paperwork affects efficiency. The time spent on reports detracts from instructional supervision. Deadlines, overlapping reports, and sudden assignments contribute to stress.

As DepEd Order 002, s. 2024 was implemented, school administrators encountered new challenges. To manage the additional workload and adapt to changes, they employed coping mechanisms. Administrators found success by hiring capable Non-Teaching Personnel (NTPs) and ensuring knowledgeable School Heads (SHs). Fostering transparent communication helped administrators cope with the demands of the order. Administrators recognized teachers as valuable sources of data and advocated for task dissemination. They also suggested integrating related programs and activities to streamline processes. Providing dedicated time for paperwork and minimizing out-of-town seminars became crucial. Based on their group discussions, increasing staff numbers could alleviate the workload. Administrators found relief by establishing routines with their peers as well as leveraging assistants (NTPs) eased the burden of administrative tasks.

In response to the DepEd Order, school heads employ organizational innovations and modifications to expedite duties in order to further operationalize these coping mechanisms. Stress is increased by deadlines, conflicting reports, and unforeseen duties. Processes are streamlined when school reports are kept in a single database. Using technology makes administrative work easier. Clearly defined tasks and appropriate orientation improve productivity.

When facing organizational issues, school administrators' coping techniques are influenced by their perspective, such as whether they have a positive or negative attitude. Administrators that are open to learning and willing to pick up new skills are better at handling challenges. The load is lessened by developing routines with peers and using assistants (NTPs) in a cooperative way. Administrators as a whole think that despite obstacles, productivity can be sustained with good management

Identification of Emerging Categories and Relationships

A more thorough analysis is conducted as the researcher compiles the answers to the study questions. The idea is to develop a theory that focuses on how school administrators handle organizational responsibilities and view efforts at streamlining. In Table 3, the codes identified during open coding and were conceptualized into axial codes, were subsequently categorized using selective coding. Administrators' perceptions, coping strategies, organizational adaptations, and their overall perspective shape the success

of task streamlining efforts. By considering these factors, educational institutions create a more efficient and supportive environment for their administrative staff. Administrators suggest integrating related programs and activities.

Table 3. Axial to Theoretical Codes

Axial Coding	Selective Coding	Theoretical Coding
• Implications	Perception School Administrators	Modernized Educational Resiliency
• Daily Tasks		
• Time Management	Coping Strategies	
• Team Coordination		
• Adapt to Change		
• Automation Tools	Organizational Adaptations/ Innovations	
• Process Optimization		
• Influence Coping Mechanism	Perspective	
• Negative Outlook		

Perception School Administrators. Administrators’ perceptions play a crucial role in task streamlining. Understanding how administrators view changes (whether positively or negatively) informs implementation strategies. Positive perceptions lead to better adoption and engagement. When administrators view streamlining as beneficial, they are more likely to adopt new processes willingly. Conversely, negative perceptions can lead to resistance and hinder successful implementation. Understanding these perceptions allows educational institutions to tailor implementation strategies. *Coping Strategies.* Coping mechanisms are essential for administrators dealing with changes. Effective coping strategies include time management, stress reduction techniques, and seeking support. Streamlining tasks impact coping—either by reducing stress or creating new challenges. Efficiently allocating time to tasks helps administrators cope with increased responsibilities. Techniques such as mindfulness, exercise, or breaks during the workday can mitigate stress. In addition, administrators benefit from peer support, mentorship, and professional networks. *Organizational Adaptations/ Innovations.* Streamlining requires organizational adaptations. Innovations involve process redesign, technology adoption, or policy adjustments, adopting software, automation tools, or digital platforms. Policies and guidelines may need revision to accommodate changes. Schools must be agile in adapting to changes while maintaining efficiency. Schools must be open to redesigning existing processes to align with streamlined workflows. While adapting, schools must balance efficiency gains with maintaining quality education. *Perspective.* Administrators’ perspective influences their approach to streamlining. A forward-looking perspective encourages proactive changes. Balancing short-term gains with long-term benefits is crucial. Administrators must weigh short-term gains (such as immediate efficiency) against long-term benefits (such as improved student outcomes).

Emergent Framework

This part of the study analyzes the emergent framework that outlines how school administrators handle organizational responsibilities and perceive coping mechanism. This initial stage involves administrators’ perceptions of their roles and the impact of organizational tasks. Administrators assess the implications of DepEd Order 002, s. 2024 on their daily responsibilities. Administrators employ coping mechanisms to

manage the additional workload and changes brought about by the order. Effective strategies include hiring capable Non-Teaching Personnel (NTPs), fostering open communication, and adapting to new tasks. Administrators recognize the need for streamlining tasks. They suggest integrating related programs and activities. Simplifying paperwork, using online tools, and maintaining transparency are key adaptations. As organizations adapt through innovations and adjustments, they can return to step in coping strategies. These mechanisms ensure more equitable management of innovations and adaptations. As administrators navigate these experiences, their perspective evolves. Proper management, routine establishment, and cooperative peers contribute to a positive outlook. In an ever changing world, organizations make adjustments and improvements, they may require new coping mechanisms. However, this time, these mechanisms aim for better and more efficient management of organizational tasks. Thus, the framework provides valuable insights into how administrators balance responsibilities, cope with challenges, and adapt to changes in educational settings.

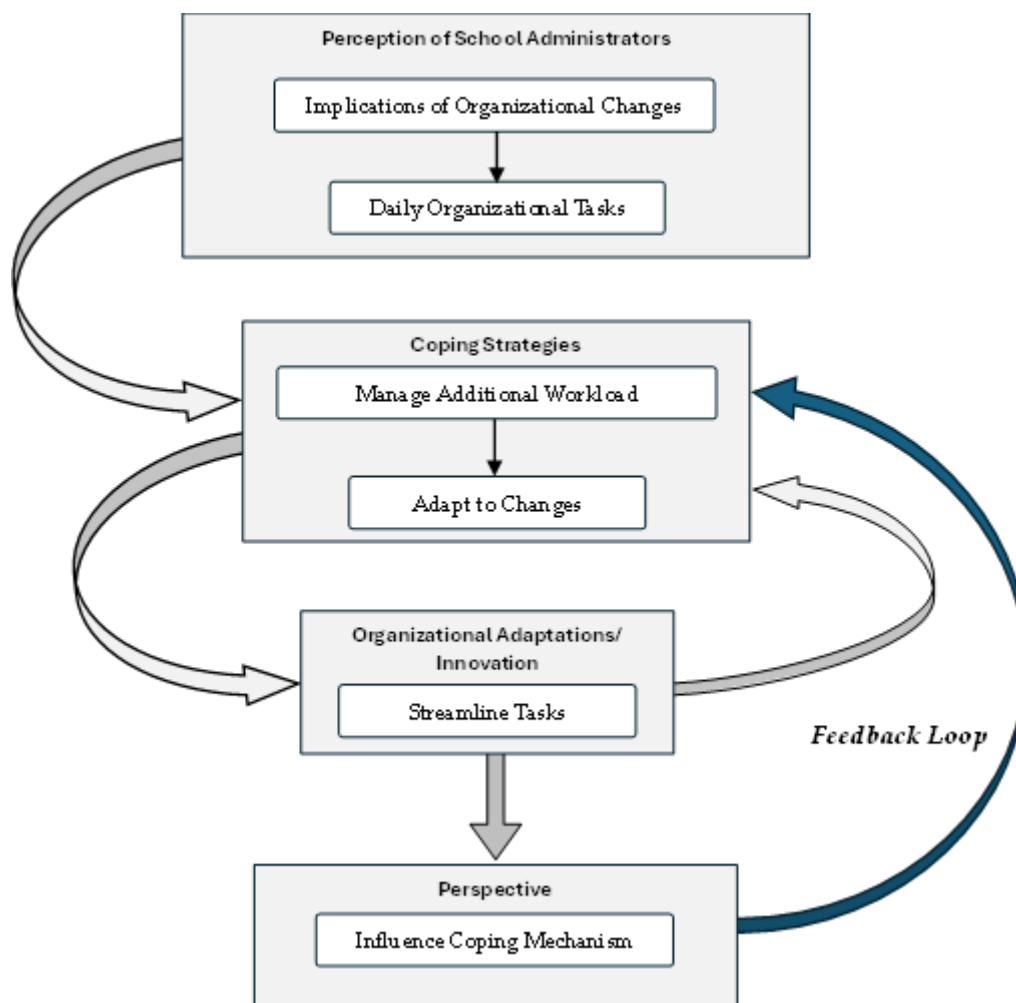


Figure 1. Framework on Coping Strategies for Organizational Changes

The Theory of Modernized Educational Resiliency or Adaptive Education

Resilience theory emphasizes an individual’s ability to adapt positively to adversity, challenges, and stressors. In the educational context, resilience is crucial for teachers and administrators facing the complexities of their roles (Towler, 2021). Adaptive education refers to a dynamic approach that responds

to changing circumstances and individual needs. Organizations anticipate potential disruptions and prepare for them. When faced with a crisis, organizations cope by implementing strategies and utilizing available resources. Organizations adapt by adjusting processes, structures, and behaviors to the new reality. Foundation in having resiliency for a successful coping mechanism includes Having access to relevant information and expertise, Sufficient resources (financial, human, technological) to respond effectively, Strong networks and relationships within and outside the organization, Understanding power dynamics and leveraging them strategically, Encouraging creativity and flexibility.

Adaptive education involves dynamic approaches that respond to changing circumstances and individual needs. Adapting teaching methods, curriculum, and administrative processes to meet diverse student needs. Clear communication and involving stakeholders in decision-making. Responding promptly to emerging challenges and opportunities. Tailoring learning experiences to each student's abilities and interests. Embracing new technologies and pedagogical approaches. Complexity theory views schools as complex adaptive systems. Schools are interconnected networks of elements (teachers, students, administrators) that learn and evolve in response to their context. Leadership in complex adaptive schools involves disrupting the status quo, distributing authority, building relational trust, and shaping school culture. School leaders play a critical role in creating equitable educational systems. Effective leadership positively impacts student achievement. Leaders must navigate challenges, promote adaptive change, and foster a sense of community within schools. Thus, organizational resilience and adaptive education are essential for administrators as they streamline organizational tasks. By embracing change, building resilience, and adopting adaptive approaches, schools can create more effective and equitable learning environments.

Implications

Theory of Modernized Educational Resiliency or Adaptive Education: In the dynamic landscape of education, fostering resilience among educators and administrators is paramount. By equipping them with relevant information, robust resources, and strategic networks, educational institutions can enhance their coping mechanisms during crises. Simultaneously, embracing adaptive education—tailoring teaching methods, leveraging technology, and promoting personalized learning—ensures responsiveness to changing circumstances. Complexity theory underscores schools as interconnected adaptive systems, where leadership plays a pivotal role. By combining resilience and adaptability, administrators can streamline tasks, navigate challenges, and create equitable learning environments.

Conclusion

In the face of organizational adaptations streamlining administrative tasks and other challenges, resilience of educators is essential. Resilient administrators can navigate organizational changes more effectively. Adaptive education tailors instruction to meet organizational needs. Custom learning programs, often delivered through digital platforms, create personalized learning paths. Adaptive models adjust content, pacing, and resources based on student progress and performance. Adaptive education aligns with personalized coping strategies for administrators. Implementing adaptive practices mirrors the need for organizational adjustments. Adaptive education encourages a forward-looking perspective, essential for coping with change. Hence, combining this theory with the framework enhances administrators' ability to manage tasks, adapt to challenges, and maintain resilience in educational settings.

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